

Take the Stand Project

Group EL Presentation

Group Members:
Jordana Sternthal
Ayah Ikkawi
Alissa Bento
Mona Eldali
Tyanna Wright
Meegan Couturier

Start with Meaning

- **Project for 11th graders**
- **The students are required to participate in a mock trial.**
- **The trial will be based on a real case. The students will vote on which case they would like to reenact.**
- **Students will have full control of the trial. They will have the opportunity to pick their own roles**
 - Lawyers (defendant, prosecutor)
 - Jury
 - Plaintiff & defendant
 - Witnesses
 - Court Officer
 - Court Clerk
 - Court reporter



Start with Meaning

- **Students will be in a real courtroom, creating a more realistic experience, and will be judged by a real judge.**
- **Students will demonstrate their legal knowledge and communication skills.**
- **They will be encouraged to develop their own statements and questions with the help from lawyers.**
- **Students will be encouraged to dress the part of their chosen role for a more realistic experience.**



Why?

- A mock trial is a creative experiential learning activity.
- It develops advocacy skills and critical thinking in addition to providing knowledge about the law.
- Mock trials are beneficial as they demonstrate how a trial works.
- It is a fun way to learn outside of the classroom, while making connections to the real world.
- Career choices and path



From the Classroom to the Courtroom - De Smet Mock Trial



Curriculum Expectations

Goals

Students are expected to;

- Stay in character during the entire mock trial proceedings
- Arrive in court on time with proper documentation and courtroom attire
- Understand proper judicial proceedings under the chosen criminal case
- Understand the severity of different criminal offenses and their proceedings
- Learn about the different positions in a courtroom and maintaining proper sitting etiquette
- Actively participate in their respective roles and only speak when addressed
- Learn everything about the roll they chose and all details pertaining to their role in the case



How will students meet these goals?

By using their:

- Reading skills
- Writing skills
- Public speaking skills
- Critical thinking skills
- Argumentative skills
- Communication
- Analytical Skills
- Memorization skills



The Work & Creating a Space

- Creating a safe and engaging environment for students plays a huge roll in the learning outcomes.
- This project creates a fun environment where the students can ask questions and problem solve.
- Trial and error will be a encouraged and used as a key step in developing a good layout of arguments.
- Creating a space to fail allows for students to not feel discouraged from the activity and learn that failure can be productive.
- Making room for active learning, such as action, thought, questions, experimenting.
- Overcoming obstacles.



Input into the How

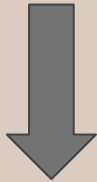
AUTONOMY



MASTERY



PURPOSE



Creativity is intelligence
Having fun!



Explore, Adapt &
Make improvements



Motivation
Creativity
Communication
Independence
Team work
To have fun!

Eric Hardie, Chapter 1 pg. 7 → Daniel Pink, 2009



Community Involvement

Engaging partners to engage real feedback :

Law Association

- Working with a law association ensures additional access to needed law resources
- For example, law association have access and connections to lawyers, judges and law libraries
- Access to Lawyers, Judges and Paralegals that can provide feedback on students work

Lawyers

- Lawyers will provide feedback on arguments, confidence tips, tips on cross examination and more

Judges

- Aside from teaching judicial roles, we will also be utilizing the judge as a resource to help find a real courtroom to host the mock trial



Community Involvement

Engaging community partners as a resource :

Local retail store for professional attire:

- A portion of our mock trial requires students to engage with the project by dressing and looking the part of their role
- It is important that every student has an equal opportunity to participate and engage with the project, without concerns of financial or parental assistance

Costume Store

- Partnering with a local costume store in order to ensure that students who will be playing clerks, bailiffs or judge roles, will have access to costumes
- Although the project aims to illustrate real world experiences, no student should be left out due to financial or material purposes



Product: Design/Plan/ Build

Real World product: To construct and design statements, arguments, and craft questions for a court trial

- **The Design**
 - Prosecution and Defense teams
 - Trial attorneys, witnesses, clerks, bailiffs, and a 12 person jury
- **The Plan**
 - Students will be given multiple class periods to work in their above groups
 - Research via school and community library
 - Criminal code and the charter of rights and freedom
- **The Build**
 - Students are to construct their arguments, statements, and questions for the trial
 - Crowns case, Defense's case and closing arguments



Publish:

Design/Plan/Build/Publish

Design:

- Bring in two or more cameras to record the mock trial.
- Students will be required to split into teams and manage the cameras they have been assigned too.
- Must have the cameras face different directions to capture different views of the trial.

Plan:

- Set up the cameras before the mock trial begins.
- Cameras must be placed where all participants can be seen and heard.
- Students must alert all the participants involved that they are being filmed.

Build:

- With assistance from the teacher, students will edit the footage to put into one clip.
- The video must be viewed and approved by the teacher before the students can post it online.

Publish:

- Students, educators, parents and guardians can access the mock trial on:
 - The school website
 - YouTube
- The video can encourage other students, educators and schools to host mock trials.



Evaluation & Feedback

- Evaluation will be based on critical thinking, preparation, body language (clarity of speech, eye contact), reasoning, vocabulary and understanding of the legal/court system.
- Students will be required to give their teammates an evaluation on their collaboration. That evaluation will be considered in the final mark.
- Students will be required to write a reflection on what they enjoyed about the project, what they did not like, and what they wish they had done differently.



Exit Outcomes

- Students will receive a hands-on experience of how the legal system works.
- Students are given the opportunity to speak publicly in front of an audience. This will help their confidence when speaking in front of large groups of people.

Skills:

- Students will develop the skills to think critically, and improve their oral skills.
- Students are given the opportunity to work in teams, and improve their communication skills.
- Students have full control of this project. Therefore, they will use their problem solving skills through brainstorming and creating a plan (e.x Apply Module)

Strategic Plan

- Innovation
- Caring
- Collaborative
- Goal oriented

FUSION Modules

- Metacognition
 - Planning, monitoring, evaluating
- Communication
 - Team work
 - Group project
- Problem solving
 - Trial and error
 - Working with a team



Reflections: Students are intimidated by the prospect of sharing their work

“Think how much better prepared students would be for job interviews if they regularly made presentations, received feedback, and improved their oral skills and ability to think on their feet at school.”

Eric Hardie, Chapter 5 pg. 100



Reflections: Change the Environment to Change the Learner

“Students behaviour tends to be very contextual. Because of their preoccupation with social relationships, peers, and status, students are likely even more focused on their environment and how others around them react to it. This traditional school environment sends a lot of unintended, implicit messages about learning to students.”

Eric Hardie, Chapter 4 pg. 78-80



FIGURE 4.1
Creating the Environment

Desired State	Environment That Will Create the State
I want students to take more responsibility for their work.	Give the students more control over their learning to increase their drive and sense of pride through ownership.
I want students to make more effort.	Engage them with work that has genuine, real-world purpose so that they are motivated to do their best.
I want students to see school as purposeful and positive.	Give them meaningful work to do so that they derive a sense of personal satisfaction from it.
I want students to take initiative in the classroom.	Create a classroom where students are actively encouraged to make decisions, take the lead, and partner with you to enhance learning.
I want students to work together collaboratively.	Get students into learning pods and out of seated rows so that they can interact more easily.
I want to do less grading, and I want the quality of student work to be better so that grading is easier.	Have students working on richer, lengthier tasks, which frees you up to spend time in conversation and observation with them while making anecdotal notes about what they know and can do. Give them purposeful products to create for an audience so that they make their best effort.
I want students to take more responsibility for the classroom itself.	Give groups sections of the room to be responsible for and give students input into the organization and layout of the room. They will take better care of a space if they feel that it is really theirs.



Reflections: Plan a trip before the end of the year

“Trips often help us to get to know our students better and bond with them in ways that we couldn't during a regular class... We can benefit from our increased knowledge about our students while we still have them.”

Eric Hardie, Chapter 5, p.108-109



Reflections: Overcoming Obstacles

“Students are having a hard time looking at failure as an opportunity. This is quite natural. It is engrained into students from a young age that failure is the worst thing that can happen in school and means they are stupid, lazy, or both. However, fear is not a sustainable or healthy motivator.”

Eric Hardie, Chapter 4, pg. 75

Reflections: Be clear about the roles of adults and students in the learning

“If part of your goal is to establish student-centered, real-world learning in your classroom, your community partners should know this too. If the role you want them to play is that of a resource to support student work, then they need to know that and will likely need a clear explanation of the broader project.”

Eric Hardie , Chapter 5, Page 95



Reflections: Students are having a hard time getting started

“Spending time brainstorming with students, asking them about their interests outside of school, and pooling ideas from other students to share on an idea board can be good ways of scraffold the initial process and help them get out of the starter blocks. Classmates are often the best resource if students are struggling to come up with an idea.”

Eric Hardie, Chapter 4, pg. 75

Take the Stand Project

Start with Meaning

Students will be encouraged to participate in a mock trial, where they will demonstrate their legal knowledge and communication skills. With the help of lawyers, the students will develop their own statements, and prepare for their chosen roles. The mock trial will be held in a real courtroom, and judged by a real judge. This project is a fun way to learn outside of the classroom, while making connections to the real world.



Expectations

In this mock trial, students will be expected to come prepared to the courtroom in proper attire as well as have the proper documentations for their part. They are expected to know their roll and to stay in character the whole trial. For this mock trial to go smoothly, they must use a combination of skills (public speaking skills, analytical skills, critical thinking skills and more).



Creating a Space

Creating a safe and engaging environment for students plays a huge roll in the learning outcomes. This project creates a fun environment where the students can ask questions and problem solve. Trial and error will be encouraged and used as a key step in developing a good layout of arguments. Creating a space to fail allows for students to not feel discouraged from the activity and learn that failure can be productive. Making room for active learning, such as action, thought, questions, experimenting, along with overcoming obstacles.



Community Involvement

Students will have the opportunity to collaborate with a handful of lawyers and judges, provided by the partnered law association. Due to lawyers and judges having active professional and personal lives, collaborating with a law association will allow for additional resources and support for the students, in comparison to working with smaller or independent firms. Additionally, law associations have access to law libraries and case information that would be beneficial for the success of the project. The project also seeks to collaborate with a local retail store and costume store, in order to ensure that each student has an equal opportunity to participate in all aspects of the mock trial.



Design/Plan/Build

The students are required to split into teams (prosecution & defense). The team members will be required to establish their different roles (trial attorneys, witnesses, clerks, and bailiffs, etc) in addition to a 12 person jury. Students will be given multiple class periods to work in their above groups with the assistance of their teacher and the guest speaker (lawyer). During this time, students will research via community and school library to become familiar with their roles in the trial. Students will use the criminal code and the charter of rights and freedoms to construct additional and more accurate research. With the help of the teacher, the lawyer and the conducted research, the students are now able to build and construct their arguments, statements and questions (opening and closing statements, witness statements, cross-examination, and the jury's verdict).



Take the Stand Project

Audience

Students will be required to find and bring in 2 or more cameras for the mock trial, and will be required to split into teams to manage the camera they have been assigned to. Each camera will be facing a different direction and will capture a different view than the others. The students will place the cameras in a way where everyone participating can be seen and heard, and before beginning the recording, the students must alert all the participants involved that they are being filmed. With the help of the teacher, the students will select 2 or 3 students to edit the footage recorded and put it into one clip. Once the clip has been viewed and approved by the teacher, the students can begin posting it online. Students, educators, parents and guardians can all access the mock trial on: The school website & YouTube.



Evaluation/Feedback

Students will be evaluated on their critical thinking, preparation, body language (clarity of speech, eye contact), vocabulary, as well as their understanding of the legal/court system. They will also be required to give their teammates an evaluation on their collaboration. Students will write a reflection paper on what they enjoyed about the project, what they did not enjoy, and what they wish they done differently.



Exit Outcomes

Students will receive a hands-on experience of how the legal system works. students are given the opportunity to speak publicly in front of an audience. This will help with expanding and improving the students confidence when speaking in-front of large groups of people. Some skills that the students will have developed include: the skills to think critically and improve their oral skills, communication skills developed by working in teams, problem solving skills through brainstorming and creating a plan.



Discussion Questions

If you were a teacher, would you implement the mock trial in your curriculum? Why or why not?

How would you as an educator mark/grade this assignment?



Questions?

Thank you for
listening!

Stay safe and
healthy!

