

# MEETING 1:

## Prior to Meeting 1

- Following the county promotion of the 4-H Know Your Government program and recruiting of members, pick up a list of participants' names, phone numbers, and e-mail addresses from your County Extension Educator or Program Assistant.
- Arrange location, times, and dates for all five orientation meetings. Consider Internet access so delegates can look up their legislative district information and research for their case.
- Notify members of the first meeting.
- Review all material in the Coordinator's Packet.
- Review all material in the Curriculum Packet, especially Meeting 1.
- Materials needed:
  - Paper and writing utensils
  - What is a Court? Lesson Plans (if needed)
  - Washington State Constitution
  - Claim Your Jurisdiction Game: Getting Ready for Moot Court Lesson Plans
  - Copies of:
    - Registration materials in Coordinator's Packet (registration form, code of conduct, medical/release form)
    - State of Washington vs. Eckblad (end of packet)
    - A Citizen's Guide to Washington Courts ([http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo\\_jury.brochure\\_guide&altMenu=Citi](http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo_jury.brochure_guide&altMenu=Citi) or courthouse)
    - Claim Your Jurisdiction Game: Getting Ready for Moot Court handouts ([http://www.courts.wa.gov/education/lessons/?fa=education\\_lessons.display&displayid=spjths1](http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=spjths1))

## Objectives of Meeting 1

- ❖ Introductions
- ❖ Overview of Conference in February
- ❖ Hand out registration materials
- ❖ Overview of judicial system

## Life Skills Objectives

- ❖ Communication
- ❖ Accepting Differences
- ❖ Critical Thinking

## Essential Academic Learning Requirements (EALRs)

- ❖ Civics 1.2, 2.1, 2.2, 4.1, 4.3
- ❖ Communications 1.1, 1.2

## Meeting 1 Activities

### *Activity 1: Introductions*

1. Have everyone introduce themselves and name their favorite court television show or movie.
2. Pair people up and have them interview each other. Here are some sample questions: Why do you want to go to KYG 2009? What do you want to learn during these orientation sessions? What experience do you have with mock trials? What do you find interesting about the legal system?
3. Have the delegates tell the rest of the group about their partner's answers. These answers will help you to gauge the group's level of knowledge and experience.

### *Activity 2: Overview of the KYG Conference*

Discuss the mission of KYG found on page 1 of this packet. The focus of this conference is the judicial system. Delegates will also have an opportunity to meet others from around the state. Hand out registration forms and discuss fundraising ideas. Tell them when the forms and money need to be returned by and remind them that you need them returned promptly because the County 4-H Office personnel must sign them before they are sent to WSU. Also, discuss the objectives for KYG and for this specific conference. Discuss briefly the tentative agenda, committees, and session agendas. **Emphasize that they will be role-playing and their role may require that they act in a way contrary to their beliefs about the case.** Delegates who know what to expect at the conference are able to contribute in a more meaningful way.

### *Activity 3: Overview of County Orientation Meeting Schedule*

Share times, dates, and locations of upcoming orientation meetings. Share with them your county's expectations about attendance. Attendance is extremely important in the preparation of the delegates for the conference. Again, delegates who are prepared are able to contribute in a more meaningful way at the conference.

### *Activity 4: Three Branches of Government*

1. Ask the group to name the three branches of government (Executive, Legislative, Judicial)
2. What are the duties of each government branch as it pertains to the law? You may want to have a copy of the Washington State Constitution on hand so delegates can look at the powers of the different branches. <http://www.leg.wa.gov/LawsAndAgencyRules/constitution.htm>
  - (a) The Legislative branch makes the laws, sets the budgets and policies for new laws, and appropriates money to pay for the implementation of the law.
  - (b) The Executive branch carries out and enforces the laws.
  - (c) The Judicial branch interprets the laws if they are challenged and enforces the laws through jail and fines.
3. Explain that the conference will be concentrating on the Judicial branch but it is important to understand how the other branches are involved.
4. Hand out State of Washington vs. Eckblad. This case further illustrates how the three branches are involved in a law that affects everyone. Have the delegates read the hand out and discuss the following questions.

#### **Reflect:** (So What?)

- a) What happens if the Supreme Court rules the law unconstitutional? (Police can no longer enforce it because it is no longer a state law.)
- b) Who can change the law to make it less vague? (Legislature)
- c) Does the Legislature need to wait for a Supreme Court ruling to do this? (No, they can make a law change now and the Supreme Court decision would not affect the constitutionality of the new law.)

#### **Apply:** (Now What?)

- a) Why do we have this system of checks and balances?
- b) Name a system of checks and balances within your own life.
- c) Name some advantages of checks and balances. What could happen if there were no checks and balances?
- d) Do the laws in place bring about justice and fairness?
- e) Can you think of a law that may differ from your personal feelings? How do you deal with this situation?

*Activity 5: Interpreting the Law: No Hats in the Classroom*

1. There is a simple rule of no hats in the classroom. The law seems clear, but some disputes have arisen over the interpretation of the law. Discuss the following questions: What is the definition of a hat? What is the law designed to do? What is the purpose of the law?
2. In each situation below, the teacher has removed the hat of the offender. The students who have lost their hats have filed an appeal with you, a panel of judges in a youth court. How would you interpret the rule to determine whether the rule has been violated in each of the following cases?
  - a) A cowboy hat worn on Western Day during Spirit Week
  - b) A baseball hat to cover a bad haircut
  - c) A head covering worn for religious observance (i.e. a burkha or scarf worn by a Muslim woman or a yarmulke or skull cap worn by a Jewish man)
  - d) A stocking cap to keep the head of a chemotherapy patient warm
  - e) Birthday hats during a birthday party
3. Ask the students whether or not the law creates more difficulties than having no law at all. Discuss whether laws should be written in absolute terms, or if laws should be flexible to adapt to changing situations. Can they be both?
4. Explain to students how judges review laws like this and how they try to determine/interpret the meaning of the law written by the legislature.

*Activity 6: The Judicial System/Claim Your Jurisdiction Game*

1. Hand out "A Citizen's Guide to Washington Courts." You can get copies from your county courthouse, the Administrative Office of the Courts, or by downloading it from the AOC website.
2. Read about the differences between the two types of cases, civil, or criminal.
3. Follow "What is a Court?" Lesson Plan, if needed. Gauge your group by asking them the questions to see if they have an understanding between the two different types of courts  
[http://www.courts.wa.gov/education/lessons/?fa=education\\_lessons.display&displayid=spjele1](http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=spjele1). This is an elementary level lesson that explains the difference between trial and appellate courts. You can briefly discuss these differences by using the lesson plans for ideas and questions. You might want to mention that a mock trial mirrors a trial court while moot court mirrors the appeals court.
4. Follow Claim Your Jurisdiction Game Lesson Plan found at  
[http://www.courts.wa.gov/education/lessons/?fa=education\\_lessons.display&displayid=spjths1](http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=spjths1). The procedures say to spend two days researching, but you should be able to do this in one meeting.

**At the end of Meeting 1**

- Remind everyone of next meeting.
- Remind everyone about fundraising.
- Remind delegates to complete their registration forms; have them look up their district, representatives, and senator using the library or [www.leg.wa.gov](http://www.leg.wa.gov).
- Ask delegates to bring newspapers clippings and watch news reports on current court cases for discussion at the next meeting.
- Ask delegates to leave their copies of "A Citizen's Guide to Washington Courts" with you or remind them to bring it to the next meeting.