

Destination 2017: Education for Sustainability Lesson Plan

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Campus: East

Discipline: Paralegal Studies

Week 1

1. Course Prefix and Name (select a course you wish to incorporate sustainability, ex: *ENC 1101*):
PLA 2800C
2. Needs Assessment
 - a. What is the CIM [course outcome](#) that you plan on teaching during your sustainability-focused lesson? At the completion of this course, a student should be able to describe the steps in a Florida dissolution of marriage and assist an attorney in the same.
 - b. What is a particular lesson, activity, or unit you already use that you wish to incorporate sustainability? Or, if you will be creating a new lesson, which concepts might align with sustainability? Lessons: The client interview; Child custody, visitation and rights of third parties; Paternity and the rights and responsibilities of unmarried persons; Alternative Dispute Resolution and the divorce trial.
 - c. What [sustainability topic](#) might it cover? Quality of life.

For more resources see,

- Sample Valencia lesson plans ([English](#), [New Student Experience](#), [Mathematics](#)),
- [Tips on integrating sustainability into existing courses](#)
- [Arizona State University's archive of sustainability lesson plans](#)

Week 2

3. Student Learning Outcomes

What is your end learning goal with the lesson? What should the [students be able to do/understand/care about](#)?

- a. Identify the statutory factors that are used to create a Parenting Plan for minor children.
- b. Apply the facts of a particular case/family to assist an attorney in creating a Parenting Plan in the best interest of the child.

Week 3

4. Lesson Title: Best interest of the Minor Child?
5. Lesson Summary: Using the statutory factors to create a healthy outcome for the minor child.
6. Lesson Overview/Background:
 - a. How will your lesson connect to the [3 pillars of sustainability](#): environmental, social, and economic issues? Environmental: Time-sharing Plan should minimize waste, reduce transportation. Social: Time-sharing Plan should promote healthy relationships for the child at home and in the child's community. Economic: Time-sharing Plan should allocate extracurricular expenses and medical expenses of the child between the parents.
 - b. How will your lesson address at least one of the [5 key concepts](#)? Systems dynamics is addressed. As the family system changes through divorce/separation, a Plan will be in place to assist in the transition of the children.
7. Assessment
 - a. Identify the [type\(s\) of assessment](#) (*experiential, inquiry-based, project-based, place-based*) strategies you will use to assess content mastery ([summative](#)) and write out the instructions that will be given to students. Project-based. Instructions: You have been provided a set of hypothetical facts regarding a family. You are to create a Parenting Plan, using the factors in Chapter 61, and explain how the facts apply to each of the statutory factors.
 - b. Identify the strategy or strategies you will use to assess student learning and provide ongoing feedback ([formative](#)) and write out the instructions that will be given to students. Strategy: I will review the written Parenting Plan and provide written feedback. The student will then be required to revisit his or her Parenting Plan. Instructions: After considering the feedback, you will revisit your Parenting Plan and explain whether or not you believe revisions will better promote the best interest of the child, and why.
8. Lesson Activities
 - a. What will students need to know or do prior to the lesson activity or activities (readings, items to be prepared, prior knowledge)? Read the chapter in the textbook on child custody. Review the factors in Chapter 61 that a Court considers in approving/creating a Parenting Plan for a child. Review an example of a Parenting Plan.
 - b. Describe the activity or activities students will be doing.

- i. Write out the instructions that will be given to students. Each student (or a group of students) will be assigned a factor set out in Chapter 61 that is used by a Court to approve or develop a Parenting Plan for a minor child. There are 19 factors in F.S. 61.13 (3). You will consider why the factor assigned is relevant to the best interest of the child. You will develop a question or questions you might ask a client in an interview and then role play: students will each have an opportunity to be in the role of the paralegal who asks the question(s) and in the role of the client who answers.
- ii. How will you keep students engaged throughout this activity. I will ask questions and provide feedback during the presentations, and engage other class members in asking questions and commenting on the presentations.

9. Materials and Resources

For the questions below, include links to resources you plan to use with a summary of how you plan to use the resource.

a. What content do you already have? The textbook, the Florida Statutes, a template for a Parenting Plan.

b. What new materials will you need to create? A hypothetical scheme the students can use.

Week 4

10. Reflection

- a. Explain how your outcome(s), learning activities, and assessments are aligned and connected. By applying the statutory factors to the facts provided, the students will learn the factors. By role playing and discussing how the best interest of the child/quality of life for the child is affected by each factor, the students will learn how to apply the factors to create a Parenting Plan that meets the legal requirements. Feedback from students and instructor will promote thinking about both outcomes, and, hopefully, quality of life issues for the child and family as a whole.
- b. How will you [evaluate the effectiveness of your lesson](#)?

Ask students to write a one or two minute summary of what they learned.