



**Teaching About Law.
Advancing Justice for All.**

What is Civic Education?



- Education that prepares (young) people for their role in public life.
 - formal (in classrooms) and informal
 - intentional and unintentional
- In the U.S. – civic education is preparation for democratic self-governance.

Education or Indoctrination?



There is a natural tension between education and indoctrination:

- What role does nationalism play?
- What is a democratic classroom?

Civic Education Misalignment in the U.S.

1. There is too little effective civic education.
2. Civics courses focus on “covering” enormous amounts of content and undervalue development of skills.
3. The content they cover (in the U.S.) is almost exclusively about the federal government.
4. Civic education is undervalued/marginalized by schools and school systems; testing issues.
5. There is a significant civic education achievement gap.
6. Teacher preparation programs often do not adequately address civic education’s content or methods.

Restoring the Civic Mission of Schools

CivXNow Mission Summit Coalition Supporters Contact **JOIN**

CAMPAIGN SYSTEM MAP POLICY IMPACT

ADD  **YOUR VOICE** **#CivXNow**

Recognizing that preparing our youth to assume the responsibilities and understand their rights as active participants in the civic life of this great nation is essential to the health of our Republic, the CivXNow Coalition pledges to help every school in the nation fulfill its historic and vital civic mission. We pledge to ensure that every young person acquires the civic knowledge, skills, and behaviors necessary for informed and authentic civic engagement.

[Read more](#)

Characteristics of Effective Civic Education: Six Proven Practices

1—Instruction about government, history, law, and democracy	2—Classroom discussion of contested public issues	3—Opportunities for student learning outside the classroom <i>(action civics/service learning)</i>
4—Participation in extra curricular activities	5—Simulations of democratic practices	6—Opportunities for student involvement in school governance

Characteristics of Effective Civic Education: Six Proven Practices

1—Instruction about government, history, law, and democracy	2—Classroom discussion of contested public issues	3—Opportunities for student learning outside the classroom <i>(action civics/service learning)</i>
4—Participation in extra curricular activities	5—Simulations of democratic practices	6—Opportunities for student involvement in school governance

Characteristics of Effective Civic Education: Six Proven Practices

1—Instruction about government, history, law, and democracy	2—Classroom discussion of contested public issues	3—Opportunities for student learning outside the classroom <i>(action civics/service learning)</i>
4—Participation in extra curricular activities	5—Simulations of democratic practices	6—Opportunities for student involvement in school governance

Characteristics of Effective Civic Education: Six Proven Practices

1—Instruction about government, history, law, and democracy	2—Classroom discussion of contested public issues	3—Opportunities for student learning outside the classroom <i>(action civics/service learning)</i>
4—Participation in extra curricular activities	5—Simulations of democratic practices	6—Opportunities for student involvement in school governance

Characteristics of Effective Civic Education: Six Proven Practices

1—Instruction about government, history, law, and democracy	2—Classroom discussion of contested public issues	3—Opportunities for student learning outside the classroom <i>(action civics/service learning)</i>
4—Participation in extra curricular activities	5—Simulations of democratic practices	6—Opportunities for student involvement in school governance

Characteristics of Effective Civic Education: Six Proven Practices

1—Instruction about government, history, law, and democracy	2—Classroom discussion of contested public issues	3—Opportunities for student learning outside the classroom <i>(action civics/service learning)</i>
4—Participation in extra curricular activities	5—Simulations of democratic practices	6—Opportunities for student involvement in school governance

Our Mission

To advance justice through **classroom and community education programs** that empower people with the **legal and civic knowledge, skills, and confidence** to bring about positive change for themselves and others.

Georgetown Roots

- Street Law, Inc. grew out of a Georgetown University Law Center **clinical program that began in 1972** and continues today.
- The model has spread to more than **200 law schools** worldwide.

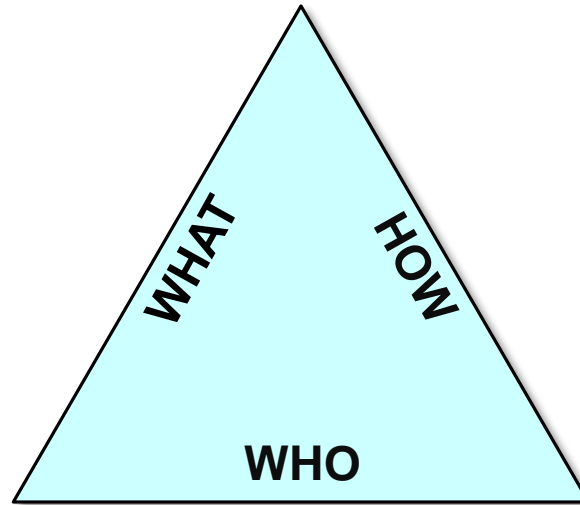


**GEORGETOWN
LAW**

Our Approach

What do we teach?

Everyday law, civics,
government, democracy,
and rule of law



How do we teach?

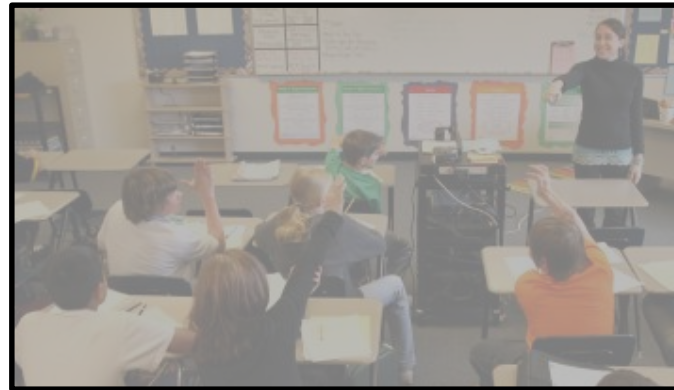
Student-centered instruction
that develops analytical,
problem-solving, and
communication skills

Who teaches?

Teachers, lawyers, law students,
law enforcement officers, and
youth workers

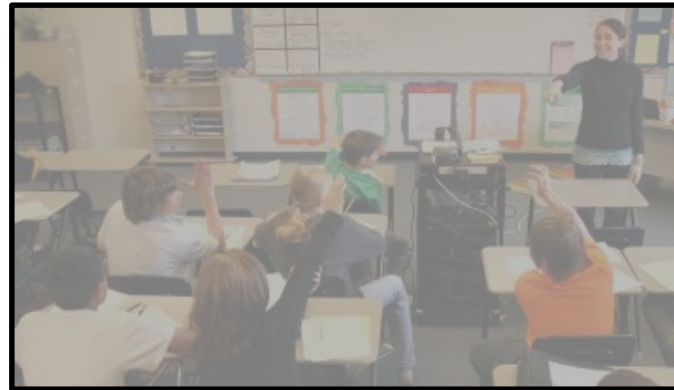


Young people, especially those who are marginalized and underserved



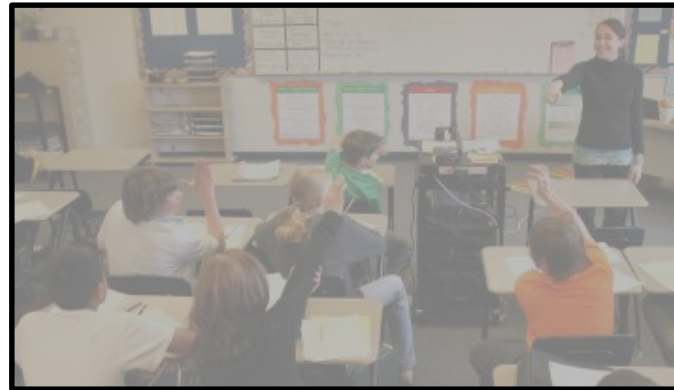


Students of all ages in post-conflict and transitioning countries





**Diversity in the
legal profession**



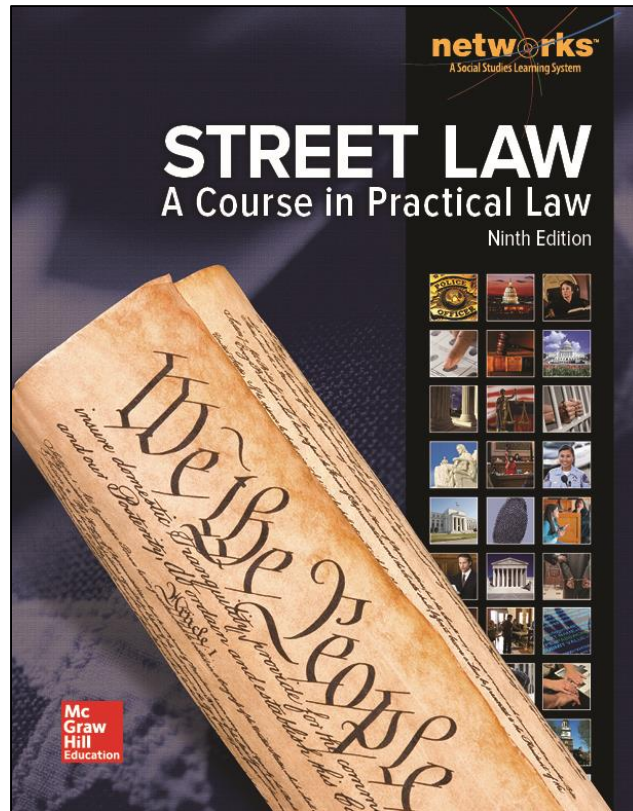


High-quality professional development for teachers

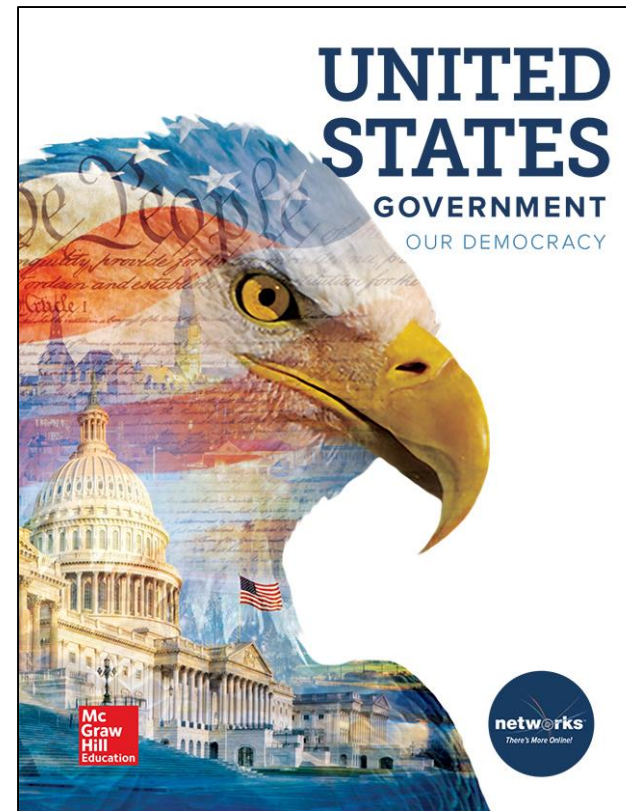


Street Law and Civic Education in the U.S.

Curricula & Teaching Materials



High school-level law textbook



High school-level U.S. government textbook

Street Law and Civic Education in the U.S.

Teacher Professional Development Programs



New Perspectives Deliberation Training



Supreme Court Summer Institute for Teachers



Customized teacher PD
for school districts and states

Street Law and Civic Education in the U.S.

Legal Diversity Pipeline Programs



Program with Google in Mountain View, CA

- 1,900 volunteer lawyers and legal professionals reaching 5,000 high school students each year
- 74 participating corporations and law firms



Lee Arbetman

Executive Director

Street Law, Inc.

larbetman@streetlaw.org / 240-821-1310

Learn more at www.streetlaw.org.