

Know Your Government 2009
KYG vs. IGNORANCE
You Be the Judge



February 14-17, 2009

Red Lion Hotel, Olympia

Curriculum Packet

Mission Statement of WSU 4-H Know Your Government

The Know Your Government (KYG) Conference serves to strengthen the connection between youth and our political and social networks through education, experience, application, and inspiration.

KYG Values

1. Inquiry
2. Regard for others
3. Respect/Cultural Competence
4. Positive Communication
5. Strengthening personal values

The topic and activities experienced through the KYG conference are all vehicles to provide the opportunity and framework to develop these values.

Objectives of WSU 4-H Know Your Government

4-H Youth Development is committed to teaching youth important knowledge and skills through the many project areas we offer. A cornerstone to the influence we make on young people is the life skills developed in the process. Know Your Government strives to teach a certain level of civics and governance to our 4-H participants. But perhaps more important is meeting the learning objectives based on the Targeted Life Skills Model, which is the foundation of our curriculum. For example, even if delegates forget over time how to cross-examine a witness, they will surely remember that in order to make an informed decision, they need to listen carefully to what others say. In addition, because they will be working with people from other counties, they will remember the effort it takes to work with people who are different from them.

Using the Iowa State University Extension Targeting Life Skills Model (November 1996), the KYG committee aims to meet these specific objectives in the following areas:

Critical Thinking

(Developing strategies for analyzing comparing reasoning and reflecting to discover meaning and direction when deciding what to believe or do)

Communication

(Clearly state my thoughts, feelings, and ideas to others, settle disagreements in ways that are not hurtful, Listen carefully to what others say)

Accepting Differences

(Treat people who are different from me with respect, Work/Play with people who are different than me);

Learning to Learn

(Acquiring, evaluating and using information in new situations, to solve problems and change my behavior);

Decision Making

(Think about what might happen because of my decision, evaluate decisions I have made);

Useful/Marketable Skills

(Contribute as a member of a team, keep accurate and useful records);

Responsible Citizenship

(Developing individual devotion in response to duties, rights and privileges as a member of a community or county)

Educational Objectives of KYG 2009
KYG vs. IGNORANCE
You Be the Judge

“*KYG vs. Ignorance*” is a curriculum designed with the values above in mind; delegates will participate in a mock trial. During pre-conference orientation, participants will learn about the U.S. judicial system and how it works interactively with the executive and legislative branches of government. In addition, delegates will perform a role within a mock trial. At the February conference, teens will take on the roles of attorney, defendant, witness, juror, or reporter. Delegates should learn that the courtroom is a place where laws may not agree with someone’s personal feelings about a case. For example, a guilty verdict cannot be rendered simply because a defendant was guilty of using bad judgment and the jury feels that the defendant needs to pay a price. In this case, regardless of personal feelings, if sufficient evidence has not been presented that the defendant’s actions break a specific law, a juror must vote not guilty. It is important the delegates make this distinction, especially since it is likely that in the future they will participate in the court system as a juror judging a defendant in a criminal case or deciding fault in a civil case.

From orientation training and conference participation, the KYG committee believes delegates will have the opportunity to learn all or some of the following:

1. Knowledge of the U.S. judicial system: how it works, how a citizen functions within it, and how it pivots upon political happenings;
2. Realization that democracy requires responsible citizenship/participation;
3. Awareness that the law may differ from personal feelings and these feelings do not outweigh evidence when deciding the verdict of a case;
4. Skill development (debate, persuasive speaking, conscientious listening, leadership);
5. Knowledge of his or her state legislative district and an awareness of issues that affect his or her district.

Message to parents about the Know Your Government Conference

KYG is a wonderful opportunity for youth to explore different ideas. Please support the coordinators and chaperones in creating a safe environment for the delegates to be able to discuss topics that may be outside of their belief systems or comfort zones. The coordinator will be providing chances for kids to share their beliefs and opportunities for them to learn about other beliefs. People learn about themselves as they share their beliefs with others and learn others’ beliefs. While some delegates may change their opinion on a topic based on a discussion, we fully expect most will confirm their original stand and even find out more reasons to do so. To make this a positive learning experience, we look for your support in this endeavor.

Know Your Government 2009 KYG vs. IGNORANCE You Be the Judge

Tentative Conference Agenda

Saturday

10:00 – 5:00	Schedule Capital Tours, meetings with your legislators Schedule a time to take the Tufts Study as a county, either as new or follow up participants
3:00-5:00 pm	Registration
4:00-5:00 pm	Chaperones meeting
5:00-6:00 pm	Welcome, Keynote speaker, Dinner
6:00-9:00 pm	Challenge Activity
9:15-10:00 pm	County Meetings

Sunday

Breakfast on your own	
8:30-10:30 am	Session A
10:30-11:00 am	Break
11:00-noon	Session B
Noon-1:00 pm	Lunch
1:15-2:00 pm	SA elections
2:00-5:00 pm	Amazing Race-Get envelopes in Lobby
5:30-6:30 pm	Dinner
7:30-9:30 pm	Dance/Movie
10:00-10:30 pm	County Meeting
10:30 pm	Lights Out

Monday

8:00-9:00 am	Breakfast, travel to courtrooms
9:30-11:30 am	Session C
12:00-1:00 pm	Lunch
1:30-3:30 pm	Session D
3:30-5:30 pm	Session E
6:00-8:30 pm	County Night Out, Dinner on your own
9:00-10:00 pm	Entertainment
10:30 pm	County Meetings by district facilitated by committee, prep (clothes, questions) for Leg. Breakfast
11:00 pm	Lights Out

Tuesday

7:00-9:00 am	Legislative Breakfast (reporters hand out articles)
9:00-10:00 am	Check out of hotel
10:30-11:30 am	Session F
11:30 am -12:30 pm	General Assembly
12:30 pm	Home

- Session A** Introductions
Expert training for attorneys, witnesses, and reporters
Attorneys and witnesses receive case
Jurors--guest speaker
Chaperones - Experiential Learning Training
- Session B** Attorneys and witnesses work on case/questions
Jurors and reporters--Voir dire presentation, influences on juries
Chaperones--Experiential Learning Training
- Session C** Opening Statements and Prosecution
- Session D** Defense and Closing Statements
- Session E** Jurors, attorneys and witnesses--CSI workshop
Reporters--work on newspaper articles and get footage for broadcast
Chaperones--Experiential Learning Training
- Session F** Jury deliberation
Attorneys and Witnesses--Voir dire presentation (repeat from Session B)
Reporters work on broadcast
Chaperones--Experiential Learning Training
- General Assembly** Verdicts announced via broadcast

What is Happening at the Conference?

At the conference this year, each delegate will participate in a mock trial by serving as an attorney, a witness, a juror, or a reporter. Volunteer judges and attorneys will fill the judge roles, conference facilitators and state ambassadors will serve as clerks and bailiffs, adult conference managers will serve as bailiffs, and chaperones will serve as the audience. Each courtroom will have six attorneys (three for each side), six witnesses (three for each side, this includes the defendant), twelve jurors, and four reporters. These numbers may be adjusted for the actual number of participants. We anticipate filling seven courtrooms and using three different cases. This means more than one courtroom will be hearing the same case. It will be interesting to see how the verdicts compare in the different courtrooms.

Delegates will apply for a role and receive their assignment prior to the conference. **Each delegate is expected to arrive at the conference prepared to fill any role because not everyone will necessarily get his or her first choice.** Delegates CAN apply for a role and, IF available, MAY be assigned that role. Once at the conference, attorneys and witnesses will receive the case and prepare for the trial while jurors and reporters will discuss the aspects of the jury system and influences on jurors. On Sunday, the attorneys will present their cases. Finally, on Monday, juries will deliberate. During jury deliberation, the attorneys and witnesses will be able to discuss the aspects of the jury system and influences on jurors and the reporters will work on their broadcasts. Finally, the reporters will broadcast the verdicts at the General Assembly.

Each courtroom will have a Conference Facilitator (CF) and State Ambassador (SA) assigned to it. They will serve as the Court Clerks and Bailiffs, respectively. The SAs and CFs are a team of experienced leaders chosen by the committee and trained on the curriculum in order to facilitate the process. In addition, this team of youths and adults will lead the function groups during the sessions not in court.

Session Agendas

Below is a rough outline of each session at the conference

Session A – Receive the Case

Attorneys begin dividing responsibilities, witnesses learn roles, and jurors and reporters discuss jury selection and how the media covers court cases. Experiential learning training for chaperones.

Session B – Prepare for Trial

Attorneys and witnesses work on questions, jurors and reporters discuss influences on juries and chaperones attend youth-adult partnerships presentation. Experiential learning training for chaperones.

Session C – Opening Statements and Prosecution

Session D – Defense and Closing Arguments

Session E – CSI Workshops

Workshops for jurors, attorneys, and witnesses. Reporters work on getting interviews and writing broadcasts. Experiential learning training for chaperones.

Session F – Cases handed to juries

Juries deliberate, reporters work on stories, and attorneys and witnesses discuss jury selection and how court cases are covered by the media. Reporters set up for their broadcast. Bailiffs hand the verdicts to the television reporters. Experiential learning training for chaperones.

Session G – General Assembly

Television reporters broadcast the verdicts to the entire group.

That is the conference concisely, but you may still have questions. If so, please feel free to contact Melissa Beard at melei@stanfordalumni.org. She will be glad to answer any questions you may have! There is no reason anyone should come to the conference not knowing what is going to happen.

Orientation Materials

OK, so now you are excited about the conference in February, but how do you get your delegates prepared? The KYG Committee wants all the delegates prepared to fully participate in the mock trials at conference. It is important that delegates have an understanding of all the roles in the courtroom because their role in the county mock trial might not be the same as their role at the conference mock trial. In addition to walking delegates through a scripted mock trial and providing a case for delegates to role-play their own mock trial, this curriculum will provide information on the judicial system and how it interacts with the other two branches of government.

Meeting 1:

- Activity 1: Introductions
- Activity 2: Overview of KYG Conference; Handout Registration Materials
- Activity 3: Overview of County Orientation Meetings and Schedule
- Activity 4: Three Branches of Government
- Activity 5: Interpreting the Law: No Hats in the Classroom
- Activity 6: The Judicial System/Claim Your Jurisdiction Game

Meeting 2:

- Activity 7: Current Court Events
- Activity 8: Register Conference Delegates
- Activity 9: The Trial Process
- Activity 10: The Jury Process
- Activity 11: Scripted Mock Trial

Meeting 3:

- Activity 12: Reality TV?
- Activity 13: Speaker (optional)
- Activity 14: Rules of Evidence and Standard Objections
- Activity 15: Roles in a Trial
- Activity 16: Pick a Trial

Meeting 4:

- Activity 17: Trial Guidelines
- Activity 18: Prepare for Trial

Meeting 5:

- Activity 19: Mock Trial
- Activity 20: Debrief Mock Trial
- Activity 21: What is Happening at the Conference?
- Activity 22: Apply for Role at Conference
- Activity 23: Finalize Plans

Objectives of Orientation Meetings (When orientation is complete, delegates will have...)

- ❖ Awareness of what is to take place at the conference in February
- ❖ Knowledge of the judicial branch and how it interacts with the other branches
- ❖ Familiarity with the trial and jury processes
- ❖ Skills to perform various roles in the courtroom
- ❖ Awareness of alternatives to the court process to resolve a conflict
- ❖ Experience of participating in a mock trial
- ❖ Knowledge of their legislative district and who represents them in Olympia

To Insure a Smooth Beginning . . . Prepare Delegates for KYG Activities

Discuss guidelines for conduct during presentations by invited speakers, workshop sessions, courtroom visits, and meetings. Agree on expected dress, the importance of advance preparation for meetings, and considerate behavior during the activities. Consider setting ground rules and encourage delegates, rather than adults, to ask and answer questions when appropriate.

Discovery learning. All the answers cannot be found within this packet and will require research on the part of delegates. Use the media to explore current cases and trials. Are there any local cases waiting to be heard by the State Supreme Court? What are the latest State Supreme Court decisions and how do they affect delegates? In your Superior Court, what laws are being challenged? Newspaper clippings are an excellent way to spark group discussion.

Build in think time for processing and reflecting on what was learned through the activity, and how it can be applied and shared. For significant learning, members need to question and think through what they have seen and heard, and apply it to what they already know. We have prepared a series of questions on several topics in the curriculum to challenge the delegates to thinking differently about issues they may have thought about many times. Use these questions to spark a discussion. Attempt to draw youth out of their culture-centralized understanding of issues. To improve the quality of this citizenship experience, ask questions to build bridges to new insights. Look for applications to real life and plan ways to share what was learned.

Maintain mutual respect. In identifying and debating issues, emphasize the need to talk to others, read about and listen to all opinions, and understand and clarify a personal point of view. Focus on the facts, write down those that support your view, but also look for areas of compromise. Stress that delegates must rely on facts and avoid adversarial and emotional arguments, which are unproductive and prevent people from working together on solutions to problems. Trials are inherently adversarial; there are always two sides in conflict. An important objective of this curriculum is for delegates to communicate effectively. This objective includes listening carefully to what others say; clearly stating thoughts, feelings, and ideas; and settling disagreements in ways that are not hurtful.

Guest Speakers. We strongly suggest scheduling guest speakers that can bring a little more life to this subject. We defer to your experience and the needs of your delegation to plan who to invite and when. The Washington State Bar Association (www.wsba.org) has organizations within each county and there may be attorneys who would be glad to speak on a variety of subjects. In addition, the Administrative Office of the Courts (AOC) website (www.courts.wa.gov/education) has a program named, *Judges in the Classroom*. Simply click on **Request a Judge** and fill out the form. They have assured me that their service is not limited to teachers. AOC has voiced its support of KYG and is eager to provide judges to our county groups. Having an attorney at the preparation for the mock trial meeting and a judge at your mock trial meeting would prove invaluable.

The possibilities are endless and we hope you use this opportunity to let an “expert” share their knowledge with your delegation so they are that more prepared for the conference. Give your speaker an idea of what you want to learn and have each delegate prepare one or two questions for the speaker. After the speaker is gone, lead a discussion on what the members learned and how it applies to this conference.

Another useful tool may be to visit a courtroom to view a trial or jury selection as a group. Contact your local courts and explain your needs so they can assist you in finding an appropriate time to visit. It could be easier to plan a visit during a school vacation or teacher in-service day. This visit would probably be helpful after the scripted mock trial and before the mock trial. Or, you might decide it would be best to visit a courtroom after the mock trial. If you have problems arranging for delegates to see a court in action, have them observe a public hearing or watch the Supreme Court proceedings on TVW (Washington’s version of C-Span) or www.tvw.org as a substitute.

Role Playing. This curriculum requires that each youth place him or herself in the role of attorney, witness, juror, or reporter. Their role may have them perform in a way contrary to their personal beliefs. This internal conflict may happen often in the real world when a defense attorney believes their client to be guilty and they have to defend them. Remind delegates that they will gain more from the experience if they embrace their roles and remember that other delegates are also performing in ways that may be different from their personal beliefs.

Web Research

The Washington Courts website (www.courts.wa.gov) is sponsored by the Administrative Office of the Courts. This is where you can download *A Citizen's Guide to Washington Courts* and *A Juror's Guide* (look under Educational Resources) and where some of the lessons in this curriculum are found. If the links for the lesson plans included in the curriculum do not work, simply go to this website and click on Educational Resources and then search through the lesson plans. Some delegates may be interested in getting weekly notifications of court decisions or press releases. You can sign up for this service at this site. Take a look--it has a lot of good information! Arizona Foundation for Legal Services and Education also has a great site: <http://www.azflse.org/mocktrial/downloadcenter.cfm>.

Most counties also have websites with court information. To find your county's website, you can search the web using a search engine or try [www.co.\(your county\).wa.us](http://www.co.(your county).wa.us). For Thurston County, the address is www.co.thurston.wa.us. Finding your county's website might be helpful when you plan to visit a courtroom to watch a trial or jury selection.

Access Washington (www.access.wa.gov) is the state website and it is a good starting place if you are trying to find anything related to state government. This is where you can find legislative links (www.leg.wa.gov), court links, or links to the agencies in the executive branch, such as the State Patrol or Department of Corrections. Again, a lot of good information!

If your delegates have shown an interest in getting involved in state government, offer the following suggestions to them:

Youth Courts (www.youthcourt.net)

There are a variety of youth courts around the state that involve volunteers from 8 to 18 years of age in sentencing their peers for crimes, traffic infractions, or school rule violations.

Mock Trial Competitions (www.nationalmocktrial.org) or (www.streetlaw.org) Law Camps (www.classroomlaw.org)

Community Accountability Boards

Members actively insure their voice is heard by serving on a board of volunteers to interview youth, age 8-17, who have committed certain offenses. Help decide how to best repair the harm done while both protecting the community and building the youth's own skills. Again, there are a variety of boards around the state. Community Youth Services (www.communityyouthservices.org) run the boards in Thurston County. King and Pierce Counties have CABs(www.doc.wa.gov/PPP/cpp3.htm#cab) through the Dept. of Corrections. Try contacting these agencies to find information about CABs in your area.

Legislative Page Program (www.leg.wa.gov)

Page duties are varied. They range from ceremonial tasks such as presenting the flags to operational chores like distributing amendments during legislative sessions. Each job is vital to the efficient operation of the Legislature. As the weeklong experience draws to a close and pages return to their schools and communities, it is hoped that pages will share their experiences and observations with others in an effort to contribute to a more universal understanding of the legislative process.

Once on the Legislative website, click on "Participating in the Process" and then scroll down to "Working in the Legislature." There are separate application processes for the House of Representatives and Senate.

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 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)

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. 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. 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.
- 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.

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)
 - The Juror's 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. 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 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

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.

Start here...

MEETING 3:

Prior to Meeting 3

- Review Meeting 3 material in the Curriculum Packet
- Call delegates whose registrations you did not receive in meeting 2 to remind them to bring it to this meeting
- Schedule a guest speaker
- Materials needed:
 - Putting on Mock Trials publication
 - Copies of:
 - Rules of Evidence (<http://www.azflse.org/download.cfm?filename=2007SimplifiedRulesofEvidence&type=pdf&loc=mocktrial>)
 - Sample Objections (end of packet)
 - Rules of Evidence Exercise (end of packet)
 - Helpful hints for Mock Trial Participants and sample questions (Putting on Mock Trials publication- <http://www.abanet.org/publiced/mocktrialguide.pdf>)

Objectives of Meeting 3

- ❖ Examine the different roles and their duties in the courtroom
- ❖ Understand what can be introduced as evidence at a trial
- ❖ Select a mock trial

Life Skills Objectives

- ❖ Critical Thinking
- ❖ Communication

Essential Academic Learning Requirements (EALRs)

- ❖ Communication 1.3, 3.1

Activity 12: Reality TV?

Discuss the assignment and questions given at the end of Meeting 2 while waiting for the arrival of delegates. How were the supreme court proceedings different from the television shows? (*Not as polished, dramatic, etc.*)

Activity 13: Speaker (optional)

Arrange for a guest speaker (attorneys, prosecutors, judges, police officers, etc) to meet with your group. Ask them to address certain topics. Depending on who you schedule, you may ask them to assist the delegates in preparing for their mock trial. Have delegates prepare questions about the speaker's job before his/her arrival.

Activity 14: Rules of Evidence and Standard Objections

1. This is the website mentioned in Putting on Mock Trials regarding rules of evidence. (<http://www.azflse.org/download.cfm?filename=2007SimplifiedRulesofEvidence&type=pdf&loc=mocktrial>) Hand out copies of this and the list of Sample Objections. Use the Putting on Mock Trials packet to discuss rules of evidence and standard objections.
2. After this discussion, hand out the Rules of Evidence Exercise. Have the delegates work on it individually and then discuss the answers.

Activity 15: Roles in a Trial

1. Discuss the various roles in a trial (attorney, witness, juror). Use the Putting on Mock Trials publication for their descriptions. Look at the Helpful hints for Mock Trial Participants and sample questions as a group. Not everyone will be serving as a lawyer but if you have a large group, there will be many people assisting the attorneys in preparing for the case.
2. Decide what roles the delegates will be filling. Again, if you have a large group, you may have a team of attorneys for each side. Try to make sure the role they fill in the mock trial is different than the role they served in the scripted mock trial.

Activity 16: Pick a Trial

Discuss the different sample trials found in the Putting on Mock Trials publication or any other mock trials you may have from past curricula. Have the group vote on which mock trial they would like to perform.

Reflect (So What?)

- a) What did you learn from the speaker?
- b) Why is it important to learn about objections?

Apply (Now What?)

- a) If a different person from the judicial system had come to speak, what would you have asked them on the same subject?

At the end of Meeting 3

- Remind delegates about date and location of next meeting

MEETING 4:

Before Meeting 4

- Review Meeting 4 material in the Curriculum Packet
- Schedule a resource person (attorney, etc) to assist in preparing for a trial
- Materials needed:
 - Paper and writing utensils
 - Make copies of:
 - Materials for chosen mock trial

Objectives of Meeting 4

- ❖ Prepare for the mock trial

Life Skills Objectives

- ❖ Self Responsibility
- ❖ Communication
- ❖ Accepting Differences

Essential Academic Learning Requirements (EALRs)

- ❖ Social Studies 2.1.3a, 2.1.3b, 2.1.3c, 3.1.4a
- ❖ Communication 2.2, 3.2, 3.3

Activity 17: Trial Guidelines

Agree on time limits for opening and closing statements and direct and cross examination, and if re-direct examination will be allowed.

Activity 18: Prepare for Trial

Have attorneys and witnesses prepare for trial. Have the jurors select a foreperson and then divide them evenly between the two sides so they can assist in the preparation.

Reflect (So What?)

- a) Why are time limits important?
- b) What difficulties are you having preparing for trial?

Apply (Now What?)

- a) What will you do before the next meeting to get prepared for the trial?

At the end of Meeting 4

- Remind delegates about date and location of next meeting

MEETING 5:

Before Meeting 5

- Review Meeting 5 material in the Curriculum Packet
- Find an attorney or judge to preside over the mock trial, review this section in Putting on Mock Trials for suggestions in selection and preparation.
- Set up meeting space to resemble a courtroom
- Materials needed:
 - Make copies of:
 - Tentative Conference Agenda
 - Job Qualifications
 - Application (Coordinator's Packet)

Objectives of Meeting 5

- ❖ Conduct Mock Trial
- ❖ Apply for role at the conference
- ❖ Finalize plans for conference

Life Skills Objectives

- ❖ Managing Feelings
- ❖ Self Responsibility
- ❖ Communication

Essential Academic Learning Requirements (EALRs)

- ❖ Social Studies 3.1.4b, 3.1.4c
- ❖ Communication 2.1, 2.3, 2.4, 2.5, 4.1, 4.2

Activity 19: Mock Trial

Have adults serve as clerk, bailiff and audience. Be sure to thank them and the judge for their participation. After the case has been presented, have the jury deliberate in front of the entire group. Have the foreman/forewoman let each juror declare their verdict and why and then tally the votes. As before, it is important that the foreperson 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.

Activity 20: Debrief Mock Trial

Discuss what went well and what areas need to be improved before the conference. Have the delegates comment before the adults.

Activity 21: What is happening at the conference?

Hand out the conference agenda and discuss what will be occurring in each session, topics you briefly covered in the first meeting. Answer any questions about what will be happening at the conference.

Activity 22: Apply for role at conference

Hand out job qualifications and application and have delegates apply for a job (attorney, witness, juror or reporter) at the conference. Please include your comments about the delegate and their preparedness for the job they have applied. If you do not feel the delegate will be successful in the job for which they have applied, please include this in your comments. **Send application with registration material.**

Reflect (So What?)

Do you feel prepared to attend the conference?

Apply (Now What?)

- a) What skills will be most important to have practiced and be ready to apply?
- b) What do you expect to get from the conference?
- c) Have you put in the effort to get what you expect?

Activity 23: Finalize plans Discuss transportation, confirm appointments with legislators, etc.

Meeting Preparation

Handouts needed but not in this packet are found at the listed website

Meeting 1

Registration Materials - Coordinator's Packet

Lesson Plans - AOC website www.courts.wa.gov

What is a Court?

http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=spjele1

Washington State Constitution - <http://www.leg.wa.gov/LawsAndAgencyRules/constitution.htm>

Lesson Plans - AOC website www.courts.wa.gov

Claim Your Jurisdiction Game

http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=spjths1

A Citizen's Guide to Washington Courts – AOC website www.courts.wa.gov or

http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo_jury.brochure_guide&altMenu=Citi, local courthouse, AOC office at 1206 Quince St SE, PO Box 41170, Olympia, WA 98504-1170

State of Washington v Eckblad: No. 74109-3 - end of packet

Meeting 2

The Trial Process

http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=Triapro

Preparation for a Jury Trial Overview - end of packet

The Juror's Guide - AOC website www.courts.wa.gov or

http://www.courts.wa.gov/newsinfo/resources/?fa=newsinfo_jury.jury_guide, local courthouse, AOC office at 1206 Quince St SE, PO Box 41170, Olympia, WA 98504-1170

Putting on Mock Trials – ABA website www.abanet.org/publiced/mocktrialguide.pdf

Meeting 3

Rules of Evidence – referenced by “Putting on Mock Trials”

<http://www.azflse.org/download.cfm?filename=2007SimplifiedRulesofEvidence&type=pdf&loc=mocktrial>

Sample Objections - end of packet

Rules of Evidence Exercise (and answers) - end of packet

Meeting 4

Materials for chosen mock trial

Meeting 5

Tentative Conference Agenda - end of packet

Job Qualifications - end of packet

Application - Coordinator's Packet

In the interest of saving trees, we are relying on the coordinators to access the above material not included in the packet via the Internet or contacting the Administrative Office of the Courts. We recognize that some people are not as proficient at using the computer/Internet as others or do not have Internet access. If so, here are suggestions to get your materials:

- Contact your County Program Assistant for help with accessing links
- Assign the job of downloading material to a delegate or parent
- Go to the KYG page on the 4-H website and click on the links via the curriculum file

State of Washington v Eckblad: No. 74109-3

Legislature In 2002, the Legislature passed the primary seat belt law, meaning law enforcement could ticket a driver for not wearing a seat belt. Prior to this law change, law enforcement could only cite a driver for not wearing a seat belt if they had also been violating another law, such as, speeding. Because not all vehicles have seat belts (vehicles built before 1968 were not required to have safety belts), the law referred to a federal motor vehicle safety standard to tell citizens whether they were required to wear a seat belt. According to this safety standard, any vehicle built before 1968 was not required to have a safety belt so anyone driving a car built before 1968 did not have to wear a seat belt. There were other exceptions to this rule but it only affected a small population.

Executive Beginning July 2002, law enforcement began issuing tickets to non-seat belt wearing drivers and passengers. On February 5, 2003, Trevor Eckblad, 31, of Everett, WA, was arrested by a Washington State Patrol trooper on Highway 20 at the west edge of Concrete. He was one of three passengers in a 1982 pickup truck stopped because another passenger (not Mr. Eckblad) was not wearing a seat belt. According to court documents, during this traffic stop, the smell of marijuana and alcohol led the trooper and a Concrete police officer to search the truck. The officers found drugs and a handgun allegedly belonging to Eckblad, who as a convicted felon, is not permitted to have a gun.

Judicial Mr. Eckblad's case came up in Skagit County Superior Court. While he was not given a seat belt ticket, his attorney argued that the law permitting the seat belt stop was unconstitutional. Under RCW 46.61.688, the determination of whether a person is required to wear a seat belt is solely conditioned on the type of vehicle in which he or she is riding. However, when reading RCW 46.61.688, one cannot figure out whether one's vehicle is one in which passengers are required to be belted because the standard the law adopts (Federal Motor Vehicle Safety Standard 208) cannot be readily located and, if found, cannot be understood by the public.

Without the probable cause the primary seat belt law afforded them, troopers would not have stopped the truck and therefore, would not have had probable cause to search the vehicle and would not have found the gun. Eckblad filed a motion to suppress evidence with the trial court, alleging that the stop was unconstitutional. The trial court granted the motion and held that RCW 46.61.688 was unconstitutional and void because the law as written was vague. The state appealed this decision to the Washington State Supreme Court and presented oral arguments on May 18, 2004 and court presented their decision October 2004. They disagreed with the trial judge and decided the law was not vague.

Preparation for a Jury Trial Overview

Step 1 Legal Conflict

There is a conflict that can be decided by taking it to court. (Not all conflicts can be decided by courts of law.) In criminal cases, the conflict is between the government and the person accused of committing the crime.

Step 2 Attempted Settlement

In civil cases, the lawyers try to settle the conflict without having to go to court. If this doesn't work, the person with the complaint can decide to take it to court.

Step 3 Filing Papers

In civil cases, a paper called a complaint is filed in court that describes the plaintiff's claim against the defendant. The defendant's lawyer can then file an answer that denies the complaint in some way. In criminal cases, the pleading is called the indictment. It states the government's charge or complaint against the defendant.

Step 4 Lawyers Get Facts

Lawyers get all the facts by interviewing witnesses and examining evidence (such as x-rays or medical bills). They may go to the scene of the crime or accident. Sworn written statements witnesses make before a trial in response to lawyers questions are called depositions. There are certain rules lawyers must follow when taking depositions.

Step 5 Lawyers Prepare for Trial

Lawyers decide which facts are important to bring out at the trial and prepare questions that will get witnesses to testify about those facts. The lawyers usually go over the questions with their witnesses before the trial.

Step 6 Trial Begins

Criminal trials must occur within a short time (30-60 days) after indictment, because of the constitutional right to a speedy trial (Sixth Amendment). It usually takes several months to a year for a civil case requiring a jury trial to come to court. To open the court, the bailiff calls the court to order. The judge comes in and the name of the case is announced.

Step 7 The Voir Dire

More than 12 jury members are chosen for every case. During voir dire, the lawyers and judge ask the prospective jurors questions and the lawyers decide which jury candidates they want as jurors on that case. A panel of up to 36 is sworn in and selection of the jury (12 general in superior court, 6 in district court) plus two alternates is made from the panel.

Step 8 Opening Statements

The plaintiff's lawyer (or the prosecutor) gives the opening statement first. The defense lawyer can make his/her opening statement at that time or just before questioning his/her witnesses. In the opening statement, the lawyer greets the jury, summarizes the case from the perspective of the plaintiff or defense, summarizes the evidence to support their side and requests a verdict in favor of their side.

Step 9 Prosecution/Plaintiff Case-in-Chief

Plaintiff's lawyer (or prosecutor) calls his/her witness(es) to the stand first. The lawyer asks the witnesses questions to bring out facts that are favorable to the plaintiff's (or prosecution's) case. The lawyer also presents physical evidence and asks the witness who know about it to identify it. After direct examination of each witness for the plaintiff (or prosecution), the lawyer for the defendant cross-examines by asking the witness more questions to bring out facts which are favorable to the defendant or which show that the witness is unsure, confused, or not telling the truth in his/her testimony.

Step 11 Motion to Dismiss

After all the plaintiff's (or prosecution's) witnesses have testified and all the evidence has been presented, the defendant's lawyer may ask the court to dismiss the case, or throw it out of court. If the judge thinks that all of the plaintiff's evidence was not enough to prove his/her case, the judge will dismiss the case. That would be the end of the trial. However, few cases are dismissed. Usually judges go ahead with the trial and ask the defendant to try to support his/her side of the case.

Step 12 Defense Case-in-Chief

The defendant's lawyer calls the defense witnesses to the stand and asks questions to bring out facts that are favorable to the defendant. The lawyer also presents physical evidence favorable to the defendant and asks a witness who knows about it to identify it. The plaintiff's lawyer (or prosecutor) may cross examine each of these witnesses for the defense by asking them specific questions which might bring out facts favorable to the plaintiff (or prosecution) or which might show they are unsure, confused, or not telling the truth in their testimony.

Step 14 Closing Arguments

After all the testimony has been heard, each lawyer makes a short speech to the jury. First, the plaintiff's lawyer (or prosecuting attorney) speaks. Then, the defendant's lawyer gets a turn. Both lawyers thank the jury, review the evidence that has been admitted that support their case, argue how the evidence establishes legal responsibility (using the law), discuss the other side's weaknesses, and ask for a verdict.

Step 15 Judge Instructs the Jury

After the closing statements, the judge reads instructions to the jury about the law applicable to the case.

Step 16 Jury Deliberates

The jury leaves the courtroom and is taken by the bailiff to a private room where they will make their decision. Their decision is called the verdict.

Step 17 Reading of the Verdict

The jury returns to the courtroom. The jury foreperson reads the verdict to the judge. The trial is then over. (In criminal cases, the bailiff takes charge of the defendant if he/she is found guilty.)

Sample Objections

Following are some examples of often used objections:

Irrelevant Evidence: "I object, Your Honor. This testimony is irrelevant to the facts (issues) of this case."

Leading Questions: "Objection. Counsel is leading the witness." (Remember this is only objectionable when done on direct examination)

Narrative Question and/or Response: "Objection, Counsel's question calls for a narrative" or "Objection, witness is giving a narrative response."

Improper Character Testimony:

a) "Objection. The witness's character or reputation has not been put in issue."

b) "Objection. Only the witness's reputation/character for truthfulness is at issue."

Hearsay: "Objection. Counsel's question calls for a hearsay response." Or "Objection. The witness's answer is based on hearsay." (If the witness makes a hearsay statement, the attorney should also say, "and I ask that the statement be stricken from the record.")

Opinion: "Objection. Counsel's question calls for an opinion."

Lack of Personal Knowledge: "Objection. The witness has not personal knowledge that would enable him/her to answer this question." Or, "Objection. Lack of foundation." (This latter objection presupposes that the subject matter of the testimony could be admissible if the examiner first establishes through proper questioning that the witness has the requisite personal knowledge.)

Badgering/Argumentative: "Objection. Counsel is badgering the witness." Or, "Objection. Counsel is arguing with the witness."

Motion to Strike: If inadmissible evidence has been introduced before an objection can be timely made and the court sustains the objection, a follow-up motion should always be made to purge the record of the tainted evidence. "Your Honor, I move to strike the (nonresponsive)(inadmissible) portion of the witness's testimony from the record."

Speculation: "Objection. Speculation" Attorneys cannot have witnesses assume or guess answers.

Rules of Evidence Exercise

Instructions: For each situation described below, explain whether you would object to admission of the evidence. If so, on what grounds would you make your objection? If you were offering the evidence, can you think of a way to get it in despite objection? How would the judge rule?

1. Doug is on trial for auto theft. As an alibi, Doug testifies, "Cindy told me that Jim had stolen that car for a joy ride. She never touched it."
2. Trial for arson. A witness for the defense testifies that the defendant was with her on the night of the crime. The prosecutor asks, "Isn't it true that you used cocaine when you were in college three years ago?"
3. Mr. Wirtz, an English teacher who knew the defendant since high school, testifies for the prosecution that Joe has deep psychological problems.
4. On direct examination, the defense attorney asks, "You could hear the noise from the next apartment very clearly, couldn't you?"
5. The witness, a waitress, testifies that the bartender had mentioned to her that the defendant had ordered five shots of whiskey the night of the crime.
6. Police officer Jones testifies that when he entered the victim's apartment he saw the defendant trying to climb out the window.
7. The prosecutor asks the witness, "Didn't you tell the defendant's attorney that you had seen the defendant take the money?"
8. Sally has never seen Amy with her son. Can Sally testify that Amy is a horrible mother?
9. In a trial for embezzlement, the defense introduces a diploma to show that the defendant graduated from high school.
10. The prosecution calls a witness to testify that the defendant had shoplifted for years before being arrested for grand theft.

Material obtained from "People vs. Ballard," Constitutional Rights Foundation, 1984, pages 33-36

Rules of Evidence Exercise Answers

1. Hearsay, Cindy's out of court statement that Jim took the car is being offered to prove that he, and not the defendant, took the car. Cindy should testify to this herself.
2. Relevance. The use of cocaine three years ago has nothing to do with the facts of the case or the witness' credibility. This question was probably intended to harass or embarrass the witness and is entirely improper.
3. Opinion. An English teacher is not an expert in psychological matters. The witness perhaps could testify to bizarre things that Joe had done or other indicators of psychological problems.
4. Leading Question. On direct examination, an attorney must allow the witness to tell his or her own story. The attorney could ask, "How well could you hear the noise from the apartment next door?" The original question would be proper on cross-examination.
5. Hearsay. The bartender's out of court statement is being offered to prove that the defendant had been drinking heavily. Introduce the bartender as a witness or ask the waitress if she had noticed how much the defendant had been drinking.
6. This is a proper bit of testimony, the more the better.
7. Privilege. The lawyer-client privilege protects from disclosure statements about the case made to a client's lawyer. Ask the witness whether she had seen the defendant take the money.
8. Personal Knowledge. Sally doesn't appear to have any basis for claiming that Amy is a terrible mother. Try to establish that Sally knows of Amy's poor parenting, perhaps by having seen scars on the child and having seen the child lightly clothed on cool winter day.
9. Relevance. Graduation from high school has nothing to do with stealing money that the defendant had been trusted with. If the defense is trying to show good character, something more convincing than a high school diploma is needed.
10. Character Evidence. Unless the defense has already produced evidence of good character, the prosecution cannot offer this testimony.

Note: For almost any offer of evidence taken out of context, relevance may not be clear.

Job Qualifications

These are guidelines to assist the delegates in selecting a role for the conference. A delegate may be assigned a role they did not apply for if the number of applications are more than the number of roles available. It is important delegates are prepared to serve in any of these four roles.

Attorney

- Possesses good verbal communication skills
- Able to work cooperatively as a member of a group
- Able to work with people who are different from him or her

Juror

- Possesses good listening skills
- Able to distinguish between fact, opinion and reasoned argument
- Analyzes credibility and authenticity
- Able to clearly state thoughts, feelings, and ideas to others
- Seeks agreement and solutions through discussion
- Can do what is right when with a group

Reporter

- Possesses good writing skills
- Able to determine main message and identify target audience
- Check for understanding by asking questions and paraphrasing

Witness

- Possesses good memorization skills
- Appreciates dramatic arts (some acting may be required)
- Able to work with people who are different from him or her



Sample Letter to Legislators

This is a sample letter that delegates may follow in writing to and inviting their legislators to breakfast on Tuesday, February 17, 2009. Please hand write; do not just fill in the blanks.

Return Address

Date _____

The Honorable _____	or	The Honorable _____
State Senator		State Representative
Senate Office Building		House Office Building
Olympia, WA 98504		Olympia, WA 98504

Dear (Senator or Representative) _____:

We are 4-H members from _____ County in your district who plan to be in Olympia February 14th – February 17th, 2009, for the “4-H Know Your Government” Conference entitled **“KYG vs Ignorance: You be the Judge!”** Our goal is to learn more about Washington State government and the inner workings of the judicial system

We are also interested in issues currently addressed by the legislature. We would like to learn more about your views on these issues. You are invited to join us for breakfast on Tuesday, February 17th, 2009, at *Red Lion Hotel*, Olympia. A formal invitation will be mailed to you under a separate cover.

Thank you for your continued interest in the 4-H Know Your Government program. We look forward to visiting with you and sharing information about this 4-H program.

(Optional Paragraph)

If your schedule permits, we would like to make an appointment to visit your office Saturday, February 14, between ____ and _____. Please let us know what time is most convenient for you.

We can be contacted at: _____.

Please ask to speak to _____.

Sincerely,
(Signature of conference delegates)