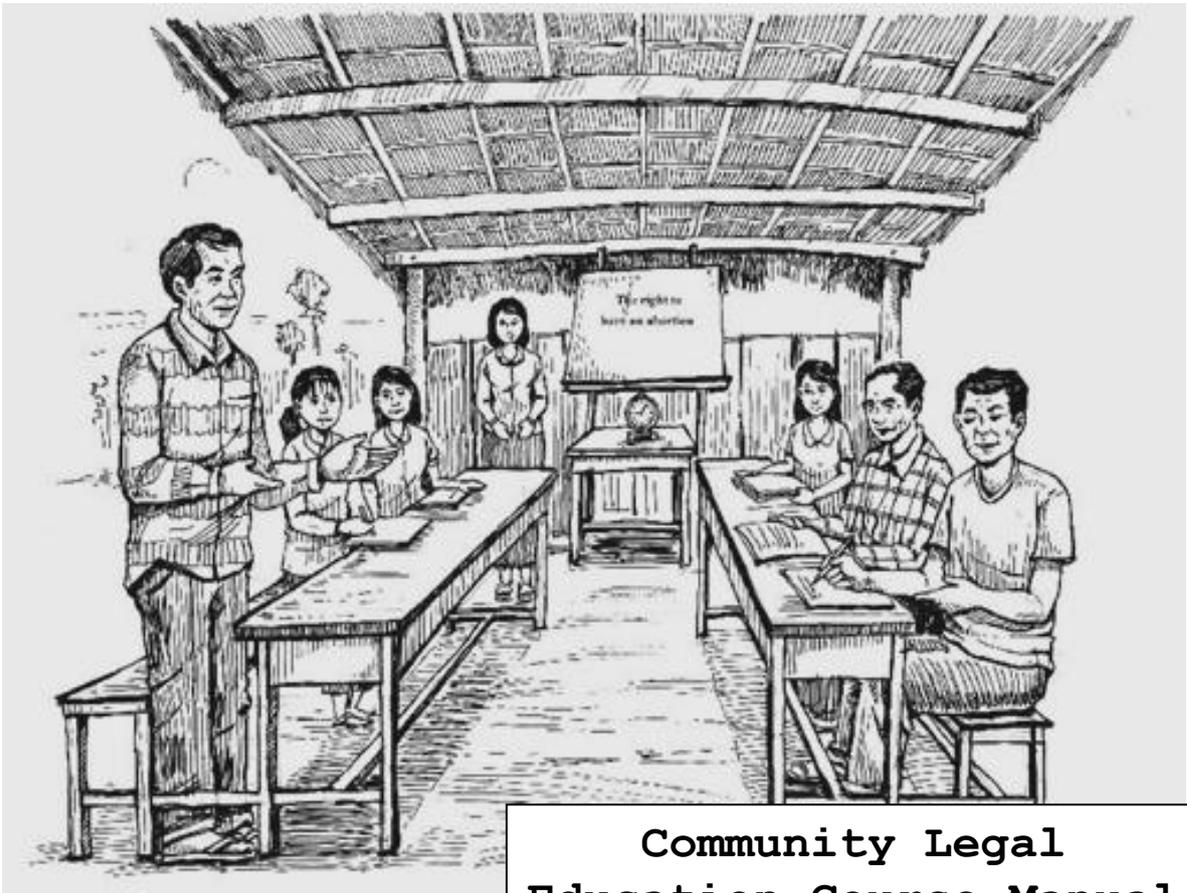


# **T**eaching **M**ethodologies

**Practical Law for Law Students**



**Community Legal  
Education Course Manual**



**First Edition: DRAFT COPY**

**By Bruce A. Lasky, Michael A. Otto & Wendy Morrish  
(General Editors)**

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**Bridges Across Borders Southeast Asia Community Legal Education Initiative**

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**Community Legal Education**  
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(General Editors)

Illustrated by **Tek Tevinn, Phal Povrisith, Sin Yang Pirom  
Chan Ny, Moeu Diyadaravuth, Srey Rartanak.**

With help from **Sim Sisavuthara, Try Samphos, Sao Channa,  
John Weeks**

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without the expressed permission of BABSEA CLE***

## Thanks, Gratitude and Acknowledgements

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*"Turn toward each other quietly and know that there are still bridges nations cannot overthrow." -May Sarton*

Bruce A. Lasky  
Michael A. Otto  
Wendy Morrish

## TABLE OF CONTENTS

### **Interactive Teaching Methodologies .....8**

---

1.	Using interactive teaching methods.....	8
1.1	Reasons for using interactive teaching methods	8
1.2	Elements of an effective lesson	9
1.3	Lesson plans	10
1.3.1	Using icons in this manuals .....	11
1.4	Effective instruction overview: presentation skills and techniques	13
1.4.1	Know the material thoroughly .....	13
1.4.2	Become comfortable with visual aids.....	13
1.4.3	Timeliness.....	14
1.4.4	Maintain eye contact with learners.....	14
1.4.5	Body language.....	14
1.4.6	Having an understanding relationship with your Learners .....	15
1.4.7	Tips for making teaching more effective .....	16
1.4.8	Responding to questions .....	17
1.5	Positive, helpful comments and advice	19
1.5.1	Practicing new skills.....	19
1.5.2	How to give comments and advice that are positive and helpful	19
1.5.3	Non-positive, unhelpful comments and advice.....	20
1.6	Questioning techniques	21
1.7	Setting training objectives and goals	22
1.8	Developing training content	23
1.8.1	Identify the training objective .....	23
1.8.2	There should be structure and sequence .....	23
1.8.3	Ethics and professional responsibility are a foundation .....	23
1.8.4	Skills and the material should be linked.....	24
1.8.5	Each part of the training should build on previous ones and what has been learned .....	25
1.8.6	Identify gaps .....	25
1.9	Workshops	25
1.9.1	What is a workshop? .....	25
1.9.2	Planning a workshop .....	26
1.9.3	Workshop Methods.....	28
1.9.4	After the workshop.....	29

---

2.	The types of interactive teaching techniques.....	31
2.1	Ice breakers/focusers	31
2.2	Brainstorming	37
2.3	Ranking exercises	38
2.4	Small group discussions	39
2.5	Case studies	40

## TABLE OF CONTENTS

2.6	Role plays	41
2.7	Question and answer	42
2.8	Simulations	43
2.9	Debates	43
2.10	Games	45
2.11	Hypothetical problems	47
2.12	Moots	48
2.13	Open-ended stimulus	49
2.14	Opinion polls	49
2.15	Participant presentations	50
2.16	'Taking a stand'	50
2.17	'Thinking on your feet' – the PRES formula	52
2.18	Values clarification	54
2.19	Aquarium – fishbowl	55
2.20	Jigsaw game	56
2.21	'Each one teach one'	57
2.22	Visual aids	58
2.23	Inviting experts	67
2.24	Field trips	68
2.25	Puppets	69
2.26	Folk stories and myths	70
2.27	Songs	70
2.28	Exhibitions	71
2.29	Theater	72
2.30	Newspapers and magazines	73
2.31	Radio and television	74
2.32	Lectures	75
<b>List of Difficult Terms:.....</b>		<b>76</b>
<b>Appendix: Workshop Evaluation Form - Sample .....</b>		<b>79</b>
<b>BIBLIOGRAPHY .....</b>		<b>81</b>

## **Interactive Teaching Methodologies**\*

### 1. Using interactive teaching methods

#### **Outcomes**

At the end of this chapter Learners will be able to:

1. Explain the reasons for using interactive teaching methods
2. Describe and understand how to use most of the 30 different interactive teaching methods listed in this section

There are many methods and techniques which can be effectively used by community legal advisors when teaching about the law to untrained people. The most effective are interactive Learner-centered teaching techniques rather than the lecture method.

#### 1.1 Reasons for using interactive teaching methods

One of the best ways for community legal advisors to understand the law and how to use it is to teach it to others. By teaching others, community legal advisors must understand the law, know how to explain the law in a simple language and must be able to show how to use the law. When community legal advisors teach, they learn as Educators and the community members learn as Learners.

It is important though to teach in a proper way to make sure that the Learners learn as much as they can and remember as much as they can. This means that the community legal advisors will often have to teach in a way they have never taught before, and may have never been taught to before.

This type of teaching is called **interactive teaching**. There is a reason why community legal advisors should use this type of teaching. Community legal advisors are encouraged not to use only the traditional lecture approach to teaching. The traditional teaching approach is the least effective method of passing on knowledge to Learners. There have been many studies and experiments which have shown that what is remembered by Learners depends on the teaching methods used. The amount of information that Learners remember increases when more Learner-centered interactive teaching methods are used. The amount the information that is remembered is much less when traditional lecture style teaching methods are used.

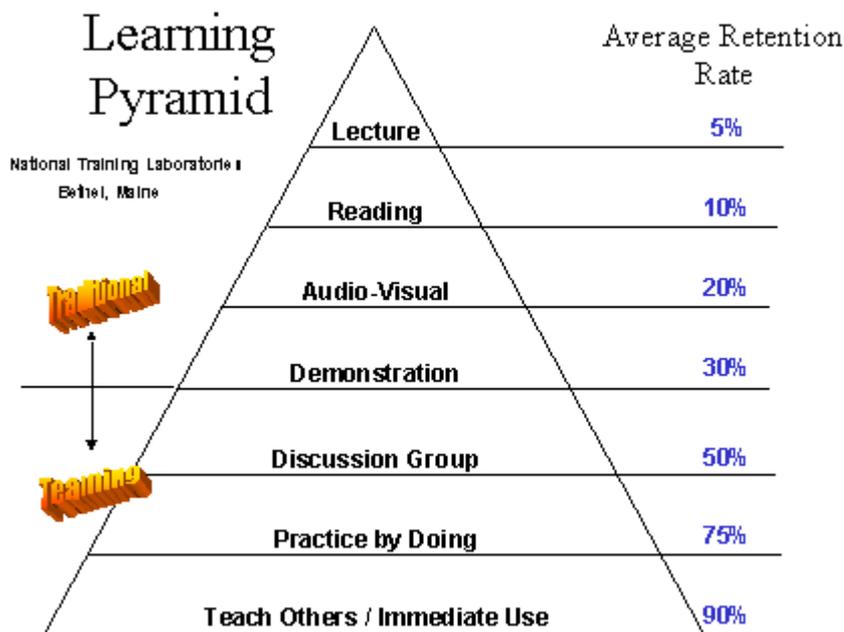
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\* A substantial amount of the material contained in this manual has been adapted from the South African Street Law: Practical Law for South Africans Educator Manual 2<sup>nd</sup> Edition as well as the Canadian Bar Association Teaching Methodologies Training Materials Handout, August 2006.



### Important Point How much do Learners remember?

- If lectures are used Learners remember 5%.
- If Learners read for themselves they remember 10%.
- If audio-visual methods are used (an overhead projector or PowerPoint) Learners remember 20%.
- If Learners discuss issues in small groups they will remember 50%.
- If Learners are shown a demonstration and then required to practice it they will remember 75%.
- If Learners teach others they will remember 90%.



## 1.2 Elements of an effective lesson

As mentioned earlier, an effective lesson is not merely a lecture. An effective lesson involves interactive teaching methods. To use interactive teaching methods it is necessary to consider the elements of an effective lesson and what should be included in a lesson plan that uses interactive strategies.

How much do learners remember?  
[Section 1.1](#)



It is recommended that the following elements should be included in each lesson:

1. The substance of the actual topic

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**Community Legal Advisor Educator Manual**

For example: law, human rights, legal ethics, procedure or practice.

2. The policy considerations affecting the topic  
For example: why the law was introduced, how it works in practice etc.
3. Conflicting values – a lesson will be more lively and motivating if Learners are exposed to different competing values  
For example: the need for the police to combat crime weighed against the right of accused persons to a fair trial.
4. An interactive teaching strategy.
5. Practical advice – Learners need to know what can be done to apply what they have learned about the law to real life situations.

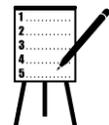
### 1.3 Lesson plans

Unlike in the case of lectures, where time management is relatively easy because the lecturer can begin and end when he/she wants to, a lesson using interactive learning methods requires very careful time management because it involves many people working together. To make sure time is managed well, it is very important to have an effective lesson plan prepared prior to teaching a lesson and then to try to follow the lesson plan. Of course, not every lesson plan is exact and the Educator may change or alter a lesson plan as he/she feels is necessary. A lesson plan is simply a guide of how to teach a lesson.

The following outline for lesson plans involving interactive learning methods is one suggested way of how a lesson plan can be used. As the Educator reads through the Educator manual he/she will see that the suggested outline is the type of lesson plan that is followed throughout this booklet.

The following outline for lesson plans involving interactive learning methods can be used:

- Step 1: Set out the topic of the lesson.
- Step 2: Set out the outcomes for the lesson - state what Learners will be able to understand or do at the end of the lesson. The outcomes should state the knowledge, skills and values that the lesson will teach the Learner.
- Step 3: Set out the content of the lesson. This means the areas that have to be covered in order to teach knowledge, skills and values.
- Step 4: Set out the interactive methods that will be used together with the time frame for the exercise, for example:



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Procedure	Time Frame (in minutes)
1. Focus activity: brainstorm	
2. Divide the Learners into small groups and allocate questions	
3. Small group discussions of questions	
4. Report back from small groups	
5. General discussion and conclusion	
<b>Total:</b>	<b>45</b>

Step 5: Set out the materials needed for the lesson (for example, case study, handouts, flip chart, overhead projector, PowerPoint projector, etc.).

Step 6: Make a list of questions or an activity for the concluding session. The questions or activity check that the outcomes for the lesson have been achieved.

### 1.3.1 Using icons in this manuals

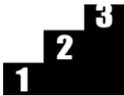
**Icons** are used to make the material easier to read. They can also identify important points, or indicate when there is an exercise. The chart below lists the different icons that are used in this manual and explains what each one is used for.

Name	Description	Icon
------	-------------	------

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Name	Description	Icon
Cross Reference Icon	This icon shows that the same topic is mentioned in another part of the manual. The icon will give the other section and page number where the topic is mentioned.	
Methods Used Icon	This icon refers to the <b>teaching methodologies</b> that are used in each exercise.	
Educator's Manual Icon	This icon is placed in the Educator's Manual so that the Educators know what page in the Learner's Manual the topic is discussed.	
Practical Advice Icon	This icon shows practical advice or tips for helping the Educator to inform the Learners of practical ways to use what they have learned.	
Exercise Icon	This icon is placed at the beginning of each exercise. It shows the beginning of an exercise and makes it easy to find when looking through the manual.	
Important Point Icon	This icon shows that the point discussed is important and the Learners and Educators should pay extra attention.	
Time icon	The clock icon is placed next to the table that gives the amount of time needed for each activity in an exercise.	

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Name	Description	Icon
Be Careful/Aware Icon	This icon is placed next to difficult or important points that may require extra attention or discussion. It may also be used in places where there may be problems to be careful and aware of.	
Process Icon	This icon is placed next to instructions that tell the Learners the steps involved in a process.	

## 1.4 Effective instruction overview: presentation skills and techniques

The first impression the Educator makes on the Learners will set the mood for the rest of the training. The Educator should let the Learners know that they are excited and want to teach the subject matter. The Educator should show the Learners that they are excited to teach by doing the following:

- using body language as appropriate
- using active words to communicate the importance of comments  
For example: describe, create, apply, decide, debate
- making their voice sound different depending on the points of the training and not letting their voice always have the same tone and volume
- enjoying the teaching

### 1.4.1 Know the material thoroughly

Thorough knowledge of the material will make sure that each Learner receives a quality lesson.

### 1.4.2 Become comfortable with visual aids

Rehearse the use of visual aids and any technical equipment needed. If the

Visual aids  
[Section 2.23](#)

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Educator is unfamiliar with how to use the equipment they should ask for instructions.

**1.4.3**      **Timeliness**

Take enough time to become comfortable in the room and with the Learners before beginning the training. Make sure that any handout materials are organized for distribution. Also, confirm that any technical equipment the Educator needs is present and that it works. Always test the equipment before the training and if possible, have extra equipment in case something equipment breaks.

**1.4.4**      **Maintain eye contact with learners**

The Educator should try to look at the Learners and into their eyes as much as possible. Learners will likely find the Educator more believable if he/she does this. In small groups, maintain eye contact with each Learner for two to three seconds. This will show support and encouragement. Make sure that the Learners who you maintain eye contact with are located in different areas of the training room and they are selected randomly. Do not always look at the same Learners again and again.

**1.4.5**      **Body language**

Body language—messages communicated by body movements—can be used to make lectures better and more interesting. If done correctly, the use of body language can assist learning. Experienced Educators frequently nod their heads to encourage participation, use their hands to emphasize important points, and show interest and involvement by directly facing individual Learners when speaking.

**Important Point**  
**Key elements of body language**

Key elements in body language are:

- eye contact
- head movement
- posture
- body movement
- facial expression

Also, consider when the following may be effective:

- standing
- sitting



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- moving around the training room
- writing on the board

Body language can also slow down and hurt the learning process. This is often due to the Educator being nervous. This nervousness can be seen in one or more of the following or similar behaviors:

- playing with things during the presentation (eye glasses, marker, microphone wire, etc.)
- holding or shaking a piece of paper
- pulling at hair, moustache or beard
- tapping fingers
- shuffling papers
- scratching an imaginary itch
- having stiff arms
- adjusting jewelry or clothing

Even if an Educator is nervous and sometimes shows this, it is not too much of a problem if it is limited or controlled. It becomes a problem when it is repeated and the attention of the Learners becomes focused on the nervous actions of the Educator and not on the lesson and material being presented.

Threatening body language can also be a problem and may interfere with learning. Actions such as finger pointing, fist waving or pounding may take the Learners' attention away from the content of the lesson.

### 1.4.6      Having an understanding relationship with your Learners



#### **Important Point**

#### **Building a good teaching-learning relationship**

Educators can build up a good relationship with Learners by:

- greeting them as they enter the training room
- calling them by their name
- maintaining eye contact
- asking interesting questions
- encouraging the Learners to become involved in the learning process
- talking to them on a one-on-one basis before and after class and during breaks
- responding to their body language by acknowledging puzzled expressions and checking for any confusion.

**Important Point**

**Damaging a good teaching-learning relationship**



Educators can damage a good teaching-learning relationship with Learners by:

- asking embarrassing questions
- talking simply and avoiding language that is too high or difficult
- failing to acknowledge Learners' attitudes
- avoiding eye contact with Learners
- having a disrespectful attitude toward Learners
- using threatening body language
- using distracting body language
- reading notes
- making oneself look superior or unfriendly
- making comments not related to the training
- having a negative attitude (about the Learners or the training)

1.4.7      Tips for making teaching more effective

There are many tips that can make teaching more effective. Below are just some of them. Educators should try to use as many tips as they can to make their teachings more effective and should not limit themselves only to those examples listed below.

**Important Point**

**Tips for making teaching more effective**



Educators should:

- Use examples only if they relate directly to the learning objective and effectively illustrate a specific point or issue.
- Use humor only if it is directly related to the learning objective. Do not use humor that may be offensive to anyone.
- Not read from the printed material or other prepared documents.
- Use appropriate speed, vocabulary and tone. An Educator's tone should never sound like the Educator is making fun of or being angry at a Learner. Speak in short, simple sentences.
- Make material more meaningful for Learners by relating it to their existing knowledge. Compare and contrast the old with the new. Focus on practical applications.
- Create a comfortable learning environment. Educators should say "hello" to Learners as they enter the classroom and should make eye contact with the Learners when speaking to them.
- Show that they are excited and interested in the subject matter being

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taught.

- Come to the trainings well prepared. Learners will be able to know quickly if an Educator is not familiar with the material.
- Follow closely the timetable and the lesson plan. In the event that they are unable to complete an exercise fully in the given time, Educators should provide the Learners with a brief summary of the key points, and then move onto the next exercise on their timetable.
- Avoid intimidating the Learners.
- If Educators plan to call upon specific Learners to answer questions, they should give them a reasonable opportunity to listen to the question. Do not ask, “What advice would you give to the client in these circumstances, Sokun?” Instead ask, “Sokun, what advice would you give to the client in these circumstances?”
- Be supportive when the Learners give their response to questions, but the Educator should be careful not to state that something is “correct” when it is not.
- Not make fun of the Learners’ opinions that differ from your own. Educators should make sure that the Learners are aware that they are open and willing to accept views that are different from their own.
- Admit when they are wrong about a part of their teaching.
- A difficult, confrontational Learner can sometimes hurt the other Learners’ learning experience. If faced with such a Learner, the Educator may want to discuss the problem with another Educator.
- Keep some political debates out of the training room, but acknowledge that the issues may be important to society.
- Be respectful of diversity among Learners, and take care not to make comments that might embarrass Learners or make them feel excluded.

#### 1.4.8      Responding to questions

The following steps allow you to handle questions effectively.

*a) Actively listening to the question*

Make sure that the Learner asking the question knows that you are focusing your attention on the question.

*b) Repeat the question*

This will make sure that the question was heard and understood correctly. It also allows everyone to hear the question before it is answered.

*c) If necessary, repeat the question in a different way that makes it more simple for the other Learners to understand it.*

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In addition to helping Learners to understand the question, this will ensure that the answer is totally appropriate for the question.

*d) Respond to the question*

The response should be brief and relate directly to the question.

*e) Confirm that the answer addresses the question*

This will make sure that the question has been answered in a way that satisfies the Learner asking the question and that any misunderstanding has been resolved.

*f) Do not pretend to know the answer*

If the Educator does not know the answer to a question, they should tell the Learners that they do not know, but help them to know where to find an answer. You can make finding the answer to a question part of a learning exercise.

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## 1.5 Positive, helpful comments and advice

### 1.5.1 Practicing new skills

The more a Learner practices new skills, the more effective the learning of these skills will be. However, the Learner needs to be made aware of the purpose of these new skills. If the Learner just repeats the same skills again and again, without being told the purpose of the practice or given **guidance** on it, it is not necessarily effective learning.

The practice must be **monitored** to make sure that the new material is properly understood and used correctly. Without this monitoring, Learners may develop poor or wrong techniques for using new skills.

As with all learning, it is important that the Learners receive helpful advice on how they are using the new skill. It is very important that the Educator is familiar with guidelines to giving positive, helpful comments and advice.



Advice  
[Section 1.5.2](#)

Positive, helpful comments and advice can be a way to make Learners want to learn more and keep learning. When Learners see their learning achievements, they have more reason to be involved in the training lessons because they are receiving something in return for their efforts.

Adult Learners require a high level of involvement in the learning situation. Positive, helpful comments and advice allow the Learners another possible area to be involved. Learners will be able to evaluate their own performance as part of the learning process.

### 1.5.2 How to give comments and advice that are positive and helpful

Positive, helpful comments and advice are **specific**. They refer to an identifiable action or behavior.

Secondly, they are **descriptive**. In addition to identifying a specific behavior, the behavior is described.

Finally, the positive, helpful comments and advice are used to improve the Learner's learning. The actual improvement must be a **realistic** possibility and the Learner should be able to do what the advice suggests. Positive helpful comments and advice that address areas of improvement that cannot be improved, such as a person who has a physical problem speaking, are not helpful. The Learners may think that these comments are making fun of them or attacking them, and get embarrassed or hurt.

The purpose of the positive, helpful comments and advice is to improve the Learner's skills and effectiveness. These comments are given in a way that

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does not judge the Learner and is concerned with the effectiveness or ineffectiveness of the Learners' performance. Educators should try to balance the good with the bad; if the Learner has performed well in some areas, it is important that he/she knows which parts of his/her actions should be kept and which actions should be changed.

Examples of positive, helpful comments and advice that would be helpful include:

“... You worded this phrase well. It accurately reflects your client's wishes. If you were to make it shorter by deleting the reference to the other person it would be even better ....”

“... You kept good eye contact with the person wanting help during the interview. This allowed the person wanting help to feel comfortable and trust you. You might make a longer pause after you ask that person a question. This would allow the person wanting help not to feel rushed and become even more comfortable. “

### 1.5.3 Non-positive, unhelpful comments and advice

Unclear advice, or advice that judges a Learner's character, is not helpful. Unclear comments (“That was good”) provide little help in identifying what is “good” or “bad” about a Learner's behavior or what areas might be improved and how. These types of comments sometimes happen because the Educator is not comfortable to say bad things to or about others. Advice that judges a Learner's character or focuses on problems of the Learner's personality is not helpful because the advice focuses on things about the Learner's character that may not be possible to change.

Ineffective advice would include comments like:

I like the way you do it.

That was good.

You have good style.

Well done.

In brief, your constructive feedback should be:



- 1. Specific** To be as specific as possible, it is very important to make notes of your observations. You will then be in a better position to comment on the effectiveness or impact of a specific action, or response or use of language. This allows the positive, helpful comments and advice to be

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understood.

2. **Balanced**                      Comment on those actions of the Learners that were strong or reasonable as well as those that were weak. It is important to know what the Learner did well so that the technique can be repeated.
3. **Appropriate for Experience Level**                      You should make suggestions for improvements that are realistic for the Learner's level of experience.
4. **Manageable**                      Limit positive, helpful comments and advice to the more important points so that the Learner can absorb and use them to improve the next situation.
5. **Understood**                      Make sure that your positive, helpful comments and advice is understood, even if the Learner disagrees with them.
6. **Focussed on Improvement**                      Tell the Learner exactly what needs to be done to fix and improve the problem. Often it is useful to show the Learner what to do or say to fix the problem.

## 1.6                      Questioning techniques

In addition to being useful in helping people with legal problems, questioning is one of the most powerful resources available for assisting Learners in learning. Learning occurs when an individual combines new facts, skills, and beliefs with his/her existing knowledge and value systems. Good questions make Learners think about how the subject matter they are discussing relates to things they already know or have experienced. To do this, the questions need to be sufficiently open-ended (discussed below) so that they make the Learners think about how the new information they are learning can combine with information they already know. Questions should encourage discussion and not only one or two word answers to be useful for Learners to learn.



Open-ended questions tend to start with words like why or how. This way the Learner must think about a variety of possibilities before giving an appropriate answer or answers.

Consider the following questions:

1. Does the Law on the Family apply to this person's situation? (Closed)
2. Which part of the Law on the Family would apply in this person's

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situation? (Somewhat open-ended)

3. Why does the Law on the Family apply to this person's situation?  
(Open-ended)
4. How do you decide which part of the Law on the Family apply to this person's situation? (Open)

The level of a question is also very important. If the answer to a question is too obvious, many bright Learners will not take the question very seriously and they may not volunteer a response. In this case, the Educator frequently ends up answering his/her own question in order to move along. Questions that are too difficult may also make it difficult for Learner's to respond. However, rather than move on, Educators should use additional ways to help Learners answer the questions themselves. A new Educator often tends to allow too little time for the Learners to respond. A pause of 5-10 seconds can seem like a long time when waiting for a response. If the question is at the right level, giving time for Learners to think individually about the answer can be very valuable to their learning. The Educators should really try to avoid answering the question for the Learners and only do this if there is no other reasonable way for the Learners to get the answer to the question.

With practice, Educators will become increasingly better at questioning. The perfect questions are those that cause many of the Learners to demonstrate a clear understanding. Those are probably the most rewarding moments in a training as the Learners clearly show that they are learning.

## 1.7 Setting training objectives and goals

Written and clearly stated training objectives are necessary for the success of the overall training as well as each part of the training.

The following item will help you determine the objective of your session:

*As a result of this session, the Learner will be able to (describe, list, select, apply, demonstrate, write, identify, solve, answer, analyze, find, complete, explain, solve):*

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Effective goals and objectives should use action verbs and allow you to complete the statement of what is to be clearly accomplished.

Examples of clearly defined objectives:

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- Ride a moto
- Fill out a complex form with 10 marks out of 10 for accuracy

Examples of suggestions to replace objectives that are not clearly defined:

<b>Not</b>	<b>Instead</b>
Understand the Law on Murder	List the three different articles of the Law on Murder that apply when a person kills somebody in self-defense.
Have an awareness of the importance of judicial independence	Given a newspaper article, identify the statements that could be considered an example of the lack of judicial independence, and explain why.

## 1.8 Developing training content

If training content is to be effective:

- It should have a clearly identified objective.
- It should have an overall structure and a logical order.
- It should have a part that covers ethics and professional responsibility.
- It should link skills and material.
- Each part in the training should build on previous parts and what has already been learned.

### 1.8.1 Identify the training objective

This must be clear in the Educator's mind and he/she should write it down before starting.

### 1.8.2 There should be structure and sequence

Trainings should have an overall structure and a logical order.

### 1.8.3 Ethics and professional responsibility are a foundation

In every training the Educator should consider the ethical issues that may take place and the ways a community legal advisor can avoid making choices that are not ethical or professionally irresponsible when working to help people.

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The training must increase the professional ability and sense of responsibility to the persons who community legal advisors are helping. The curriculum and training must do more than say that it is important to be ethical and professionally responsible. The curriculum and training must improve the skills and knowledge for making ethical decisions.

**1.8.4**      **Skills and the material should be linked**

At the basic levels, skills training can be taught by themselves. (The basic method in mediation is...) However, as the level of skill increases, it becomes more important for the skill to be practiced in a specific area that can be covered in the training.



**Important Point**  
**Practicing skills needed in a specific area**

An effective way to make sure that skills and material are linked is to design training based on **legal events** or **transactions**. As an example, event or transaction focused training include preparing for a criminal trial or completing a basic will.

A course on a transaction around a will involves:

- gathering information (fact investigation)
- considering professional responsibility issues (ethics)
- preparing the will (**drafting**) and
- reviewing the will with the person requesting help with the preparation of the will (communication)

- Major skill areas

Problem Solving, **Legal Analysis and Reasoning**, Legal Research, Fact Investigation, Communication, **Counseling**, **Negotiation**, **Litigation** and **Alternative Dispute Resolution**, Organization and Management of Legal Work.

- How to do transactions

The “how to” training should be designed to help community legal advisors do certain legal transactions, such as “How to do a Marriage Agreement”, “How to Draft a Will”, and “How to Buy and Sell a Business”.

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1.8.5      Each part of the training should build on previous ones and what has been learned

The steps should allow for a step by step approach where each step builds on the previous ones. Each step adds to the knowledge and skill of the Learners.

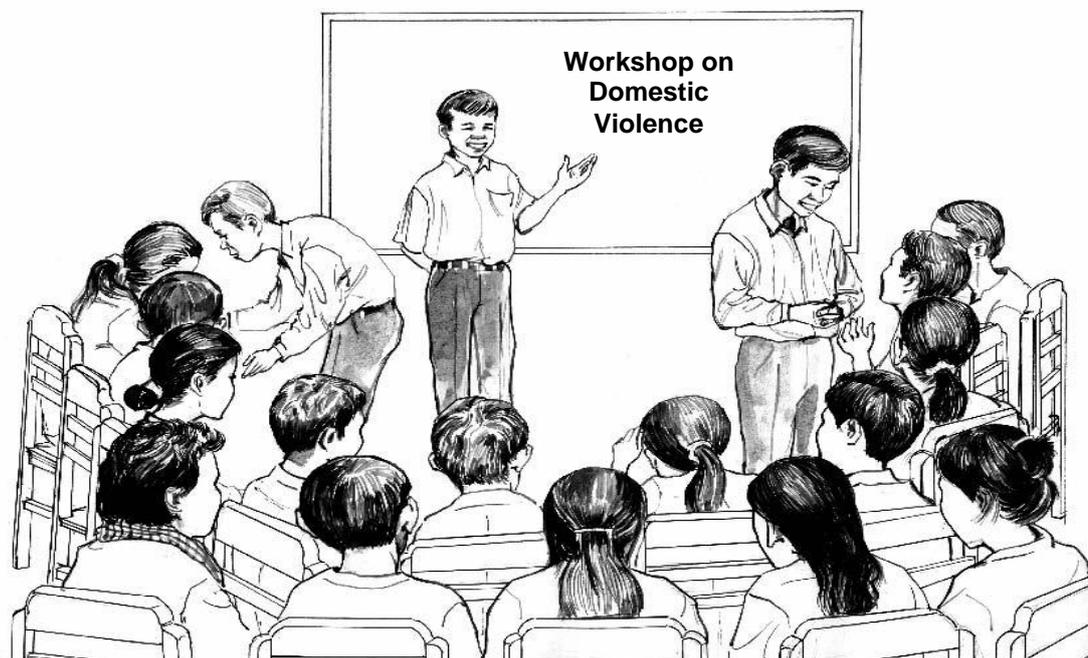
1.8.6      Identify gaps

- Topic (for example, content, practice, procedure, skills, attitude)
- Many trainings focus on **substantive law**, practice and procedure. It is important to make sure that common areas that are forgotten about in training, such as gender and **ethics**/professional responsibility are also included.

1.9          Workshops

1.9.1      What is a workshop?

**Workshops** are meetings where people with the same interests, problems or concerns come together to share their experiences and learn from each others' skills and knowledge. People go to workshops to ask for and give advice. By sharing information and ideas with others who have the same interests, problems or concerns, people are able to learn quickly and remember what they learned.



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Workshops are a good way for Educators to teach people in a community about an area of the law, or to share information with the community. If an Educator plans a workshop, he/she can get people in the community to meet together and talk about a community's problems. Doing this allows people to work together to find a solution to the community's problems.

At a workshop all the people involved in the workshop take turns talking and listening to each other.

### 1.9.2      Planning a workshop

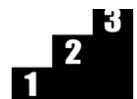
For a workshop to be **successful**, it has to be planned properly. An Educator should not start planning a workshop a day or even a week before it begins. This will not give the Educator enough time to prepare.

The first step to planning a workshop is to **assess** and understand what the community or group wants and needs to know. This is an important beginning step to make sure that the topic the Educator is teaching is something that relates to the Learners. It is important that the topic is something the Learners want or need to know and that teaching them the topic will be helpful in some way.

The second step to planning a workshop is to create a **planning folder**. The Educator should keep all the information that is important for the workshop in the planning folder. The first thing that should go in the planning folder is the basic information about the workshop.

**Basic Information to put in the planning folder:**

- Places where the workshop could take place
- Supplies that will be needed
- People and organizations that could help run the workshop
- Topics that will be discussed



The third step to planning a workshop is to have a **planning meeting** with any organizations or people listed in the planning folder who will help the Educator to run the workshop.

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At the planning meeting, the Educator should write out how the workshop will be organized. This is called the workshop structure. It is the design and plan for the ideas, laws and problems that will be discussed during the workshop. When the Educator writes out the workshop structure, he/she must include all the information that is needed for the workshop to run smoothly. It is very important to discuss the workshop structure early on in the planning process. If there is no structure to the workshop, people will not learn as much because it will not be organized and time will be wasted.



### The workshop structure should include:

- The names of people who are in charge of the workshop
- The tasks of the people in charge
- The workshop schedule (including times, speakers, and topics)
- Location of the workshop (address and directions)
- General topic of the workshop
- Specific topics of discussion for the workshop and how much time will be given for each topic
- Language to be used during the workshop
- Whether **translators** will be needed for the workshop
- The number of people needed for the workshop
- A plan to get people to come to the workshop
- A plan to get people to help with the workshop



## BABSEA CLE Community Legal Advisor Educator Manual

- Supplies and equipment needed to run the workshop

After the planning meeting, it is important for the Educator in charge of the workshop to talk about what needs to be done to organize the workshop. Each person involved in organizing the workshop should have a list of tasks to do to help with the preparations for the workshop.

Examples of tasks that need to be done to organize a workshop:

- make **reservation** for the location of the workshop for the planned date and time
- gather the supplies needed for the workshop
- print out any handouts that will be given to the Learners
- collect and list the names and phone numbers of people who have offered to help with the workshop

### 1.9.3      Workshop Methods

Once a workshop begins, there are ways to get organized and help the Learners to talk about their ideas in an organized way. Some people do not like to talk about their ideas with a lot of people they do not know. This is why it is a good idea to use games called ice breakers to help everyone at the workshop to meet and get to know each other.

There are different types of ice breakers. Many of them are discussed in detail later in this manual. The examples listed in this manual are not the only games that can be used. Feel free to create your own games, or change these games to fit your workshop.

Once people have met each other, the Educator should have planned activities that deal with the topic of the workshop. There are some activities that are better for large groups and others that are better for small groups. With a large group of people, you might have one or more Learners prepare presentations about their experience with the topic and allow the group to ask questions.

For example, the person giving the presentation could talk about how an issue was handled in the past. The person speaking could use photographs, newspaper articles or videos to help explain what happened. The group would then have the chance to ask questions or talk about whether the issue was handled well or should have been handled differently. During large workshop meetings, the Educator can have people role play everyday problems, or have discussions about the two sides of an issue.

Small group discussions are an important part of all workshops. If there are only a few people in the workshop, they are already in a small group. If there are many people in the workshop, it is helpful to break up this large group

Ice Breakers  
[Section 2.1](#)



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**Community Legal Advisor Educator Manual**

into smaller ones. Once the Learners are in small groups, they may be more willing to talk about their ideas. Each small group should have a group leader. The group leaders will direct their groups in the small group discussions. The group leaders will be given questions to ask their group. All of the group members will discuss the questions and think of different answers.

During small group discussions, it is important for the Educator of the workshop to move from group to group and make sure that everyone understands the questions and is involved in the discussions. Once the small groups finish discussing the questions, they will form a large group again. The group leaders from each group will stand up and tell the large group what his/her small group talked about while answering the questions.



**Practical Advice –**

1. When in small groups, people should sit in a circle so everyone can hear and see each other.
2. When in small groups, people should introduce themselves to each other again.
3. Everyone in the workshop should be able to give ideas without being **interrupted** or disrespected.



**1.9.4**      After the workshop

The Educator in charge of the workshop should make sure the Learners who came and participated in the workshop learned the information that they came to the workshop to learn. An easy way to do this is to ask questions about what was discussed in the workshop. The Educator can ask each person to say one good thing about the workshop, one bad thing about the workshop and one suggestion to improve the workshop. By asking these kinds of questions, the Educator can find out whether or not the workshop was successful. It is also a good way to find out which activities the Learners liked the most and which activities helped the Learners understand the topic the best. Next time the Educator organizes a workshop, he/she will know which activities to use to make sure the Learners enjoy the workshop and learn what they came to learn at the same time.

**Examples of questions at the end of a workshop**

In a workshop about **domestic violence**, the Educator could ask the following types of questions to check if the Learners understand the topic of the workshop:

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**Community Legal Advisor Educator Manual**

- What is domestic violence?
- What are some of the causes of domestic violence?
- Who are victims of domestic violence?
- What can victims of domestic violence do to get help and protect themselves?
- What can you do for someone who is a victim of domestic violence?

Once the workshop activities are over, there will be a chance for the Learners to say what they thought about the workshop. This information will help the Educator to have an even more successful workshop next time.

One way to get this information is to have everyone take turns to say one good thing and one bad thing about the workshop. Another way is to have everyone fill out **evaluation forms**. Evaluation forms allow people to give written comments on the workshop. They are especially useful for difficult issues because the people completing the evaluation forms do not have to put their names on the forms. This will make some people more willing to give their comments on the workshop.

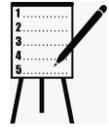
Please see the example workshop evaluation at the end of the manual “Appendix: Workshop Evaluation Form - Sample”

[Appendix: Workshop Evaluation Form](#)



## 2. The types of interactive teaching techniques

There are many different types of interactive teaching techniques that can be used by Educators. This section will discuss some of the most frequently used methods. Educators are encouraged to use these methods as well as to try to use additional and new **techniques**.



### 2.1 Ice breakers/focusers

Ice Breakers are activities to help people learn in classrooms, workshops, conferences and training programs. Lessons can be better taught if Learners are awake and active with each other, know their classmates, and feel comfortable with the Educator. They can be used as tools that help the Educator keep the Learners involved and active, help creative thinking, challenge basic beliefs, show new ideas, and introduce detailed material.

A focuser is a type of ice breaker but is more specific and related to the content or topic of an exercise or lesson. An example of a focuser is using a picture that is related to the topic that the Educator is going to teach. This picture could be used to get the Learners to begin to think of the topic they are going to learn about. An Educator could use a picture of people buying things at a market as a focuser before teaching Learners about rules of buying and selling.

#### **Types of ice breakers:**

1. Activities that make people feel more alert and relaxed
2. Activities that get people to comment
3. Games
4. Focusers
5. Activities that help people get to know each other
6. Activities that get people to move around
7. Activities that make people think

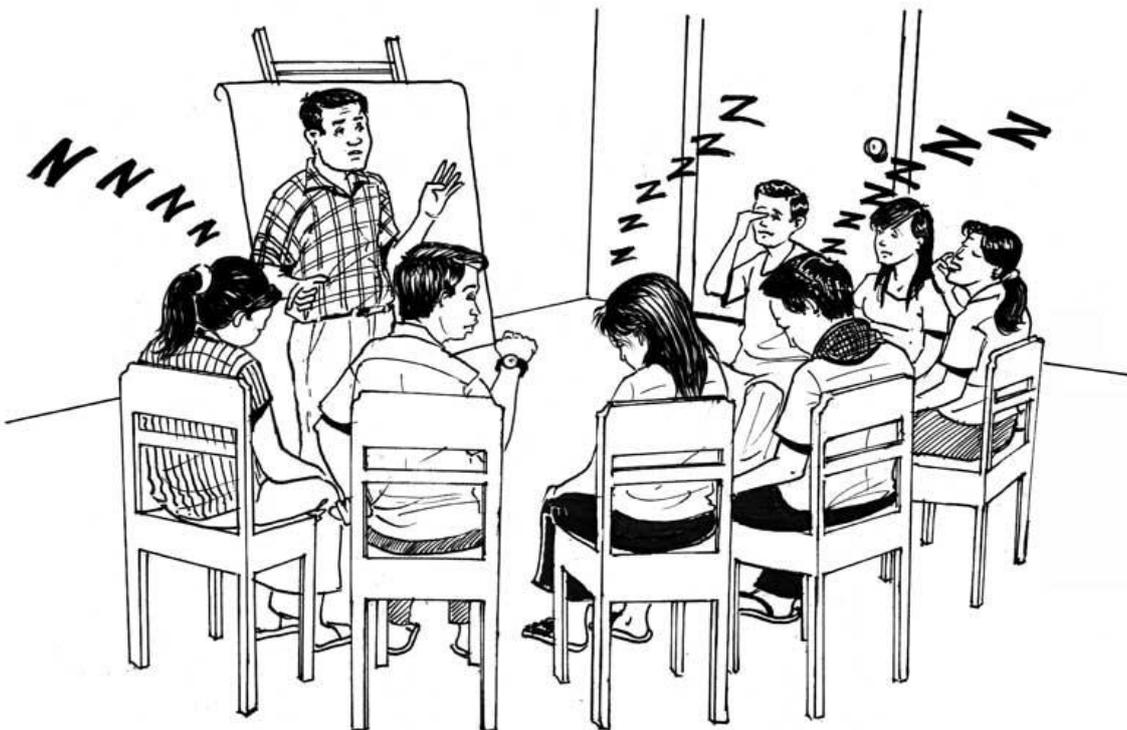


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**Guidelines for effective use:**

1. The Educator should not force Learners to take part, but should help Learners to feel comfortable to take part in the activities.
2. Anything that is said during the activity should not be used outside of the group, unless the Learners agree to it.
3. The Educator should act as a good example during the activity.
4. The activity chosen should be right for the group size, the time and place for the activity.
5. The Educator must observe the activity carefully while it is happening.
6. The Educator must help the Learners to see how the activity is linked to the topic that is going to be taught.



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Some examples of ice breakers are:



1. **Paired Introductions** – Each person meets and gets to know another person. Everyone takes turns to tell the whole group about the person he/she has met.
2. **Name Circle** – All Learners sit in a large circle and each person learns the name of the person on his/her right. One person (X) starts by saying the name of the person seated to his/her left (W), and then says X’s own name. For example, X will say: “W, X”. The person on X’s right (Y) repeats W’s name, X’s name, and adds Y’s own name. Example, Y will say: “W, X, Y”. The third person (Z) has to say: “W, X, Y, Z”. This goes one whole round until it gets back to X.
3. **Sandwich Boards** – Each person writes on a piece of paper “things I know” (about the topic to be taught). On a second piece of paper, each person writes “things I want to know.” The pieces of paper are joined with tape and the Learners walk around without talking. They have to read the papers and get to know each other.
4. **Pocket or Purse** – Each person pulls out something from his/her pocket/purse and introduces him/herself by talking about the object, explaining what it says about him/herself.
5. **Birthday Line** – Make the Learners line up according to the year when they were born. They must do this without talking. When the line is finished, start at one end and have each person say their name and the date of his/her birth.
6. **The Zoo** – Each person decides what animal he/she would be if they had been born as an animal. The Learners must make the animal sound and then find other Learners who are making the same animal sound. When they are together in groups, they should explain to each other why they have chosen to be that animal.
7. **Energy Check** – Teach the following rhythms to the participants:
  - Clap two sets of five
  - Clap two sets of three
  - Cross hands while yelling “yo yo” (or something else)
  - Clap once

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**Community Legal Advisor Educator Manual**

Teach the group to clap together. The group claps two sets of five, two sets of three, crosses their hands while yelling “yo yo,” and then claps once. The leader then yells “backwards.” The group then claps once, crosses their hands in the opposite direction while yelling “yo yo” then claps two sets of three, and two sets of five. End with a loud “ugh!”

Practice until the students can do it forward and backward. Tell them that you may say “energy check” anytime (for example, when people look tired) and when you do say this they must follow what you tell them and repeat the clapping.

- 8. People Hunt** – Give out the piece of paper below. Tell the Learners to fill out the paper about themselves. Then, they must walk around the room and find a person who has written the same answer. They must tell each other their names and sign each other’s papers. They should only sign another Learner’s paper once. When they have completed the form and gone back to their seats, go around the room and have people give answers about themselves and say what surprised them most and who was most like them. Prizes can be awarded to the people who completed their forms and to the people who gave the most surprising answers.

**People Hunt**

Directions: In the middle column, fill out information about yourself. When you are done filling out the entire middle column, go around the room to find a person whose answer is the same as yours. Introduce yourself and sign each other’s papers. Each Learner can only sign another person’s paper once!

	<b>ME</b>	<b>MY FRIEND</b>
Favorite Color		
Favorite Hobby		
Zodiac Sign		
Favorite TV Show		
Favorite Song		

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	<b><u>ME</u></b>	<b><u>MY FRIEND</u></b>
Favorite Dessert		
Last Movie You Saw		
Number of Sisters and/or Brothers		
Grade		
Favorite Author or Book		
Favorite Food		
Favorite Sport		
Pet		
Activities you participate in at school or in the community		

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**Community Legal Advisor Educator Manual**

**9. Meet and Greet Form** – Give out the sheet of paper below for Learners to fill up. This can be used to quickly see the Learners education level.

Name:

Home Town:

Middle School:

I want to be a community legal advisor because...

My best education experience was...

My worst education experience was...

The last book/movie I loved reading/watching was...

Tell three things about yourself -- two of which are true and one of which is false -- then let your partner decide after talking to you which is the false statement.

For example,

- 1) I once sat on top of an elephant.
- 2) I shook the Prime Minister's hand.
- 3) I hate chocolate.

## 2.2 Brainstorming

Brainstorming is a way of allowing Learners to think freely about ideas. It is an important learning technique because it allows Learners to have new ideas without the fear of being wrong.

During brainstorming the Educator will choose a topic. For example, "What are the different ways to teach?" The Educator asks the Learners to think of as many different ideas as they can, and writes down all of them on a white board or flipchart. The Educator writes down all the ideas, even if some are wrong. If the answers show that the question is not clear, the Educator should ask the question again in a different way. Educators should not say anything bad about the ideas. After all the ideas have been written down, the Educator and the other Learners can make positive comments which either support or challenge the suggestions. The suggestions can then be ranked in order of importance.

## 2.3 Ranking exercises

Ranking exercises are used for making choices about different options, helping Learners to think carefully about the different levels of importance of ideas or activities. The Educator can either use a brainstormed list made by the Learners or give the Learners a list of items to rank. Educators should usually use between five to ten different items. For example, the activity might be to rank certain crimes from the most serious to the least serious. Learners should be asked to rank the items in order from one to five, or one to ten, with one being the most important and five or ten the least important. Learners can be asked to: (a) give reasons for their ranking, (b) listen to people who disagree, and then (c) look at their ranking again once they know the thoughts and opinions of the other people.

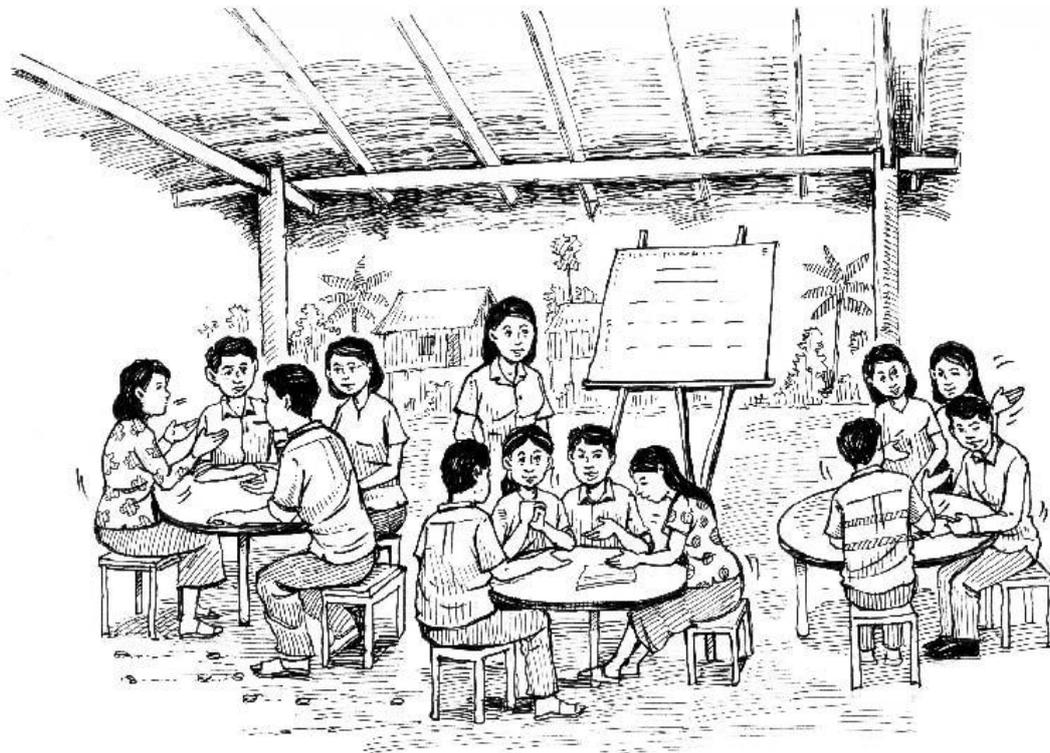
Another way to do the ranking exercise is to ask Learners to stand in different spots on a line based on their feelings about a statement or idea. For example, Learners may be asked to show their feelings on the death penalty by standing in a line and placing themselves on a scale from “I strongly agree with the death penalty” at one end and “I strongly disagree with the death penalty” at the other. Learners should then have a chance to justify and defend their ranking. At the same time Learners will get a chance to listen to other Learners who do not agree with their viewpoints, and to think again about their position based on the other opinions they have heard.



## 2.4 Small group discussions

Small group discussions should be planned carefully. The Learners should be given clear rules and instructions and be allowed enough time for discussion. If possible, the groups should usually not have more than five Learners so that everyone has a chance to speak. The groups should be numbered by the Educator (for example, one to five) or made by taking every five people in a row or group and putting them into teams for group discussions.

The groups should be given instructions for their assignment – including how long they will have to discuss a topic or prepare for a debate or role play and how the group should be run (for example, elect a chairperson and a person who will report back to all the other Learners). Groups should be reminded that everyone should have a chance to speak and express themselves in the discussion time.



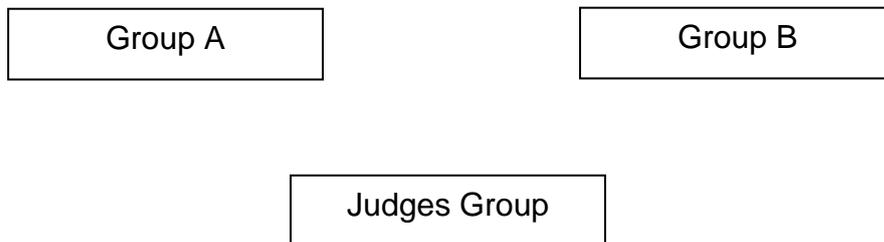
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## 2.5 Case studies

Case studies are usually done by dividing Learners into three large groups like the following:

- lawyers for plaintiffs/victims,
- defendants/accused persons (or prosecutors and accused persons),
- judges.

The large groups are then divided into smaller groups to think of good arguments or solutions for the case. A person from each group can be chosen to present the arguments or give the judgments made by their group. A different way to do the activity might be for one group or set of groups to argue for one side, another group or set of groups to argue for the other side, and a third group or set of groups to give a decision or judgment following the arguments.



When asking Learners to discuss case studies, the following eight steps can be used:

- Step 1: Choose the case study.
- Step 2: Have the Learners go over the facts and understand them.
- Step 3: Have the Learners identify the legal issues and questions involved
- Step 4: Give the case study to the Learners.
- Step 5: Have the Learners discuss in small groups the law that applies to the situation and prepare arguments or judgments using information from the Learner's Manual
- Step 6: Have the Learners who are acting as the lawyers for the plaintiffs/victims and for the defendants/accused persons present their arguments in a specific amount of time.
- Step 7: Have the Learners acting as judges make a decision based on the arguments given.

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

Step 8: Conduct a general discussion and go over the exercise as a whole group.

Educators may want to use real case situations as case studies. Many of these can be found in newspaper stories or by speaking to lawyers, judges, prosecutors or people working in the government or for non-government organizations. If Educators do this, they can tell the Learners what happened in the real case, after the Learners have made their decisions. Case studies help to develop logical and critical thinking as well as decision-making.

## 2.6 Role plays

In role plays, Learners use their own experience to act out a situation. An example of this would be a police officer arresting somebody. Learners use their imagination to make the role play more like real life. Role plays can be used to show what a legal situation is like.

When asking Learners to conduct a role play, the following seven steps can be used:

- Step 1: Explain the facts and situation to the Learners.
- Step 2: Explain to the Learners who volunteer or are selected to act out the role play what they will be doing.
- Step 3: Explain to the other Learners to act as observers and tell them what points to look for or think about.
- Step 4: Have the Learners act out the role play. This can be done by one group in front of all the other Learners or in small groups made up of role players and observers.
- Step 5: Ask the Learners who are observers to describe what they saw happening in the role play.
- Step 6: Ask all the Learners to discuss the legal, social or other aspects of the role play and to make a decision on what should be done to resolve the conflict in the role play. This can often be done in small groups or as a whole group. The Educator can also ask the Learners to act out an ending to what happened during the role play.
- Step 7: Conduct a general discussion and go over the exercise as a whole group.

Although the Educator develops the situation in the beginning, he/she should support what the Learners come up with. Role plays often show something about the Learner's personal experiences.



## 2.7 Question and answer

The question and answer method can be used instead of lecturing. To use questions and answers effectively, a list of the questions and answers should be prepared to make sure that all parts of the topic are covered. The questions must be planned before the activity to make sure that all the information needed for the training lesson or workshop has been provided for the Learners to understand the questions and be able to think of appropriate answers.

It is very important that Educators do not give the answers immediately after asking the questions to the Learners. When using the question and answer method, the Educator should wait for at least five - ten seconds after asking the question, to give the Learners an opportunity to think before answering. If the Learners are not able to answer the questions, Educators should give hints about the answer. Educators should try, when possible, not to give the Learners the answers to questions unless there is no other choice.



Educators should be careful to make sure that more confident and talkative Learners do not control the question and answer session. Educators can avoid this by asking for answers from those Learners who do not always volunteer. In addition, Educators can put a limit on how many times a Learner can answer questions during a training session. For example, the Educator can give each Learner three - five pieces of paper or straws and then take back one piece of paper or straw each time a Learner answers a question. When a Learner no longer has any paper or straws left, he/she is

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**Community Legal Advisor Educator Manual**

not allowed to give any more answers.

## 2.8 Simulations

Simulations require Learners to act out a role by following a script. They are not unlimited like role plays and are carefully scripted to make sure that the goals of the exercise are achieved. Usually most or every word or action that the Learner will say or do is written down. Giving the details of what these words or actions are helps to guarantee that the Learners will say or do the action correctly during the simulation.

Simulations usually need more preparation than role plays because the Learners need time to prepare to learn and use the script. To give the Learners time to practice the Educator should tell them about the persons or situation they are simulating before they act out the scene. Sometimes this can be done during or at the beginning of the training. Other times an Educator can save time by giving the script to the Learners before the training and have them practice the script and their roles.



Role plays  
[Section 2.5](#)

The procedure for conducting a simulation is similar to that for a role play and Educators should follow the seven steps suggested for role plays.

## 2.9 Debates

Debates should involve issues that are controversial and often create disagreement between people. **Moral issues** involving the law are often very good topics. Some examples of moral issues involving the law are abortion, prostitution, legalization of drugs, capital punishment etc., which some Learners in the group will likely support and others disagree with.

The Educator should be aware that some Learners may be sensitive or become angry if they feel very strongly about the issue in the debate. The Educator should make sure to tell all of the Learners before starting the debate that they should be open-minded and listen to the opinions of others. It is important that everyone feels free to express his/her opinion in the debate.

The Learners may be divided into two groups, or small groups, to prepare arguments ready for their side in the debate. Two people are chosen in each group to speak in the debate for their group. The rest of the Learners in the group help the people chosen to do the speaking in the debate. The debate then happens and the Learners can vote either for or against the topic.

The Educator can use the following steps to conduct a **debate**:

Step 1: Give the debate topic to the groups of Learners and choose

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**Community Legal Advisor Educator Manual**

which groups will argue for and against the topic.

- Step 2: Get the groups to prepare their arguments and choose two speakers to present their arguments. One is the main speaker who will present the group's arguments and the other is a replying speaker, who will reply to the other group's arguments.
- Step 3: Allow the main speakers in the debate who are in favor of the topic to present their arguments first within the given time limit (usually five minutes).
- Step 4: Allow the main speakers in the debate who are against the topic to present their arguments within the previously agreed upon time limit (usually five minutes).
- Step 5: Allow the replying speakers who are supporting or against the topic to briefly reply to their opponents within the given time limits (usually one minute for each side).
- Step 6: Ask all the Learners to vote for the side which had the best arguments and deserves to win the debate.

A variation of the debate is 'mini-debates'. In a mini-debate, all the participants are divided into groups of three to conduct mini-debates with debaters for and against the topic in each group, together with a judge who controls the debate. When both sides of a mini-debate have finished their arguments, the judge decides who the winner is and reports back to all the other Learners.



## 2.10 Games

Games are a fun way for people to learn because most people, whether they are adults or children, enjoy playing games. Games may be used as 'ice breakers' which are fun ways for Learners to first meet each other and become comfortable together as a group, but they may also be used to teach important topics in the law. Games can show difficult legal ideas in a simple and practical way. Where games are used to teach about the law they should not just be fun but also have a serious purpose.

Ice breakers  
[Section 2.1](#)



The 'Pen Game' is an example of a game that can be used to teach values and knowledge and make the Learners aware of the need for law as well as the different types of laws that exist in democratic societies. The Pen Game is played as follows:

- Step 1: The Educator should make sure that each Learner has a pen, or a paper clip, or a bottle top or any other type of small object. Then the Educator tells the Learners that they will be playing the Pen (or another object) Game.
- Step 2: The Educator divides the Learners into teams.
- Step 3: The Educator tells the Learners that as they have teams, they need team leaders and chooses the Learners on the right hand side of each group or row to be the team leaders.

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

- Step 4: The Educator checks that the Learners know who are in their teams, who their team leaders are and that they are playing the Pen game.
- Step 5: The Educator tells the Learners to start playing the Pen Game – not listening to any requests for rules.
- Step 6: The Educator allows the Learners to make up their own rules for the game for a couple of minutes but then tells them that they are not playing the game correctly.
- Step 7: The Educator tells the team leaders to pass the pen to the team members on their left and restarts the game. After about a minute, the Educator stops the Learners and tells them that they are not playing the game correctly.
- Step 8: The Educator tells the team leaders to hold the pen in their right hands and then to pass it to the team member on their left. After a minute or so the Educator again stops them and tells them that they are not playing the game correctly.
- Step 9: The Educator tells the team leaders to hold the pen in their right hand, pass it to their left hand, and then pass it to the team member on their left. After about a minute, the Educator again stops the Learners and tells them that they are not playing the game correctly.
- Step 10: The Educator tells the team leaders to hold the pen in their right hand, pass it to their left hand, and then pass it to the right hand of the team member on their left. After about a minute, the Educator again stops the Learners and tells them that they are still not playing the game properly.
- Step 11: The Educator tells the team leaders to hold the pen in their right hand, pass it to their left hand, pass it to the right hand of the team member on their left – but may not be passed to any members of the team wearing glasses (or any other specific feature such as rings or clothes of a certain color). After another minute, the Educator again stops the game and chooses one of the teams as the winners for no real reason.
- Step 12: The Educator discusses the game to find out how the Learners felt about it, why they felt the way they did and what they learned from the game. This is called the debrief.
- Step 13: Summary and conclusion: The Educator checks that the Learners understand why laws are needed to prevent confusion and chaos. Laws should not work only by looking back at past problems, laws should not discriminate against people, people

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

should have access to fair courts that apply the rule of law and citizens should take part in the law-making procedure.

The Pen Game teaches knowledge and values – Learners not only learn the purpose of laws in society but also appreciate why laws are necessary. Educators should make sure that games are played so that they meet the learning goals for the exercise. Not only should the game cover the different principles to be learned, but Educators should also make sure during the debriefing that all the goals have been achieved.



## 2.11 Hypothetical problems

**Hypothetical** problems are like case studies, except that they are often based on pretend situations. They can be more useful than case studies in the sense that a problem can be specially made for the purposes of the workshop. Also, they can be based on an actual event, such as a newspaper report, even though it is not actually a reported legal case. The good thing about hypothetical problems is that if it is needed, changes can be made to the facts depending on the purposes of the exercise.

Hypothetical problems are very useful when teaching about human rights in a place where human rights are not well enforced, because the problems do not need to be about the home country. Even though the facts may be the same as those in the home country, the hypothetical problem can allow the situation to happen in a foreign country or imaginary place. This may help to avoid certain types of interference from the government or other agencies or persons because the Educators can say they are not making bad comments



## BABSEA CLE Community Legal Advisor Educator Manual

about their home country or agencies or persons in their country.

When working with hypothetical cases, just like in case studies, Learners should be asked to argue both sides of the case and then to reach a decision. To do this, Educators can use Steps 1 to 8 mentioned for case studies.

Case Studies  
[Section 2.5](#)



### 2.12 Moots

**Moots** involve case studies in which Learners are asked to argue an **appeal** on a point of law. The moot is the appeal stage after the trial has been heard. All the questioning would have been done at the trial stage. The only people seen and heard by the appeal court are the lawyers who argue the appeal.

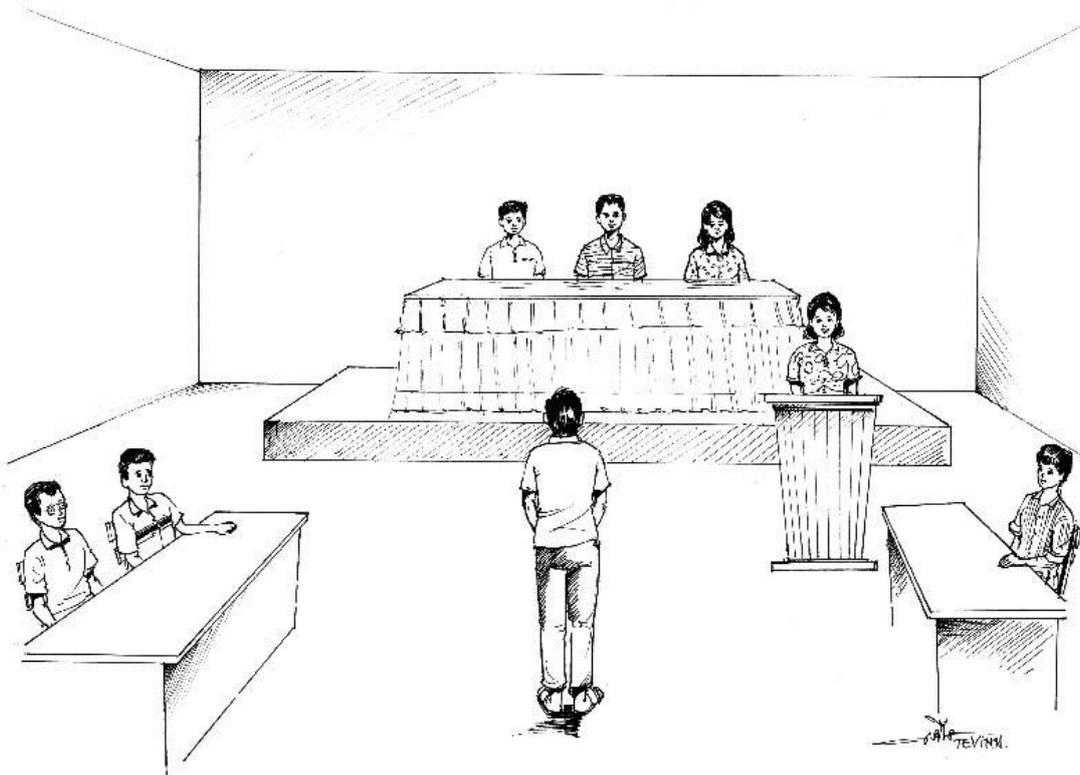
It is interesting to use a pretend court structure to help the Learners to start understanding the legal system.

Similar to case studies, Learners can be asked to prepare arguments in small groups and then to elect a speaker to present the arguments of the group. Steps 1 to 8 for case studies can be used for moots.

Case Studies  
[Section 2.5](#)



Another method of doing the moots exercise is to use 'mini-moots' where Learners are divided into groups of three with a lawyer on each side and a 'judge' to control the proceedings, give a judgment and report back to all the other Learners.



## 2.13 Open-ended stimulus

Open-ended **stimulus** exercises require Learners to complete sentences like: "If I were the Judge..." or "My advice to the Minister of Justice would be..."

Another way of using an open-ended stimulus is to give Learners an untitled photograph or cartoon and ask them to write a title or description for the photograph or cartoon.

Learners may also be given an unfinished story and asked to make their own conclusion or to act out the conclusion in a role play.



## 2.14 Opinion polls

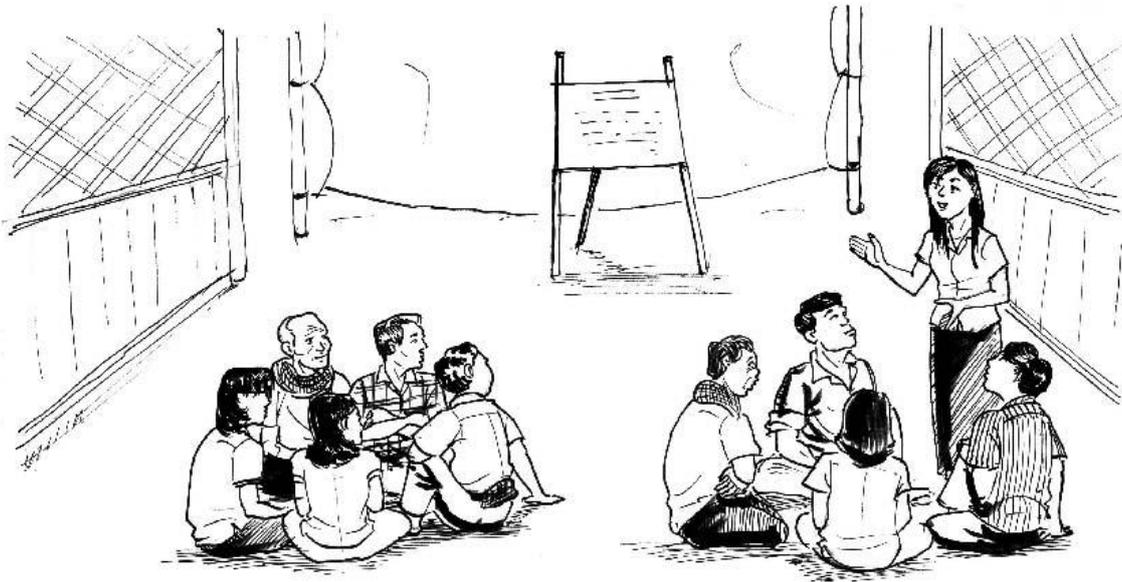
An opinion poll helps Learners to express their opinion on the topic they are studying. A poll allows for a range of opinions (for example, strongly agree, agree, undecided, disagree, strongly disagree). Opinion polls can serve as a starting point for discussion; give the Educator an idea of the values, attitudes and beliefs of the Learners; and be used to identify changes in these attitudes.

To do an opinion poll, the Educator should ask each Learner to individually write down his/her opinion on the subject without other people seeing. The Educator should then ask Learners for their individual views and record them on a white board or flipchart in a table that shows the views of all the Learners together. This can be done by a simple show of hands. For example, how many strongly agree with statement number one? Learners should then be asked to justify and defend their opinions and to listen to different points of view. If no one takes an opposing point of view, the Educator can ask Learners what arguments can be made against their own opinions. This will make Learners think and challenge their own points of view.

The Educator can use different poll items to check the consistency of Learner's beliefs and he/she may want to follow the opinion poll with a case study on the subject being discussed. For example, if an opinion poll shows that a number of Learners say criminals should be rehabilitated and not punished, the poll could be followed by a case study about a violent criminal with a long history of offences. The Learners could then be asked whether they think that this criminal should be punished or if they still agree with **rehabilitation**. The Educator can also provide a case study about a violent criminal who has been successfully rehabilitated and is doing very good and useful things in society.

## 2.15 Participant presentations

Learners can be given a topic to give as a presentation. For example, Learners may be asked to research the topic formally by looking in books, magazines, journals or newspaper articles on the subject. Learners may also be asked to research informally by asking their spouses, parents, relatives or friends about the topic and how the law relates to the topic and how it affects their lives. Learners should be asked to make a presentation to all the other Learners about their research. All the Learners should then discuss the presentations together.



## 2.16 'Taking a stand'

'Taking a stand' requires Learners to argue and defend their point of view, or position, on a topic by physically standing up and using their voice to justify their position. A controversial topic, which will likely have a variety of opinions by the Learners, should be chosen.

As an example, Learners might be asked who is in favor of and who is against the death penalty. Learners would then have to take a stand under a sign stating 'In favor', 'Against' or 'Undecided', and explain their opinions.

The following procedure can be followed:

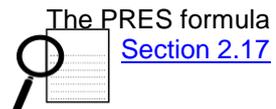
Step 1: Prepare signs with headings or titles saying the following: 'In ', 'Against' and 'Undecided' or any other headings that apply.

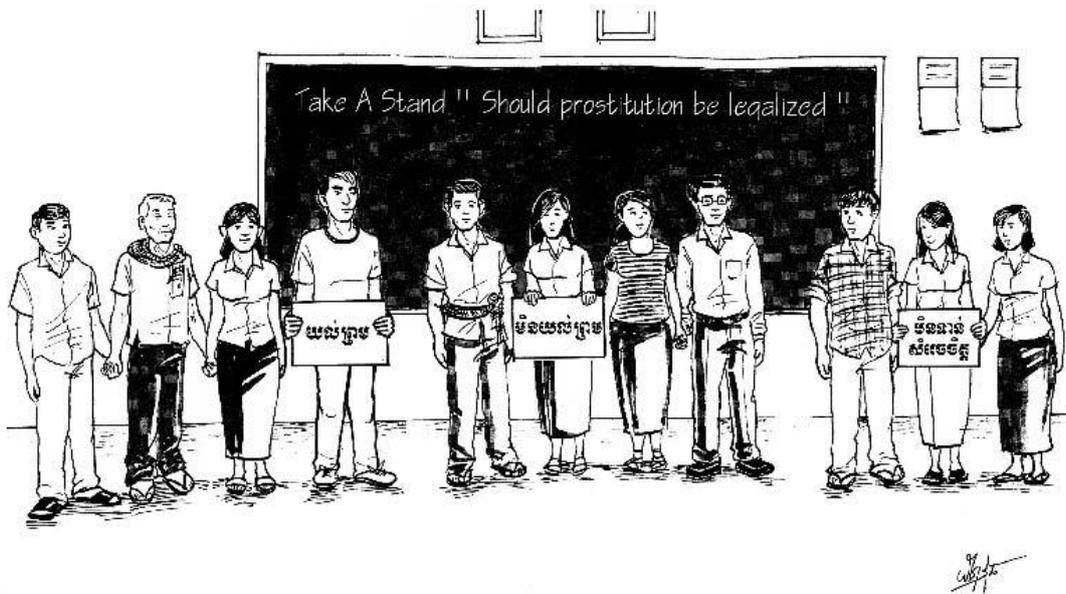
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**Community Legal Advisor Educator Manual**

- Step 2: Introduce the controversial topic on which the Learners will be asked to take a stand (for example, the death penalty, legalization of drugs or prostitution, etc.). Tell the Learners that they may change their position later after hearing a very good or bad argument.
- Step 3: Ask the Learners to take a stand under the sign that reflects their point of view.
- Step 4: Ask the Learners to explain their choice by making a single argument – or the Educator could give the Learners under each sign an opportunity to express their point of view.
- Step 5: Ask Learners who changed their position to give their reasons for doing so.
- Step 6: Test the Learner’s opinions and position by asking questions involving extreme examples (for example, during a death penalty debate, check whether those against the death penalty would say that even Pol Pot, who was responsible for killing more than a million people, should not be given the death penalty – if he were alive, given a trial and found guilty).
- Step 7: Summarize the discussion and conclude.

To help the Learners in expressing their opinions in a logical way, they may be asked to use a formula like the PRES formula.

‘Taking a stand’ not only teaches Learners the skills to make an argument but also makes them clarify and explain their values.





## 2.17 'Thinking on your feet' – the PRES formula

The PRES formula has been developed to help Learners develop and make a logical argument when asked to think of something quickly and with no warning, or "Thinking on your feet".

The PRES formula gets Learners to make their arguments by having them express the following: (a) their **P**oint of view; (b) the **R**eason for their point of view; (c) an **E**xample or **E**vidence to support their point of view; and (d) to **S**ummarize their point of view.

For example, opinions on the death penalty could be given in the following way using the PRES formula:

### 1. An argument against the death penalty for murder

My **P**oint of view is that I am against the death penalty for murder.

The **R**eason is that I believe that it is not proper for one person to kill another person, even if it is for the punishment for a crime.

The **E**vidence for my point of view is that the teachings of the Buddha say that a human being should not kill another human being. The Buddha does not talk about exceptions to this rule.

In **S**ummary I am against the death penalty for murder.

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

2. An argument in favor of the death penalty for murder

My **P**oint of view is that I am in favor of the death penalty for murder.

The **R**eason is that a person who kills another person commits one of the greatest harms in society and society should not be responsible for supporting this person.

An **E**xample is the cost that society has to pay to keep a person who has committed murder in prison for a very long time rather than executing him/her. This money can be used for better purposes.

In **S**ummary I am in favor of the death penalty for murder.

3. Unsure argument on the death penalty for murder

My **P**oint of view is that I do not know whether I am in favor or against the death penalty for murder.

The **R**eason is that I do not know whether the death penalty makes any difference to the number of murders happening in a country. I am unsure whether executing persons for murder will make it more or less likely that people will commit murder.

For **E**xample, if you compare many countries that have the death penalty with others that do not, the amount of murders that are committed are about the same whether there is the death penalty for murder or not.

In **S**ummary I do not know whether I am in favor or against the death penalty for murder.

Steps to follow when teaching the PRES formula:

- Step 1: Introduce and explain the PRES formula.
- Step 2: Give an example of the PRES formula.
- Step 3: Ask questions to individual Learners on controversial issues and ask them to answer using the PRES formula without stopping to think about it.
- Step 4: Debrief and conclude on the value of the PRES formula.

The PRES formula can be combined with other learning methods such as 'take a stand'. If Learners are required to give the Educator a written assignment, or something similar, rather than to express a point of view the PRES formula can become the SRES formula (Submit, Reason,

Take a Stand  
[Section 2.16](#)



**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

Evidence/Example and Summary). However, the PRES formula teaches the valuable skill of being able to think on your feet.

## 2.18 Values clarification

Values (meaning opinions and feelings that show a person's personal character) **clarification** exercises are used as a way for Learners to express and analyze their own values, attitudes and opinions as well as those held by others. Learners are given a chance to think about their positions, opinions and beliefs. At the same time they are asked to listen to other opinions.

Value clarification exercises are useful in many ways:

1. They are important for helping the development of the Learner's listening and communication skills.
2. They help Learners develop an understanding and caring attitude for the positions and opinions of others.
3. They improve the Learners' ability to solve problems and make decisions.
4. They help Learners develop reasoning and critical thinking skills
5. They help Learners think about and continue to support their attitudes, positions, opinions and beliefs.

The steps that can be used by Educators to teach values clarification are the following:

- Step 1: Ask Learners to express their opinions on an issue.
- Step 2: Ask Learners to define and explain their opinions.
- Step 3: Ask Learners to think about the reasons for their opinions including the arguments and evidence that support their position.
- Step 4: Ask Learners to consider other opinions by asking Learners who hold opposite viewpoints to present their views, asking Learners to write down the arguments for different viewpoints, or by the Educator presenting opposite views for discussion.
- Step 5: Ask Learners to think about their position and other points of view by asking them to show the strongest and weakest arguments in support of their position, and the strongest and weakest arguments for the opposite position.
- Step 6: Ask Learners to make a decision on the issue. The Learners

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

should re-think and resolve the conflict between the various points of view to find the best result.

Step 7: Conduct a general discussion and summarize.

## 2.19 Aquarium – fishbowl

Aquariums or ‘fishbowls’ can be used for observations of case studies, simulations, role plays or any other legal education activity where Learners are asked to think critically about what has been decided during an exercise. They are also valuable when dealing with values and attitudes. For example, in gender-sensitivity exercises, fishbowls can be used to allow Learners to see the differences between how women relate to each other in specific situations as opposed to what men do in similar situations.

An example of the steps in a fishbowl method is the following:

- Step 1: The Educator begins the exercise by saying that the Learners will be divided into small groups to prepare for a role play.
- Step 2: The Educator splits the Learners into small groups of community legal advisors interviewing a person in need of help and other people who are about to be interviewed - with not more than five Learners in each group.
- Step 3: The community legal advisors in the small groups prepare the questions they will ask during the interview and the people in need of help prepare the questions they will ask and what they will tell the community legal advisor.
- Step 4: The Educator calls for volunteers from the groups to role play the interview between the community legal advisor and the person in need of help in front of all the other Learners. The other members in the groups are told that they are just watching and the Educator gives them a list of things to look for during the role play.
- Step 5: The role play is conducted and the Learners who are watching should take notes.
- Step 6: At the end of the role play, the Educator should ask the Learners what they observed.
- Step 7: The Educator leads a general discussion and concludes the exercise.

Fishbowls can be used to teach knowledge, values and skills in combination with a number of other learning methods.



## 2.20 Jigsaw game

The jigsaw game method is useful to show Learners how group advocacy may affect the way laws are made. For example, they may involve a situation where different organizations or interest groups are meeting with the Council of Ministers, or a committee created by the Council of Ministers, to present their different views on what a new law should be or how an existing law should be changed. The jigsaw game is used to allow the different organizations or interest groups to discuss with each other before they make presentations to the committee that is hearing arguments from people or organizations that may have different views or interests.

Jigsaw games can be done using the following steps:

- Step 1: Brainstorm ideas to select two organizations or interest groups that are in favor of the law being changed and two that would be against it.
- Step 2: Divide Learners into two groups in favor of the change, two groups against the change ('home groups'), and a group of committee members.
- Step 3: The home groups meet to discuss the arguments they will make to the committee. At the same time, the committee discusses issues and questions they will ask the home groups.

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

- Step 4: The home groups divide into smaller multi-interest groups with people from each home group joining a multi-interest group to hear each other's viewpoints. The committee continues its discussions.
- Step 5: The multi-interest group members return to their home groups, report back to their teammates and discuss what they have learned from the other groups. The home groups get their final argument ready for presentation to the committee. The home groups elect two people from their group to present their arguments to the committee: one to make the arguments, the other to answer questions. The committee continues its discussions.
- Step 6: The home groups each have limited time (for example, two minutes each) to present their arguments to the committee. The committee has a limited period for questions (for example, one minute per home group).
- Step 7: The committee has limited time (for example, two minutes) to think about its decision and to present it (for example, a further two minutes).
- Step 8: The Educator debriefs the lesson and summarizes.

The jigsaw game is a fairly difficult activity and the time limits need to be closely managed by the Educator.

## 2.21 'Each one teach one'

'Each one teach one' is a teaching method that requires all the Learners to teach each other about an area of the law. Each Learner teaches another Learner a section of the law to be learned so that by the end of the exercise all the Learners will have learned about the whole topic.

The following steps may be followed when using the 'each one teach one' method:

- Step 1: The Educator prepares a number of cards with statements on them that cover different areas of the topic (for example, legal definitions). Enough cards must be made to make sure that everything that needs to be discussed in the topic is included.
- Step 2: The cards are given to the Learners and the Learners are told that they must teach the other Learners what is on the cards.
- Step 3: The Learners move around the room teaching each other what is on their cards.

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

- Step 4: After the Learners have taught each other what is on their cards, the Educator ends this part of the exercise.
- Step 5: The Educator checks with the Learners to make sure that they have all learned what was on the cards.
- Step 6: The Educator debriefs the lesson and summarizes.

The 'each one teach one' method must be carefully controlled to make sure that all the information on the different cards has been taught to all the Learners.



## 2.22 Visual aids

The Educator's communication skills are often one of the most important parts of a training. Learners usually remember information and ideas even better if the Educator uses other methods to teach. Visual aids make this easier.

Visual aids can be many different things, including photographs, cartoons, pictures, drawings, posters, videos and films. Photographs, cartoons, pictures and drawings can be found in textbooks, newspapers, magazines, etc. Videos and films are usually available in libraries and resource centres.

Visual aids can be used to produce interest, recall early experiences, support



**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

learning, improve reading skills, develop powers of observation, **stimulate** critical thinking and encourage clarification of values. Learners can be asked to describe and analyse what they see, and through questioning, to apply the visual aid to other situations.

**1. What is the value of visual aids?**

- To strengthen the organization of the Educator's presentation.
- To increase the Learners' understanding of the Educator's presentation.
- To allow the Educator to move during his/her presentation and to have Learners visually focus on something in addition to what the Educator is saying.
- To give variety to the Educator's presentation and to help Learners remember the presentation even better.

**2. When can visual aids be used?**

- To **summarize** key ideas and points. This increases the ability of the Learners to remember information.
- To **clarify**: When statistics or numbers are involved, or structural details and relationships need to be shown, models, graphs and bar charts are very effective.
- To **illuminate**: When it is difficult to picture the ideas, concepts or procedures a visual aid will help understanding.
- To stimulate the senses (and appeal to a variety of learning styles).
- When time is limited.
- When you want confidence and self-control, visuals can provide your outline instead of notes, allowing you to talk more to your Learners.
- Visual aids can affect feelings more than information given by simply talking.

**3. What makes a good visual aid?**

- **Visible**: The Learners must be able to see it. The writing on posters, flipcharts or whiteboards must be written clearly and large enough to be read easily from the back of the training room. Font for overheads and presentations should be 36 points for major headings, 24 points for sub-headings and nothing smaller than 18 points for text. (These are recommended sizes for English fonts, other language fonts may need to be larger.)

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

- **Accurate:** Check spelling, grammar and size relationship on graphs.
- **Clear:** Keep visuals simple - with clean, clear lines and bright, clear colors.
- **Appropriate:** Remember that the information given by the visual aid should add to the message being taught and that it does not compete, distract or confuse.
- **Purposeful:** The visual aid summarizes, clarifies or illuminates what is being learned.

#### **4. How to use visual aids**

When using visual aids, the Educator may use the following steps:

- **Focus:** Control where the Learners are focusing their attention. Is it on you or the visual? Direct their attention with your body, gestures and eye contact.
  - Be aware of where you want the Learners to focus. Make it clear to them whether you want them to focus on you or the visual aid, or to look at both of you at the same time. Use a pointer to draw attention to the slide. This can be a pen on an overhead, a pointer or your hand on a chart or electronic methods in a *Power Point* presentation. Make sure that you are not blocking the view of the visual aid. Focusing your own attention on the visual aid is another method. This can be done by moving away from the visual aid and it should be done very briefly.
  - You can regain the focus by moving forward toward the Learners, using more energetic ways of communicating that may include gestures, blocking the view of the visual aid for a moment, simply moving your attention from the visual aid, or removing the visual aid (for example, going to a blank screen, using a blank sheet of paper to cover the overhead screen, turning off the machine or taking off the visual aid).
  - You can split the focus for a moment by standing by the screen for overheads and presentations. This should be brief and it is important to make sure that the projected light does not shine on you.
- **Visibility:** Make sure that all Learners can see the visual aid. Check out the line of sight from all angles in the room, especially the corners, before the exercise begins or ask Learners if everyone can see the visual aid. In some rooms it is not possible to stand next to the projector without blocking the view for a number of Learners.

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

- **Technical operation:**

- Practice, practice, practice! The more complex the technology, the more likely it is that something will not work or that your difficulty in using the visual aids will interfere with your message.
- Check the lighting levels and avoid reflection or glare to make sure that the visual aids can be easily read and that you can also be easily seen.
- Do not assume that someone else has handled everything relating to effective set-up. Check everything to make sure that the equipment is set up in a way that it is easy for you to use and for the Learners to see. Make sure that cords and cables are taped down so that you do not trip on them.

- **Communication:** Maintain eye contact. Speak to the Learners, not the visual aid. Know the information on your slide well enough that you only need to look briefly at the information. It is important to make sure that the Learners focus on you most of the time.

On the use of newspapers and magazines see Teaching Methodologies - Newspapers and Magazines.

Newspapers and  
Magazines  
[Section 2.30](#)



An example of using the visual aids method would be:

- Step 1: Learners describe what they see (focus on the basic points of the visual aid and describe everything seen, including any symbols).
- Step 2: Learners analyze what they see (for example, how the basic points of the picture relate to each other; what is the point the photographer or artist is trying to make; what is the meaning or theme of the picture; and what do the figures or people represent).
- Step 3: Learners apply the idea of the visual aid to other situations (for example, apply the idea by thinking about what the picture reminds them of; whether they can think of other events similar to it; and how the idea applies to local people and communities).
- Step 4: Learners make their beliefs clearer - express their opinions on the visual aid, for example, whether they agree or disagree with the photographer or artists point of view; how they feel about the idea; and what they think should be done about the problem shown in the visual aid.



## 5. Some Visual Aid Choices

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

1) Flipcharts

- Flipcharts are informal.
- For recording ideas from the Learners if direct involvement is desired.
- For small groups of Learners, **no larger than** forty.
- Keep them simple. Limit to one idea per chart.
- Use key words or phrases, no more than nine lines per chart and seven words per line.
- Use dark-colored, broad-tipped pens avoiding the colors orange, yellow, red and pink. Use color for emphasis not decoration.
- Avoid the use of abbreviations and acronyms unless all the Learners are familiar with them.
- Lined paper improves the writing.
- Stand to the side of the flipchart while writing the Learners' ideas.
- Prepare flipcharts in advance whenever possible.

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**Community Legal Advisor Educator Manual**



2) Overheads

- Use **no more than** six lines, thirty-six words for each slide.
- Do not use decorative fonts that are difficult to read. Times New Roman or Arial work well.
- Use high contrast colors.
- Use capital letters only when necessary since they are difficult to read.
- Check the working condition of the projector and make sure that there is an extra light bulb available.
- Focus the projector before the presentation.
- Use a sheet of paper to hide material on the slide yet to be discussed.
- Continue to talk as you change slides.
- Remove the slide immediately after discussion to prevent distraction.

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**Community Legal Advisor Educator Manual**

- Use high quality transparencies to ensure that they do not curl.
- Turn off the projector when you are finished.



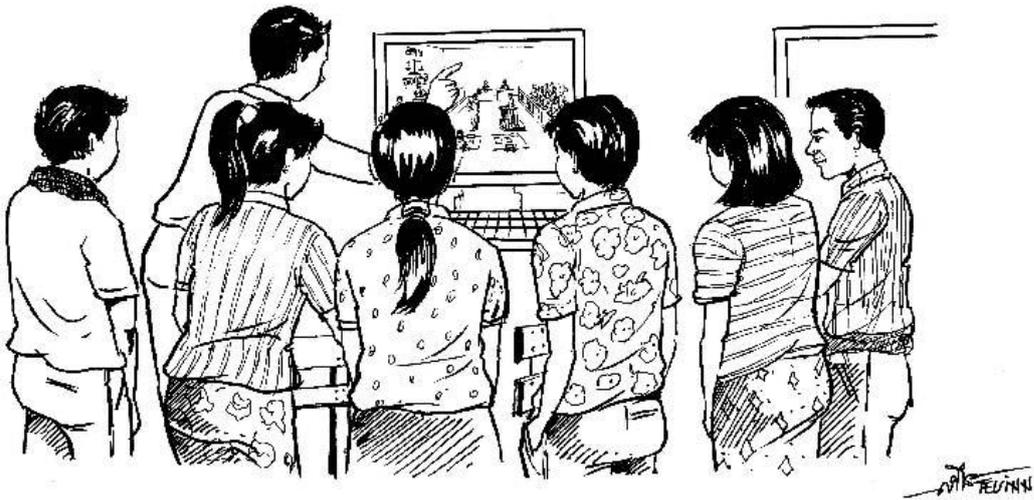
3) Presentation software (computers and Power Point monitors)

- When using presentation software many of the same suggestions apply as to overheads. Use no more than six lines, thirty-six words for each slide.
- Bring your own laptop or one you are familiar with. It is also good to bring an extra power cord and electrical adapter if necessary.
- Make sure that the equipment is placed so that your movements are not limited and that you, and not the equipment, have the Learners' focus and attention.
- Test the equipment to make sure that it is operating correctly.
- Practice using the technology without the Learners being

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

present.

- Do not stand in front of the projected image.
- Use a blank screen when you are not using the slide
- Avoid busy backgrounds.
- Avoid animations and sound effects. They compete with the message.
- Try to use dark backgrounds and white writing because it is easier for people to see and does not hurt people's eyes if they are looking at long presentations.



4) Handouts

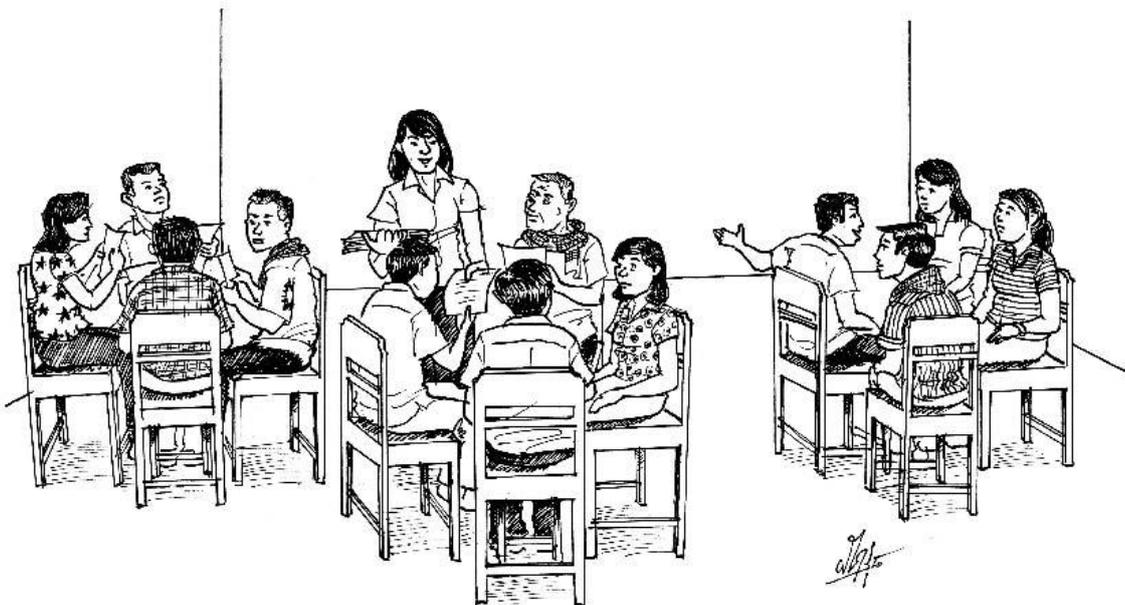
- Use the same format and organization for your handout as for other visuals. Make this clear for the Learners.
- If using an overhead presentation or a Power Point presentation, provide the Learners with copies of your slides whenever

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

possible. When using a Power Point presentation, the “notes” format allows the Learners to explain the slides based on your presentation. Multiple slides appear on each page in the format making it very convenient.

- Use at least font size 12 for handouts. Font size 14 is better for people with poor eyesight.
- If the material on the handout is in addition to the information you are giving, distribute this after the presentation.
- If the handouts contain more than the information on the visual aids you are using, help the Learners find the material in the handout.
- When referring to the handout, clearly tell the Learners where you are reading from or what part you are referring to.

Handouts can compete with you for the Learners’ attention so be careful when giving out handouts. When possible, if the handout is to be used during the presentation, try to make sure that it is given out before you begin the presentation. If the handout is to be used after your presentation, try to give it out after you have finished the presentation.



## 2.23 Inviting experts

Inviting persons who are experts in certain subject areas can provide Learners with very useful and interesting information providing materials and experience not available in books. The use of experts can give Learners good information about how legal and social justice issues happen in real life. Experts in these areas who give personal accounts of their work can also often inspire Learners in a way that is impossible for books or other teaching methods to do.

Educators should use the following steps when inviting experts:

- Step 1: Select an appropriate expert (for example: a lawyer, a law student, a community leader, a judge, an ex-offender or a government official).
- Step 2: Prepare the speaker and the Learners (for example, tell the Learners about the topic and ask them to prepare questions beforehand. Tell the expert about the Learners and what they might expect to learn).
- Step 3: Conduct the training session (get the expert to give a short talk, or ask them to play their normal role – for example, a judge in a mock trial or having the expert comment on Learners playing their role).
- Step 4: Summarize the visit (Learners should be asked what they learned from the expert; whether he/she answered all their questions; how what they heard from the expert related to what they already knew about the topic).

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**Community Legal Advisor Educator Manual**



## 2.24 Field trips

Field trips are useful because Educators can choose both interesting and relevant places for Learners to visit. The trips should be organized so that the experience of the Learners is relevant to the goals of the exercise.

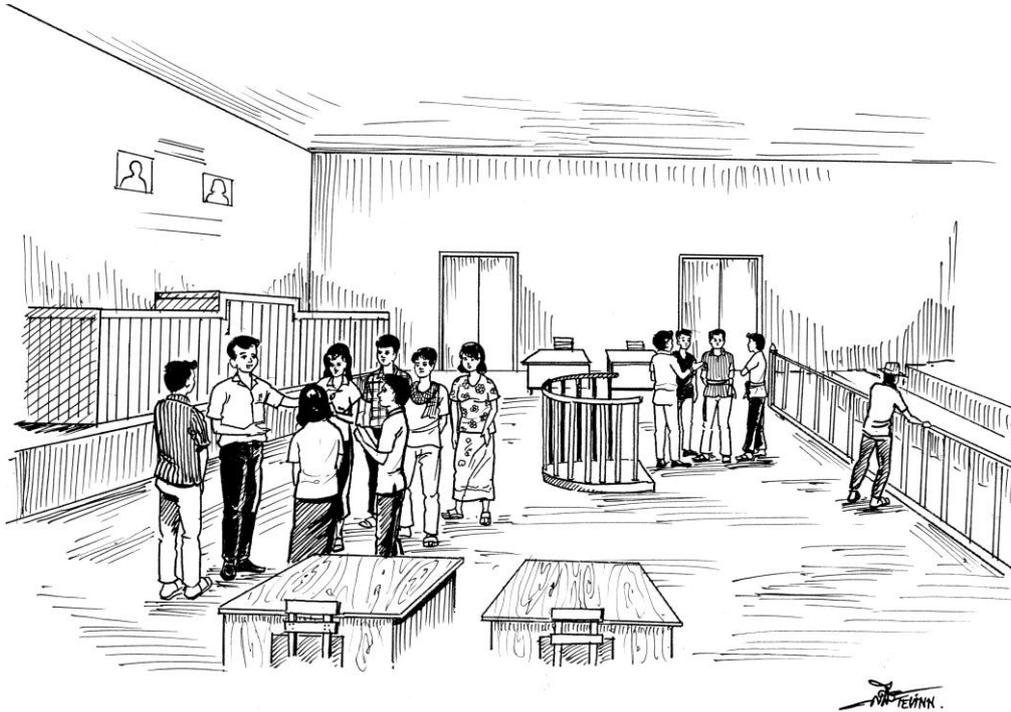
Learners should be given information about the field trip before they go, and told to look out for specific things. They should also be asked to record their thoughts on a study sheet, which should be given to them beforehand. The sheets can form the basis of a discussion when the Learners return from the field trip.

Educators should use the following steps when arranging field trips:

- Step 1: Decide where to go (for example, the courts, the clerk's office, prisons, police stations, hospitals, government offices, non-governmental organizations, etc.).
- Step 2: Plan the visit (Learners and hosts should be prepared for the visit: for example, Learners should have study sheets, and the hosts should be prepared for the meeting).
- Step 3: Conduct the visit (Learners should observe and/or experience the activities; ask questions; comment on specific things; and, complete the study sheets).

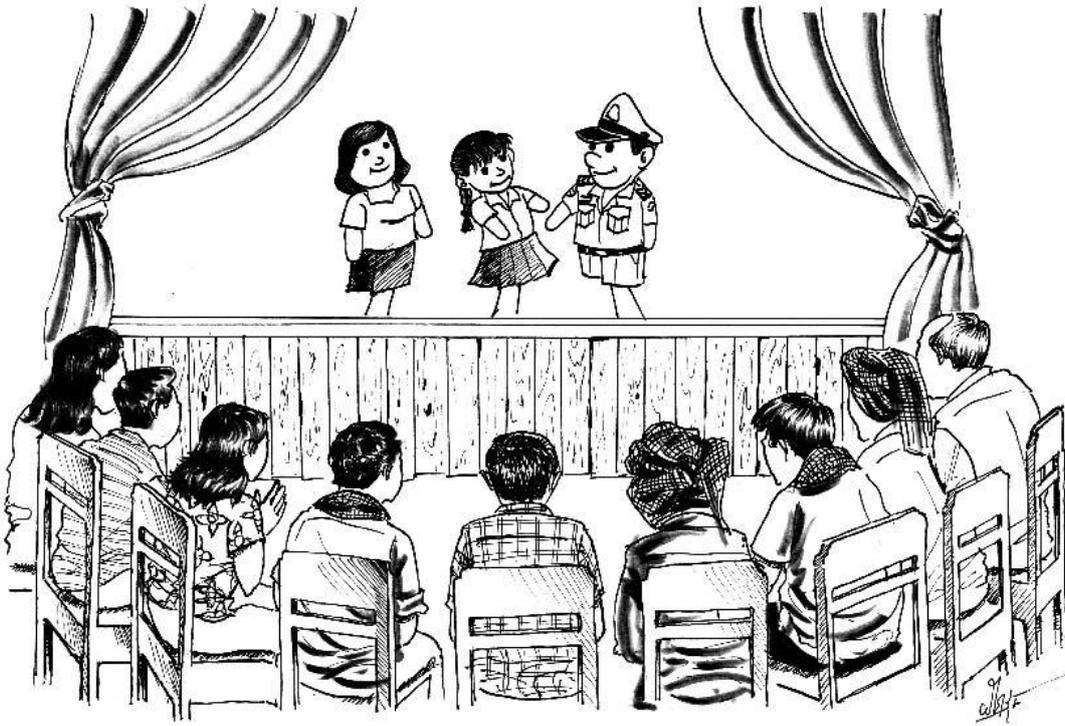
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Step 4: Debrief the visit (Learners should report back on what they observed; how they felt; what they learned; and how what they learned related to what they already knew).



### 2.25 Puppets

In some countries, puppets have been found to be a very good way of illustrating certain areas of the law, human rights and health. For example, in some countries they have been used to help teach AIDS/HIV education and in other countries they have been used to help teach about the unfair treatment of women and minorities in society. Puppet shows can be done around a particular legal theme and give both education and entertainment for Learners as well as other members of the community.



## 2.26 Folk stories and myths

Telling folk stories and myths is a great way of teaching about the law and human rights. This is even more true if the folk stories and myths are well known to most people in the community. Therefore if legal ideas can be seen in a folk story that everyone knows it will be much easier for people to remember the parts and ideas of the law that were talked about.

## 2.27 Songs

Songs are a very good and useful way of teaching about the law and human rights. If the songs are well known to large numbers of people then they will be even more useful.

For example, if the relevant parts of the law or human rights topic can be put into a song using a popular tune it will be much easier for people to remember the points brought up while singing along with the new version of the song.



## 2.28 Exhibitions

**Exhibitions** can be used to provide a visual display of parts of the law and human rights. Examples are art exhibitions or competitions where Learners can be asked to show in some creative way human rights or certain parts of the law, such as the powers of the police to arrest and the rights of citizens, or the right to a fair trial.

Exhibitions can also be used to communicate a large amount of information about the law and human rights. When at all possible, exhibitions should be supported by books, **pamphlets** and speakers.



## 2.29 Theater

Both normal theater and street theater can be used to teach people about the law and human rights. Theater festivals can be held to show plays with legal and human rights themes as it has been done in other countries.

Street theater is done in public places and a leader can be used to involve the public in the plays and to explain and relate what is happening in terms of the law and human rights.

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**Community Legal Advisor Educator Manual**



## 2.30 Newspapers and magazines

Newspapers and magazines can be used to help the public learn about the law. Photographs and articles in newspapers can be used as a way to begin discussions on up to date legal issues. Newspapers and magazines can also be used to provide legal education and advice. In such cases it is sometimes needed to relate the law to somebody's real life experiences that newspaper and magazine readers will find interesting.

Newspapers and magazines are sometimes prepared to publish legal information in simple form for the benefit of their readers and community legal advisors should try to encourage them to do so.

Law-making drafting committees have also used newspapers to encourage people to become involved in debates about new laws and to give ideas to the committees to think about.

The steps mentioned concerning visual aids could also be used.

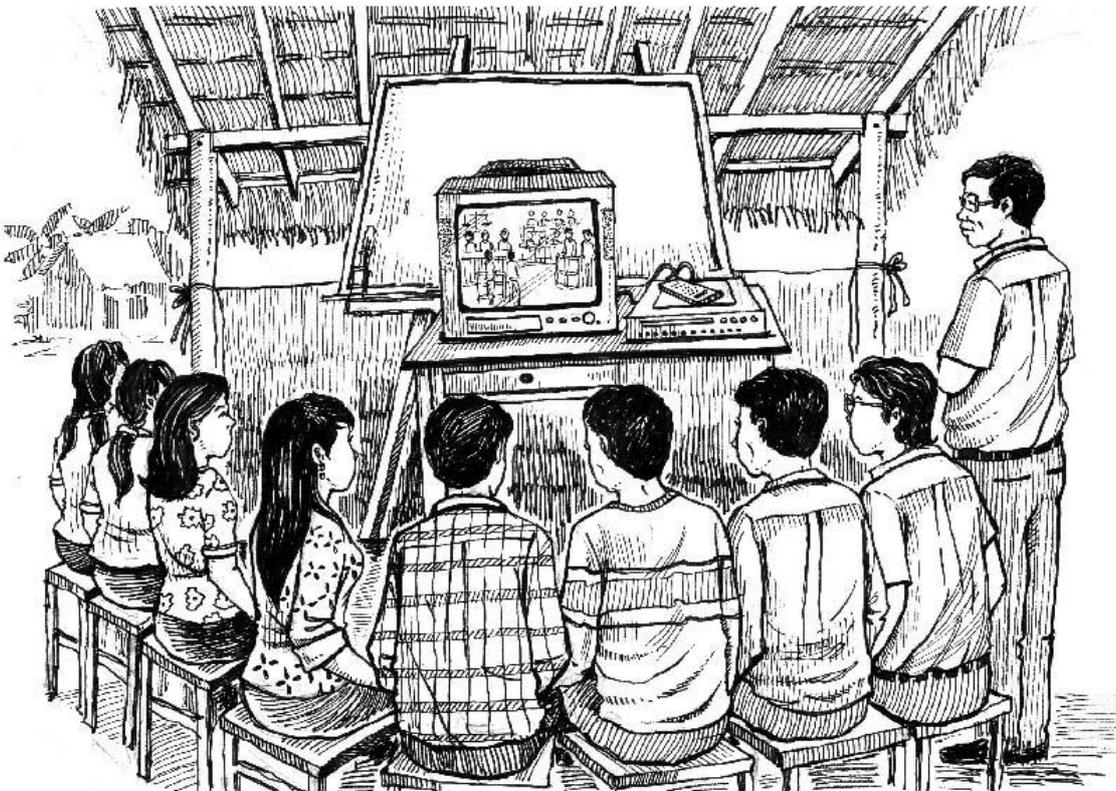


Visual Aids  
[Section 2.21](#)

## 2.31 Radio and television

Radio has been used very successfully in some countries to teach rural people about their legal rights using a drama format in local languages. In these countries listeners are able to follow the lives of families who have legal problems and learn how they fix them. Local radio stations may also be able to broadcast legal information and advice for the people living in their areas. In some countries radio has also been used to help the people of the community to take part in the drafting of new laws.

Television has also been used to teach about the law and human rights using drama shows. As on the radio, viewers are able to follow the legal problems of individuals and families and to observe how they manage to resolve them. Television can also be used to educate people about the law – but this can be very expensive, usually much more expensive than radio. Local television stations can be invited to observe community legal advisor training workshops where they deal with topics that are of great concern to the community and often **controversial** matters that people watching the news would like to see and learn about.



## 2.32 Lectures

Lectures are an effective teaching method. Lectures allow Educators to discuss and cover a great deal of information in a short period of time. Unfortunately, lecturers provide very little feedback for participants. In most cases lectures should be kept to a minimum, particularly when dealing with community-based organizations. **If a lecture is being used, if at all possible, the Educator should limit the lecture to only fifteen or twenty minutes.** After a lecture, another teaching method should be used that will make the Learners be more active in the learning process. Learners are more likely to remember information if it is learned through experience rather than simply by listening to lectures.



**BABSEA CLE**  
**Community Legal Advisor Educator Manual**



**List of Difficult Terms:**

1. **Alternative dispute resolution:** A type of conflict resolution process that takes place outside of the traditional court structure.
2. **Appeal:** Ask a higher court to review the decisions of a lower court in order to correct possible mistakes.
3. **Assess:** To understand a situation and the needs of a specific group or community before teaching to them.
4. **Clarification:** Makes a situation or statement easier to understand.
5. **Clarify:** To make a situation or statement easier to understand.
6. **Controversial:** Something that causes strong public disagreement.
7. **Counseling:** Giving assistance and guidance in solving a problem.
8. **Debate:** Formal discussion on a topic in which opposing arguments are given.
9. **Debrief:** After the Educator teaches a lesson, he/she discusses the lesson to find out how the Learners felt about it, why they felt the way they did, and what they learned from the lesson.
10. **Descriptive:** Gives information on the qualities of a certain thing.
11. **Domestic violence:** Violent acts that take place within a family or home.
12. **Drafting:** A first version of a piece of writing.
13. **Ethics:** Moral principles that govern a person or group's behavior.
14. **Evaluation forms:** A form handed out to Learners to be filled out to have their opinion on the lesson or workshop.
15. **Exhibitions:** A public display of works of art or other items of interest.
16. **Guidance:** Advice or information given to help find a solution to a problem or difficulty.
17. **Hypothetical:** A sample scenario based on reality that is being used to help understand an idea or area of the law.
18. **Icon:** A picture or symbol that represents something else. An example of an icon is the picture of a check in a box found in this manual on the side of the text that represents an important point in the text to pay attention to.
19. **Illuminate:** To help clarify or explain.

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**Community Legal Advisor Educator Manual**

20. **Interactive teaching:** A type of teaching that engages Learners and does not rely on the traditional lecture format.
21. **Interrupted:** Stopping someone from speaking by saying or doing something.
22. **Legal analysis and reasoning:** Thinking about a legal problem and coming to a conclusion about how the law applies to the situation.
23. **Legal Event:** A legal event takes place in the court and requires preparation. For example, a court hearing or trial date would be a legal event.
24. **Litigation:** The process of taking a dispute to court to have a judge decide a solution.
25. **Monitoring:** Observing an activity to make sure that it is done correctly and fairly.
26. **Moots:** A mock trial set up to examine a hypothetical case as an academic exercise.
27. **Moral issues:** Issues that deal with the right or wrong of a situation, or what is good or bad in human behavior.
28. **Negotiation:** Discussion aimed at reaching an agreement about a dispute.
29. **Pamphlets:** Papers that give information about a certain topic.
30. **Planning folder:** A folder where an Educator will place all the information required for a successful workshop.
31. **Planning meeting:** A meeting with all the people who will be helping to run the workshop.
32. **Presentation:** A demonstration, display, or talk on a topic.
33. **Realistic:** A sensible or practical idea of what can be achieved or expected.
34. **Rehabilitation:** The process of preparing a person to return to normal life after a period of imprisonment.
35. **Reserve:** Arranging for a room to be kept for the use of a particular group or person at a particular time.
36. **Specific:** Clearly defined and identified.
37. **Stimulate:** To encourage interest in.
38. **Stimulus:** A statement or idea that provokes thought.

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**Community Legal Advisor Educator Manual**

39. **Substantive law:** Defining rights and duties, as opposed to giving information on how they were established.
40. **Summarize:** Give a brief statement on the main points of a topic.
41. **Teaching Methodologies:** Different methods or ways of teaching. For example, a teacher can teach by using traditional lecture methods or by using games and interactive teaching methods.
42. **Technique:** A way of carrying out a particular task.
43. **Transaction:** An exchange or interaction between people.
44. **Translators:** A person that can listen to information in one language and tell it to someone else in another language so that the person can understand what was said.
45. **Workshop:** Meetings where people with the same interests, problems or concerns come together to share their experiences and learn from each others' skills and knowledge.

**BABSEA CLE**  
**Community Legal Advisor Educator Manual**

**Appendix: Workshop Evaluation Form - Sample**

**Workshop Evaluation**

**DATE:**

**SESSION 1: Meet and Greet**

	<b>Disagree</b>			<b>Agree</b>	
I found this useful	1	2	3	4	5
I understood the objective of this session	1	2	3	4	5
I found this session to be creative/energizing	1	2	3	4	5

COMMENTS:

.....

.....

**SESSION 2: Role Play and Group Discussion**

	<b>Disagree</b>			<b>Agree</b>	
I found this useful	1	2	3	4	5
I understood the objective of this session	1	2	3	4	5
I found this session to be creative/energizing	1	2	3	4	5

COMMENTS:

.....

.....

**SESSION 3: Lecture and Brainstorm on New Law**

	<b>Disagree</b>			<b>Agree</b>	
I found this useful	1	2	3	4	5
I understood the objective of this session	1	2	3	4	5
I found this session to be creative/energizing	1	2	3	4	5

COMMENTS:

.....

.....

**SESSION 4: Film / Group Discussion about film**

	<b>Disagree</b>			<b>Agree</b>	
I found this useful	1	2	3	4	5
I understood the objective of this session	1	2	3	4	5
I found this session to be creative/energizing	1	2	3	4	5

COMMENTS:

.....

.....

**SESSION 5: Debrief**

	<b>Disagree</b>			<b>Agree</b>	
I found this useful	1	2	3	4	5
I understood the objective of this session	1	2	3	4	5
I found this session to be creative/energizing	1	2	3	4	5

COMMENTS:

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**BABSEA CLE  
Community Legal Advisor Educator Manual**

**Educator/Facilitator of Workshop**

	<b>Poor</b>			<b>Excellent</b>	
Educator's knowledge of subject	1	2	3	4	5
Educator's presentation	1	2	3	4	5
Educator's organization	1	2	3	4	5

COMMENTS:

.....

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.....

**Topic of Workshop**

	<b>Disagree</b>			<b>Agree</b>	
I found the topic useful and helpful	1	2	3	4	5
I understood the information presented	1	2	3	4	5
I found the topic interesting	1	2	3	4	5

COMMENTS:

.....

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.....

**Location/Timing of Workshop**

	<b>Poor</b>			<b>Excellent</b>	
Location of workshop	1	2	3	4	5
Length of workshop	1	2	3	4	5

COMMENTS:

.....

.....

**What were the two most useful things you learned today?**

.....

.....

.....

**If you could change one thing about today's session, what would it be?**

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**Other Suggestions and Comments**

.....

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**Thank You!**

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