

SUBJECT: UNDERSTANDING THE ADJUDICATION PROCESS

**LESSON NAME: WHAT WOULD YOU DO**

Overview	
Time Needed	60 minutes
Materials Needed	<ul style="list-style-type: none"> <li>• Juvenile Process Map Handout</li> <li>• A set of character narratives for each participant</li> <li>• Question &amp; Answer Handout</li> <li>• Laptop</li> <li>• Projector</li> <li>• Speakers</li> </ul>
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the general steps in the disposition of a juvenile</li> <li>2. Identify key players and their roles &amp; responsibilities throughout the adjudication process</li> <li>3. Understand that the legal system promotes fairness &amp; punishment is designed to address inappropriate behavior</li> </ol>
Common Core Standards Met	<p>History &amp; Social Studies (Grades 6-8)</p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.3</a> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><a href="#">CCSS.ELA-Literacy.RH.6-8.4</a> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Speaking &amp; Listening (Grade 7)</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1.c</a> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1.d</a></p>

	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>Step By Step</b>	
Prepare	Make copies of the narrative included in this lesson plan. Each participant should have a copy. Set aside 5 desks, or stations, and label them as station #1, station #2, station #3, and so on. Each station will contain a follow-up narrative for the next stage in the adjudication process.
Explain	In today's lesson, we will focus on the juvenile adjudication process. We will do an activity that will help us better understand the process and see what could happen if we do not follow the law.
Activity	<ol style="list-style-type: none"> <li>1. Distribute Juvenile Process Map to each participant. You may have participants read each step out loud. Briefly go over each step with participants.</li> <li>2. Begin activity by distributing the introductory narrative to each participant and a question and answer handout. The introductory narrative is a brief biography about a fictional minor and the crime committed.</li> <li>3. Explain that they need to read the narrative first then proceed to the next station. They will continue to move on to next 4 stations, collecting the narrative from each station.</li> <li>4. Once they have collected a narrative from each station, they will return to their desk.</li> <li>5. Instruct them to place the narratives in the correct order. Participants may use the process map to guide them.</li> <li>6. Instruct them to answer the question and answer handout.</li> </ol> <p>** Lesson adapted from StreetLaw found at <a href="http://streetlaw.org/en/resource_library">http://streetlaw.org/en/resource_library</a></p>
Discussion	<p>De-Brief the Activity: Engage in a discussion with the participants by going over some of their answers from the handout. Examples of questions:</p> <ul style="list-style-type: none"> <li>• How did this activity make you feel?</li> <li>• What would you have done differently?</li> <li>• Do you think what happened to them was fair?</li> </ul>
Close	Video: Inside Juvenile Court: Melissa

	<a href="https://www.youtube.com/watch?v=X2BRyC8Twno">https://www.youtube.com/watch?v=X2BRyC8Twno</a>
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