

## MEETING 2:

### Prior to Meeting 2

- Review Meeting 2 material in the Curriculum Packet
- Materials needed:
  - Newspapers
  - Pens
  - A Citizen's Guide to Washington Courts for each delegate
  - The Trial Process lesson plan
  - Putting on Mock Trials publication from Bar/School Partnership Program  
<http://www.abanet.org/publiced/mocktrialguide.pdf>
  - Make copies of:
    - Sample Letter to Legislators (end of packet)
    - Preparation for a Jury Trial handout (end of packet)
    - The Trial Process handouts  
([http://www.courts.wa.gov/education/lessons/?fa=education\\_lessons.display&displayid=Triapro](http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=Triapro))
    - The Juror's Guide  
([http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo\\_jury.jury\\_guide](http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo_jury.jury_guide) or courthouse)
    - 7 copies of Big Bad Wolf vs. Curly Pig or copies of another mock trial from the AOC website

### Objectives of Meeting 2

- ❖ Collect Registration Forms and Fees
- ❖ Invite Legislators to attend the breakfast at the conference
- ❖ Learn about the trial and jury processes
- ❖ Gain knowledge of alternative dispute resolutions

### Life Skills Objectives

- ❖ Communication
- ❖ Conflict Resolution
- ❖ Responsible Citizenship

### Essential Academic Learning Requirements (EALRs)

- ❖ Social Studies 3.1.4b, 3.1.4c
- ❖ Civics 1.3, 4.2

### Meeting 2 Activities

#### *Activity 7: Current Court Events*

Discuss the newspaper articles people found and the news reports people watched after the last meeting.

#### Reflect (So What?)

- a) How were the reports different between the television and newspaper?
- b) What was the focus of the stories?
- c) What information did you want to know that they did not tell you?

#### Apply (Now What?)

- a) If you were a reporter, how would you do things differently?
- b) Why do you think the reporter did not do these things?
- c) How do you feel the type of media puts limits on the reporter?
- d) How can the media influence court proceedings? Is this acceptable?

### *Activity 8: Register Conference Delegates*

Have delegates complete the registration forms. Collect registration fees.

### *Activity 9: The Trial Process*

Follow The Trial Process Lesson plans at

[http://www.courts.wa.gov/education/lessons/?fa=education\\_lessons.display&displayid=Triapro](http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=Triapro). Using their “A Citizen’s Guide to Washington Courts,” they can read about alternative dispute resolution and the trial process while waiting for the group to get started. You can also use the Preparation for a Jury Trial handout to discuss what happens before the trial begins.

### *Activity 10: The Jury Process*

1. Hand out copies of “The Juror’s Guide”

([http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo\\_jury.jury\\_guide](http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo_jury.jury_guide) and have delegates read through it, either silently or aloud. Discuss that jury service is a task fulfilled by responsible citizens in a democratic society. The justice system works because of citizens who serve as jurors.

2. Try to find someone who has served as a juror to talk to the group. Questions to discuss: How difficult was it to keep personal feelings from interfering with your verdict? How did the jury interact with each other? Were people respectful of the views of others? Was it difficult to judge the person according to the law and not according to your own beliefs about that person?

### *Activity 11: Scripted Mock Trial*

1. Print “Putting on Mock Trials” from the Bar Association website

<http://www.abanet.org/publiced/mocktrialguide.pdf>

This guide will be very helpful to you for the rest of the curriculum. Or, if you want a case that is not as simple, go to the AOC website, High School Lesson Plans, and find a mock trial script using this link

[http://www.courts.wa.gov/education/lessons/?fa=education\\_lessons.lphigh](http://www.courts.wa.gov/education/lessons/?fa=education_lessons.lphigh)

2. While the participants are getting ready, have the jurors elect a presiding juror (foreman/forewoman).

3. Follow the scripted mock trial Big Bad Wolf vs. Curly Pig: A Civil Trial. This is a simple case geared towards younger children but it is a quick run through the trial process. It will also allow the delegates to observe the jury process. Or, follow a scripted mock trial on the AOC site.

4. When the judge sends the case to the jury, have them deliberate in front of the group. Have the foreman/forewoman let each juror declare their opinion as to whether Curly Pig was trying to cook BB Wolf and why, and then tally the votes. It is important that the foreman/forewoman is a good facilitator – makes sure people get their voice heard but is able to steer the group back to the case when the discussion gets off subject. Because this is a civil case, the vote does not need to be unanimous one way or the other. However, if the vote is 9 to 3, the jury may want to deliberate longer to see if they can get a tenth person to find Curly Pig liable. In the Washington vs. Jamie L. Curtis case, have each juror fill out the Jury Verdict Form and discuss the answers to their questions. In this case, the verdict needs to be unanimous.

5. After the jury announces their verdict, discuss other ways Curly Pig and BB Wolf could have resolved this conflict. (*Mediation or Arbitration*) What is involved in these two processes? Refer back to “A Citizen’s Guide to Washington Courts,” if needed. If you chose the Washington v. Jamie L. Curtis case, discuss ways to resolve conflicts.

**Reflect (So What?)**

- a) Are there other ways a jury could deliberate?
- b) Did you feel the jury used only the facts presented to decide the case?
- c) Did the scripted mock trial follow the process you learned about earlier? What was similar/different?
- d) Why was it important to do a scripted mock trial as opposed to taking the time to start on a mock trial?

**Apply (Now What?)**

- a) How are jurors selected and do you think this process created a jury of your peers?
- b) Who are your peers?
- c) As a juror, could you separate the facts of the case learned in court from the media stories?
- d) Which source are you more likely to believe, the defendant (testifying in court) or a media story? Why?
- e) Who are you more likely to believe: law enforcement or defendant or witness for defendant? What would it take for you to believe one over the other?
- f) How do you rise above the legal system if it does not agree with your belief system, such as in the case of the death penalty?

**At the end of Meeting 2**

- Remind delegates about date and location of next meeting.
- Remind delegates about fundraising.
- Ask delegates to watch a variety of court television programs or courtroom movies. Have the delegates observe and be ready to discuss how legal and court systems are portrayed on T.V. programs or in the movies. What types of crimes are shown most often – felonies, misdemeanors, or traffic cases? How does that reflect reality? Are the people connected with the legal system shown more often as “good guys” or “bad guys”? Compare the courts shown on “Law and Order,” “Judge Judy,” “People’s Court,” “The Jury,” “Court TV,” “Judging Amy,” “A Civil Action,” “Inherit the Wind,” “Twelve Angry Men,” “To Kill a Mockingbird,” “Erin Brockovich,” “A Few Good Men,” “Philadelphia,” “The Firm,” “A Time to Kill,” etc. Have them compare these shows to the Supreme Court proceedings on TVW or [www.tvw.org](http://www.tvw.org).

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