

Proposal for AALS Clinical Conference

Title: Using Creative Games in the Clinic Classroom

In line with the conference theme, this session is designed to engage participants through interactive games used by the presenters in the clinic and live practice course classrooms. The presenters will showcase games they design and use to engage students or lawyers in a creative and fun manner. The games allow participants to have fun while also balancing reflective discussions around equity and mindful lawyering. After each game is showcased, this session will break out in small groups to discuss the particular teaching methods or lessons embedded in the gaming pedagogy. Participants will walk away with resources to use each game in their own classroom.

I. Introduction (5 minutes)

II. Showcase Game 1 through Play - Roulette Game (40 minutes)

This game involves about 6 or 7 rounds of roulette with an imaginary bankroll to let students walk through how they approach risk related to how others do and the myriad different results that come from those different risk embracing or risk avoiding approaches. The results are then reviewed and related to various academic risk principles, heuristics and such to demonstrate how complicated academic principles play out in the real world. Those outcomes are then rolled into a review of a lawyer's ethical obligations both to understand how they approach risk and how their clients do. Simple concepts such as how they frame settlement options and what risk they are willing to take, versus what risk the client is willing to take, are related to real world results and issues.

A. Breakout session to discuss the many themes, creative design and implementation

B. Question and answer session about Game 1

III. Showcase Game 2 through Play - Privilege Dice Game (25 minutes)

This game is a play on the privilege walk exercise used by many in the clinic setting. Sometimes however the privilege walk becomes an isolating and triggering public moment for many students. Instead, this dice game allows students to work in groups where they roll dice to determine many variables impacting their client from socioeconomic, race, ethnicity, religion, gender, education and job status. Many of the variables are directly tied to the inadequacies around the census and dictating categories upon people. After the groups determine the identity of their client, the group then begins to work through a hypothetical which creates a legal context for the purpose of their representation. The groups are also provided monopoly money which allows them to purchase privileges they think would benefit their client in the course of the representation. Students do not realize until the larger reflective discussion session that each group receives a different amount of money to purchase the privileges which creates a feeling of inequity and skepticism. This game allows students to discuss strategy and opens dialogue around many difficult issues when lawyering in areas of inequity. The game challenges their own implicit bias, assumptions around strategy decisions to create a deeper space for learning mindful lawyering.

- A. Breakout session to discuss the many themes, creative design and implementation
10(minutes)
- B. Question and answer session about Game 2

IV. Overall Question and Answer and Distribute Resources

- A. Each presenter will provide templates, descriptions and teacher's notes for each game.

List of Presenters: The presenters below are dedicated to clinical teaching and are committed to ensuring diversity, equity and inclusion. The presenters teach in two geographic locations in the country showcasing various perspectives regarding rural and urban settings.

- A. Shawn Leisinger
Associate Dean for Centers and External Programs
Externship Director
Washburn University School of Law
1700 SW College Avenue
Topeka, Kansas 66621
Shawn.leisinger@washburn.edu
785-670-2464
785-670-2462 fax

- B. Christine E. Cerniglia (Contact person)
Associate Professor
Director of Clinical and Experiential Education
Stetson College of Law
1401 61st Street S
Gulfport, FL 33707
ccernigl@law.stetson.edu
727-562-7621
(Presented at Clinical Conference in 2020 and 2019)

Keywords: From our menu, identify up to three keywords that are priorities for your session.

The key words are: Lawyering and Classroom Learning Activities, Hierarchies, Status & Power/Privilege (Academic or non-academic), Egoless lawyering.

