

Introduction

This program covers the complex issues surrounding teen's rights at school and discusses how their rights on campus are different to that in public. It describes how and why a school is legally allowed to place restrictions on speech, clothes and behavior, while enforcing the student's basic civil rights. It also explains a student's rights to privacy and why a school can search a student's locker, backpack or car on campus with only reasonable suspicion.

Teens are shown the importance of obeying school rules and why knowing their rights on campus can reduce fear and replace paranoia with understanding. It describes the Tinker Test and how a student's freedom can be limited along with the role and responsibility of school resource officer.

Learning Objectives

After completing the program the student will have a better understanding of their rights on campus. They will realize that freedoms can be different depending on whether they are in public, private, or at school. A comprehension of the concept of civil rights and freedoms will be gained from this program and discussion.

Discussion Topics/Questions

- 1) Why are rights different on campus than in public?
- 2) What is harassment?
- 3) Why is bringing a weapon to campus dangerous and illegal?
- 4) Why should a student know his/her rights?
- 5) What can a student do if they don't know their rights?
- 6) Who can a student turn to if they suspect their rights are violated?
- 7) What role do police serve on campus?
- 8) Do teachers gain special protection under the law?
- 9) Do you have the same freedom of speech on campus as in public?
- 10) What is the Tinker Test?
- 11) What are forms of freedom of expression?
- 12) Why can a school restrict freedom of expression?

Presenting the Program

To prepare a lesson plan for the presentation of each program, review the suggested outline below.

1) Before Students View The Program:

Collect as many recommended books as possible to help generate class interest and participation. Preview each program and become familiar with the concepts that are presented in it.

2) Students View The Program:

The first viewing if possible should be uninterrupted.

3) After The First Viewing:

Illicit discussion of what the students have seen and heard. The next viewing will be enriched by this general discussion.

4) Second Viewing:

The program may be viewed again, this time with attention to detail. The teacher should feel free to stop and question students regarding:

- 1) What is happening in a visual?
- 2) The major concepts.

5) Post Activities and Discussion:

Discussion questions for this program may be used to stimulate further interest, reinforce concepts and evaluate student comprehension.

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Your Bill of Rights at School

TEACHER'S GUIDE

Q339

This program is designed for a general high school audience, grades 8-12.