

**A Message From The Office Of Juvenile Justice
And Delinquency Prevention And Street Law, Inc.**

Youth courts are becoming a component of the juvenile justice system in communities across America. Youth courts are the result of collaboration among many people who have a stake in the community: the judiciary, law enforcement, juvenile probation, social service agencies, education, local organizations, bar associations and the young people themselves. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the National Youth Court Center provide a variety of training programs, technical assistance, and resources that assist local youth courts in their efforts to educate youth and adult volunteers as well as juvenile offenders.

Street Law, Inc. has developed a helpful resource of fifteen educational lessons in the publication *Street Law for Youth Courts: Educational Workshops*. We hope this publication will help you in your efforts to conduct quality educational training for juvenile offenders and for the youth who volunteer to serve on youth courts. Some of the lessons focus on the most frequent offenses for which youth offenders are referred to youth courts. Additional lessons center on the legal system, individual rights and responsibilities, and the critical role of citizen participation in the justice system. The lessons also give young people the opportunity to build skills such as anger management, conflict resolution, communication, and problem solving. Acquiring knowledge and applying these skills help young people to avoid delinquent behaviors, make better choices in the future, and become active, involved citizens.

In addition to this publication, OJJDP has provided funding and support to our partners at the American Bar Association who developed a comprehensive youth court training package. This package includes instructional manuals for youth and adult volunteers. Our other partners at the Constitutional Rights Foundation/Chicago have created a guide to help youth courts design effective service learning projects for youth offenders who are assigned community service by a jury of their peers in youth court. These service learning projects are coordinated and managed by youth court staff and adult volunteers.

We hope that *Street Law for Youth Courts: Educational Workshops* and the other youth court publications assist you in improving the quality of community service for youth offenders in youth court, and in preparing the youth volunteers in assuming their various youth court roles.



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In addition to Scott Peterson, other leaders at the United States Department of Justice deserve recognition for their support of this manual and the national youth court movement. I would like to express appreciation to J. Robert Flores, Administrator, OJJDP and to Donni LeBoeuf, Special Assistant to the Administrator, OJJDP.

The National Highway Traffic Safety Administration (NHTSA) of the United States Department of Transportation has also encouraged the development of this project. NHTSA leads the effort to reduce alcohol-related injuries and fatalities and has been a supporter of the youth court movement since 1994.

Several national education organizations share a leadership role in offering and supporting quality law-related education programs. Their collective work has influenced this manual to reflect "best practices" in law-related education. The coalition also helps establish the link between youth courts and law-related education. These national partners include: The American Bar Association, Center for Civic Education, Constitutional Rights Foundation, Constitutional Rights Foundation – Chicago, Phi Alpha Delta, and Street Law, Inc.

Thanks to Karen Levine Donohue of KLD Designs who created the gorgeous cover. I would like to recognize and thank my colleagues and former colleagues at Street Law, Inc. They have generously shared their curriculum ideas, experience, editorial assistance, and overall guidance for this project. They include: Ed O'Brien, Lee Arbetman, Judith Zimmer, Bebs Chorak, Allison Hawkins, Maureen Myers, and especially, Dorothy Seidel.

Finally, this book is dedicated to my family. My parents, brothers and sister all sparked my interest in law, justice and education. My husband and children inspire me to help make our world more fair and just and to make learning more fun and meaningful.



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www.youthcourt.net

The world's largest Youth Court Web site!

Interested in youth court, teen court, peer court and student court? Get Connected to Youth Court today. . . Log on to www.youthcourt.net and learn more about local and state youth court efforts and the Federal Youth Court Program.

Visit the Global Web Site for Youth Court by logging on to www.youthcourt.net: Log on regularly to access valuable publications, resources, and information for developing or enhancing a youth court program!

Join the Mailing List: You will receive our quarterly newsletter *In Session*, free publications and notifications about upcoming training events. To sign up for the mailing list, log on to www.youthcourt.net.

Register to Receive the Monthly Youth Court E-Update: This monthly electronic newsletter contains timely information in areas such as the availability of training and technical assistance, funding opportunities, publications and resources, scholarships, and awards regarding youth courts and related fields. You can register online at www.youthcourt.net.

Sign up for the Youth Court Directors' and Coordinators' E-mail Group: This special email group provides information to and from youth courts across the country about various topics related to daily youth court program operations including how youth courts address truancy, how youth courts are rapidly expanding in America, and how youth courts address breaches of confidentiality—just to name a few. After questions are posed and answered, responses are compiled by staff and posted on the www.youthcourt.net. This e-mail group is also among the first (and sometimes only) to receive special announcements about funding opportunities, training events, and valuable resources. To sign up www.youthcourt.net.

Federal Youth Court Program

The Federal Youth Court Program is funded, sponsored, and managed by the National Highway Traffic Safety Administration, United States Department of Transportation, Office of Safe and Drug Free Schools, United States Department of Education, and the Office of Juvenile Justice and Delinquency Prevention, United States Department of Justice.

For more information, log on to www.youthcourt.net
and/or email Scott.Peterson2@usdoj.gov.

TABLE OF CONTENTS

INTRODUCTION

Overview.....	1
Integrating Law-Related Education into Your Youth Court Program.....	7
Teaching the Lessons.....	17
Resource Information.....	35

LESSONS

Crimes and Consequences.....	43
Victims of Crime.....	59
Serving on a Jury.....	77
A Jury of Your Peers: What is the Role of Diversity in Juries?	91
Vandalism.....	125
Who Must Attend School?	133
Alcohol, Violence and Drunk Driving: What Risks are You Willing to Take?	143
Reducing Underage Drinking: What Do We Think Works?	167
Bullying, Assault and Sexual Harassment	197
Shoplifting	221
Resolving Conflict through Negotiation	231
An Overview of the Juvenile Justice System	245
Options for Solving Conflicts	265
Triggers: Skills for Anger Management	279
What is the Intent of the Law?	297
Law are Based on Values	309

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OVERVIEW

NOTE: The lessons and materials in this manual are designed to be used as one component of a multi-faceted youth court program. For more information on starting your own youth court program, contact the National Youth Court Center: National Youth Court Center, c/o American Probation and Parole Association, P.O. Box 11910, Lexington, KY 40578-1910, Phone: (859) 244-8215, Fax: (859) 244-8001, [Email: nycc@csg.org](mailto:nycc@csg.org), Web: www.youthcourt.net. Additional resource materials on youth courts are detailed in the “Resources” section.

Street Law for Youth Courts: Education Workshops has been developed to help youth court programs initiate a law-related education (LRE) program as a sentencing option for offenders who appear before the courts. The lessons may also be used to train youth court volunteers. As they learn more about the causes and consequences of various crimes, youth court volunteers will make better sentencing recommendations focusing on the respondent on the impact of his or her actions and on the repair that he or she could make.

Each lesson has step-by-step instructions for easy use by the person teaching these lessons. A professional teacher is not required for this task. However, the lessons work best when police officers, judges, lawyers and other justice system resource persons participate in the lessons.

It is highly recommended that anyone who teaches this program receive training to ensure optimal results from these lessons. For information on how to receive law-related education training that may be available in your state, please visit www.streetlaw.org or contact Street Law, Inc. at 301-589-1130. LRE training can also be obtained by contacting your state LRE coordinator. To find out contact information for your state LRE coordinator, please visit www.abanet.org/publiced/lre/lrestate.html. In addition, more resources on LRE and youth courts are detailed in the “Resources” section.

ORGANIZATION OF THE MANUAL OVERVIEW

This section provides an description of the lessons and other materials contained in this manual and gives a basic introduction to law-related education (LRE).

INTEGRATING LRE INTO YOUR YOUTH COURT PROGRAM

This section acquaints youth court program directors with some issues attendant to incorporating law-related education (LRE) lessons into youth court programs.

TEACHING THESE LESSONS

This section provides instructors with information about teaching law-related education (LRE) lessons.

RESOURCES

This section details some of the resources available on the many aspects of youth court programs and law-related education (LRE).

THE LESSONS

There are 16 lessons in this manual, each designed to be delivered during a class that lasts between 60 and 120 minutes. Each lesson in this manual is activity-based, relevant to the lives of community members, and requires little or no pre-existing knowledge of the subject matter. The lessons assume readers have basic, not advanced reading skills. While each lesson may be taught alone, it is best when combined with others as a coherent law-related education (LRE) program.

ABOUT THE LAYOUT AND GRAPHICS

The guide's chief design feature is that the instructor has all needed materials - including all participant handouts - directly in front of her/him. The lesson plans have step-by-step instructions for each lesson's activities.

WHAT IS LAW-RELATED EDUCATION?

Law-related education (LRE) empowers young people by providing practical information about law and the legal system. LRE encourages youth to become effective, law-abiding citizens by promoting civic responsibility and community participation. It also helps young people develop more favorable attitudes toward adults by emphasizing contact with community resource people. LRE's unique blend of content and strategies fosters the development of skills that are essential for positive youth development. Students learn substantive information about their rights and responsibilities and practice cooperative learning and positive interaction with adults and each other.

LRE teaches:

- Policy and procedures of state and local law enforcement
- Legal literacy focusing on civil, criminal, and constitutional themes
- Practical legal information

- Concepts underlying our constitutional democracy

LRE provides practice for skill development in:

- Critical thinking
- Decision-making
- Problem solving
- Communicating
- Cooperating
- Reasoning
- Managing conflict

LRE encourages participation in:

- Mentoring programs
- Mock trials and moot courts
- Community service projects
- Outreach programs sponsored by local police
- Interactive teaching strategies

LRE goes beyond questions about who, what, when, and where. LRE helps young people answer questions about why. Just as importantly, it responds to students who view the law as something that is remote, impersonal, or punitive. Through interactive teaching strategies, LRE helps students discover that the American legal system can work for them.

LAW-RELATED EDUCATION AND YOUTH COURTS

Law-related education is an ideal complement to the philosophy on which youth courts are based. The lessons in the manual are designed with the principles of restorative justice in mind. As suggested in 2001 report of the National Youth Court Center, "The Role of Restorative Justice in Teen Courts: A Preliminary Look", by Tracy M. Godwin, the goals of restorative justice include accountability, competency development, and community protections. These lessons teach young people about the consequences of the actions on themselves, the victims, and the community at large. At the same time, the lessons give young people a forum to learn and practice new skills that help them become more positive members of the community. Since the instructors are encouraged to involve members of the community in each lesson, the workshops provide opportunities for young people to build or re-build relationships with adults in their communities. When appropriate, instructors are encouraged to invite victims of crime to share their

perspectives in the lessons.

The LRE lessons contained in this manual provide a positive strategy for intervening early when a young person demonstrates unacceptable behavior. Because the topics for the lessons are based on the most common offenses reported by youth courts from around the country, the content of the lessons will help youngsters understand why their behavior was unacceptable. Moreover, the skills taught through the lessons and the opportunities to bond to members of the community who participate in these positive lessons can help create more resilient youth who are less likely to repeat their offending behavior.

The LRE lessons teach basic ideas about how disputes are settled in acceptable ways in an organized society. The law sets standards of behavior to which the community's members are expected to adhere. When people do not adhere to those expectations, the law imposes criminal penalties to punish the offender and/or civil penalties to make the victim whole. Students who participate in a series of LRE lessons tend to get a bigger, clearer picture of how society is organized, why we have laws, how the law-making process can be influenced and how laws can be changed, when necessary.

While the lessons in this manual teach about crimes and punishments, they also emphasize the reasons for criminal laws and the important community values (such as life, property, safety, and security) that are protected by the legal system. Considering the bigger picture, young people see not just the punitive aspects of law but also law's positive and protective elements. People are much more likely to conform their behavior to a system they see as reasonable and protective than they are to conform to rules that seem arbitrary and punitive. By providing youth with a broad view of why their community has laws, LRE seeks to mold young people into productive, law-abiding citizens.

The student-centered, interactive nature of the LRE lessons and the focus on group processes also provide youngsters with the opportunity to consider the consequences of their behaviors to themselves, their families, and their neighborhoods. Rather than having adults deliver moralizing lectures on the need to be responsible, these lessons are designed to engage students in critical thinking and group processes that can lead to peer-to-peer discussions of the need for personal responsibility. Careful debriefing of the lessons with young people can also encourage a commitment to the good of the larger community.

LRE lessons should never be taught in a vacuum. They are best when delivered in conjunction with other positive programs for youth, so that the ideas that they learn in the classroom are supplemented by meaningful interactions with various members of the community. Youth courts provide the perfect mechanism for achieving this end, as most youth sentenced by the courts also have community service hours to complete. Thus, these youth get out and work to better the community at the same time they are exploring their responsibility toward it and their role in it.

As noted throughout this introductory section, however, for LRE lessons to be effective they must be taught using student-centered, interactive strategies, and resource persons from the community must be integrated into the lessons. For more information on these topics, see the sub-sections on “What Are the Characteristics of a Good Lesson?” and “How Should I Prepare For A Visit By A Community Resource Person?” which you will find behind the section called “Teaching the Lessons.”

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INTEGRATING LAW-RELATED EDUCATION INTO YOUR YOUTH COURT PROGRAM

- How do the law-related education lessons fit into the purpose and goals of my youth court?
- How can I build awareness and support for this component of my youth court program?
- What mechanisms do I need to be able to refer defendants to the Street Law educational lessons? How will youth court decision-makers know about the Street Law educational lessons in order to give an appropriate sentence to defendants? How will participants be enrolled into the classes? Do new participants need any orientation to the program?
- Who should teach these lessons?
- What are community resource people? Who should I use as community resource people in my Street Law educational lessons?
- What topics should I cover in the educational portion of my youth court program?
- What logistical details do I need to consider? Where should the classes be held? When should they meet? How long should each class last? How will students get to the classes?
- How do I recognize students for completing the Street Law educational lessons?
- How do I know if this component of my youth court program is working?

HOW DO THE LAW-RELATED EDUCATION LESSONS FIT INTO THE PURPOSE AND GOALS OF MY YOUTH COURT?

In order to determine the “fit” of Street Law’s Educational Lessons for Youth Courts, ask yourself the following questions:

- What do you hope to accomplish by having a youth court program for the young people in your community?
- How can you accomplish these goals?

It is crucial to decide where LRE classes will fit into your youth court program and

how they meet the purpose and goals of your overall program. Teaching educational classes should arise as one of the answers to the second question. Most youth courts have a written mission statement or a list of guiding principles or goals. Make sure that teaching educational classes fits into your mission or goals. The general compatibility between law-related education and youth courts is addressed in the “Law-Related Education and Youth Courts” sub-section in the “Overview” section.

HOW CAN I BUILD AWARENESS AND SUPPORT FOR THIS COMPONENT OF MY YOUTH COURT PROGRAM?

You should make every effort to include all key stakeholders in the planning of this and every other component of your youth court program. You may want to organize a separate planning group for the educational component of your youth court program, or you simply may wish to use the board or planning group that you already have. Either way, this group should be designed to foster awareness and support for the educational component of the youth court program in the community or the school and involve any other key people necessary to implement a program. This committee can help to compile suggestions that will help you with implementation plans. Be sure to provide each person on the planning committee with some descriptive and introductory program information about the educational lessons prior to the time of the first meeting. If you already have an educational component to your youth court program, you may want to schedule a meeting to introduce your planning group to the idea of using these lessons with your educational component. This committee should also help you identify who will teach the lessons.

To build receptivity and support, others need to understand the educational component of the youth court program and its objectives. Schedule an “awareness” workshop with all stakeholders. This workshop is an introduction to LRE and should be between one and two hours in duration. Prepare a packet of background information and demonstrate a lesson from the manual. In debriefing the lesson, be sure to discuss how these lessons fit specific community needs and relate to the overall goals of your youth court program. A sample agenda for an awareness session follows:

- Introduction
- What is LRE? (See the sub-section on “What is Law-Related Education?” in the “Overview” section.)
- Demonstration of a lesson from the manual
- Presentation of an outline of the program plan, lessons and schedule of classes
- Questions and answers

- Request for community resource people to help with specific classes
- Closing

REFERRING YOUNG PEOPLE TO STREET LAW LESSONS

An overview of all of the sentencing options should be provided to all youth and adult participants in your youth court program. If appropriate, provide decision-makers with a copy of the schedule of classes and a brief description of each lesson.

HOW WILL PARTICIPANTS BE ENROLLED INTO THE CLASSES?

The best model is to offer the classes on a rolling basis. Participants may thus be enrolled immediately after the youth court sentences them. Following this plan, participants do not necessarily wait until Lesson One to be enrolled in the class. Evaluations of LRE suggest that a “single dose” is unlikely to have an impact on behavior, so it is recommended that youth participate in the entire sequence if possible.

DO NEW PARTICIPANTS NEED ANY ORIENTATION TO THE PROGRAM?

The program director or the instructor should contact each new student by letter or telephone to provide a welcome to the class. Students should be provided with information on the time and location of the class. Include a copy of the class schedule. If possible, hold orientation for new participants to acquaint them to the educational portion of their youth court sentence obligation. The orientation session agenda should include the following items:

- Introduction of the instructor and any other staff or volunteers present.
- Introductory activity/icebreaker (see the section on “What Else Do I Need To Know About Teaching Before I Get Started?” in the “Teaching the Lessons” section.)
- Program description
- Lesson
- Questions and answers

WHO SHOULD TEACH THESE LESSONS?

General selection guidelines for the instructor should include:

- Commitment to using student-centered, interactive teaching strategies;
- General familiarity with the justice system and/or with youth courts;

- Previous law-related education teaching experience (particularly important if training will not be provided);
- A good understanding of the general principles and objectives of the program;
- A demonstrated ability to communicate with youth;
- Good contacts with various members of the community; and
- Commitment to teach all 16 lessons, or a series of lessons as directed by the youth court coordinator.

WHY SHOULD I USE A COMMUNITY RESOURCE PEOPLE TO HELP TEACH THE STREET LAW LESSONS?

Youth conform to societal norms as a result of bonds established at school, at home, and in the community. Bonding takes place when youth have positive, relevant, interactive experiences with caring adults. Positive interactions with adults are the key to bonding. These lessons are designed to demonstrate that the adults listen to students' thoughts and ideas. The instructors are not "just another adult telling them what they can't do." Through these carefully structured, interactive lessons, the students in the educational component of your youth court program can have positive experiences with adults. Youth assess their own chances of success in society partially by the number of adults they know who have achieved legitimate success.

Obviously, the class instructor is already serving as a valuable resource person to the participants in your community or school program. However, to ensure that you build a positive education experience that bonds participants to the community, be sure to involve other resource people from the community. Examples of valuable people to include in the educational portion of your youth court program are lawyers, police officers, judges, court staff, local business people, etc.

Community and school resource people can be used to:

- Make the lessons come alive by sharing firsthand experiences,
- Answer student questions about the lesson that the instructor may not have the knowledge or background to answer,
- Provide technical assistance in implementing activities, and
- Serve as positive adult role models for participants.

Resource people should not be invited to give a lecture about a legal topic or even their job. They should instead be carefully integrated into a lesson. Community

resource people are integrated into LRE lessons when, for example, police officers observe a role-play of an arrest and then help debrief the activity by explaining police procedure. Other examples include lawyers working with student groups to prepare for a mock trial or judges observing and offering feedback on a student simulation of a sentencing hearing. The resource person is an element of a student-centered interactive lesson; the resource person is not the lesson (e.g., delivering a lecture). Each lesson in this curriculum suggests specific community resource people who would lend some professional expertise to the particular topic being covered.

WHAT TOPICS SHOULD I COVER IN THE EDUCATIONAL PORTION OF MY YOUTH COURT PROGRAM?

This manual contains law-related education lessons on the following topics:

- Shoplifting
- Vandalism
- Truancy
- Juries
- Overview of the juvenile justice system/ juvenile rights
- Bullying, sexual harassment, and assault
- Underage Drinking (two lessons about risk and strategies to reduce underage drinking)
- Diversity
- Victimization
- Conflict Resolution
- Anger management/Positive communication
- Laws are based on values/intent of laws
- Consequences to crime

There are a total of 16 lessons. The time needed for each lesson is indicated in each lesson plan. (They range from 90 minutes to two hours in length.) However, if there are other topics that you want to cover, this list can be supplemented.

In deciding to enhance these topics, it is necessary to consider the goals of your youth court program. It may also be helpful to consult the sections on “What Are the

Characteristics of A Good Lesson?” and “What Are Student Outcomes And Why Are They Important?” in the “Teaching the Lessons” section so that you can be sure that all the lessons in the educational component of your youth court program properly complement each other.

WHAT LOGISTICAL DETAILS DO I NEED TO CONSIDER?

LOCATION

The following considerations are important in planning where the *Street Law for Youth Courts* lessons will be offered:

- The class location should be easily accessible to all participants.
- Programs held on weekdays should take into account existing extracurricular school activities.

The location should have all of the following:

- Enough room for student interaction
- Comfortable lighting and temperature
- Flexible seating arrangements
- Access to a chalkboard or flip chart

Suggestions for places where the classes might be held:

- At the police department
- At the courthouse
- In a local recreational center
- In another public building
- At the home of a community member
- At a local church
- At a local school

TRANSPORTATION

It is necessary to think about how students will get to and from the class. This consideration will play a part in deciding where the classes will be held.

- Will transportation be provided?
- Will they have to rely on parents to transport them?
- Is there adequate public transportation?
- Will tokens or passes for public transportation be provided?

WHEN SHOULD THE CLASSES MEET? HOW LONG SHOULD EACH CLASS LAST?

Ask yourself these questions:

1. What time should the class be offered?

- After school?
- Evenings?
- Saturdays?
- During school?

2. How often will classes be offered?

- Daily?
- Twice a week?
- Once a week?

3. How long will each class period be?

- The lesson plans are between 60 and 120 minutes long.

HOW DO I RECOGNIZE STUDENTS FOR COMPLETING THE STREET LAW LESSONS?

Plan something special for students to celebrate their completion of the educational component of the youth court program. Some ideas include a graduation ceremony, special meal, field trips, special visitor, etc. A certificate of accomplishment could be awarded to participants following their last class. Plan to invite all community resource persons who assisted throughout the program. Since students begin and end the course of classes at different times, plan a recognition ceremony for once a month or once a quarter for all students who completed the class during that period of time.

HOW DO I KNOW IF THIS COMPONENT OF MY YOUTH COURT PROGRAM IS WORKING?

Two surveys are included to help you improve your program. Each student should complete the student evaluation survey as he or she completes participation in the lessons. The results of the survey will assist the program director and the instructor in determining how students viewed the program in determining whether the lessons and/or topic list need to be changed in the future. A survey to be completed by resource persons who participated in the classes is also included so that you can get their feedback and refine procedures for using them.

STUDENT SURVEY: _____

1. What would you tell your parents/guardians about the classes you attended?

2. What would you tell your friends about the classes you attended?

3. What would you tell the judge or the jury about the classes you attended?

4. What did you learn in this program that you could use in your life?

5. What was your favorite class? Why?

6. What was your least favorite class? Why?

7. What did you like about the program?

8. What did you not like about the program? How could the program be improved?

YOUTH COURT EDUCATIONAL CLASSES COMMUNITY RESOURCE PERSON SURVEY

Name _____

Occupation _____

Lesson Title _____

Date Attended _____

1. Was your overall experience participating in this class positive? Why or why not?

2. What could we have done to make your participation in this class better?

3. Would you be interested in attending this or any other class in the future?

Thank you for your involvement and willingness to participate in our class. We hope to see you again in the future.

TEACHING THE LESSONS

- What Are the Characteristics of a Good Lesson?
- What Are Student Outcomes and Why Are They Important?
- How Should I Prepare For a Visit by a Community Resource Person?
- What Else Do I Need To Know about Teaching Before I Get Started?

WHAT ARE THE CHARACTERISTICS OF A GOOD LESSON?

The following are characteristics of a good lesson:

- Students are familiar with what they will accomplish during the lesson and what is expected of them;
- Students get immediate feedback;
- Students get recognition for applying knowledge of subject matter during various classroom activities;
- Teachers check for student understanding frequently (and especially before students begin activities with more than one direction);
- Technology is used whenever possible and appropriate;
- Students' ideas are the focus of many discussions;
- Teachers guide discussions where students feel free to express themselves;
- Students examine authentic issues in their schools and communities;
- Students use a variety of methods and materials to learn concepts and practice skills;
- Students are actively and cooperatively involved in activities;
- Student groups are flexible and heterogeneous;
- Students generate meaning and develop understanding by relating prior knowledge to new information; and
- Students learn and practice strategies for decision making and problem solving.

WHAT ARE STUDENT OUTCOMES AND WHY ARE THEY IMPORTANT?

An instructional outcome is a specific statement that identifies what a student will be able to do or know at the completion of this program. Outcomes must be something measurable, so that the teacher can evaluate student performance.

Examples: As a result of this class, students will be better able to:

- Communicate with others.
- Discuss how the law affects their lives.
- Interact appropriately with police officers and community members.
- Generate options for solving problems.

A traditional class may focus on teacher inputs (e.g., the material covered in a lecture). Successful Street Law classes include teacher (and resource person) input but have a primary focus on student outputs or outcomes.

When developing outcomes, teachers answer the following questions:

- Is this what you want the student to know or be able to do as a result of this lesson?
- Are these outcomes measurable and, if so, how?

The lessons in this manual have the specific student outcomes spelled out on the first page. Thus, while you are not responsible for writing lessons with outcomes, it is important for you to understand the importance of focusing your lesson on student outcomes in order to use these lessons correctly. As you teach these lessons, you should always keep the desired student outcomes in mind so that you achieve the desired results. Specifically, the outcome question that you should continually keep in mind is:

WHAT DO I WANT STUDENTS TO KNOW OR BE ABLE TO DO AS A RESULT OF THIS LESSON?

HOW SHOULD I PREPARE FOR A VISIT BY A COMMUNITY RESOURCE PERSON?

For information on how to use community resource people, please see the “What Are Community Resource People? Who Should I Use As Community Resource People In My Street Law Educational Lessons?” in the “Integrating Law-Related Education Into Your Youth Court Program” section.

To ensure that the experience in your LRE class/session is a positive one for students and for the resource person, you need to prepare both students and the resource person. Typically, ineffective presentations are those that are overly technical, focus on purely legal topics, are delivered in a lecture format, or are overly “preachy.” The effectiveness of presentations can be substantially increased with a refocusing of objectives, proper planning, and a small amount of training in how to use a variety of teaching styles in order to generate greater student participation.

When planning your lesson to include a resource person, ask yourself:

- What is the goal or purpose of the lesson?
- What community information is needed?
- Who can best provide this information?

When you have identified the person best suited for your lesson, use the guidelines that follow. In addition provide your resource person with a copy of the lesson and the handout for the class that they will be attending.

Careful planning is required to make the involvement of an outside resource person as meaningful and valuable as possible. Attention should be given to the following considerations:

- Topics covered by community resource people should be relevant to the lesson and scheduled to fit appropriately within the sequence of lesson activities.
- The resource person’s presentation should include participation from students. Lecture-style presentations are typically not effective.
- Visitors should present a balanced picture of the topic, including a variety of perspectives. If the visitor is most likely to present one point of view, consider inviting two resource people to help teach the same lesson. For example, invite a prosecutor and a defense attorney.

Making Arrangements

Visit or call to invite the resource person to attend the class. Introduce yourself and give a brief introduction to the class and to your youth court program. Make sure to include the following information:

- The nature of the class (this is especially important if the resource person is unfamiliar with your youth court program)
- What you are studying
- The topics you will cover during that particular class period
- Why you want them to participate
- What follow-up activities are planned
- The date and time of the class
- The length of class period
- Age, grade level and ability level of students
- Lesson objectives
- Arrange to send your lesson plan to the resource person right away
- What questions the resource person will be asked
- How you expect the resource person to participate (e.g., Will you just ask questions or will the resource person be participating in activities with the students?)
- Location of class, where parking is available, and where the resource person should report if entering the building

Find out from the resource person:

- Audio/visual equipment requirements
- Whether he or she would invite other community resource people to attend the session
- Whether he or she would like to include materials or handouts in the presentation and who will make those copies
- If there is any other essential information
- Information the Community Resource Person would like to have included in his or her introduction

Selecting a date for the class/program visit:

- When selecting dates, allow adequate time for the resource person to plan his or her schedule – at least two or three weeks in advance. Be sure any required facilities or equipment will be available.
- Do not cancel or postpone a scheduled visit unless absolutely necessary, because a community resource person sets aside valuable time from his or her own schedule. Keep in mind that it will sometimes be necessary for a resource person to postpone a visit due to unforeseen circumstances. Always be prepared with a back-up lesson plan.

Confirm the arrangements:

- To avoid confusion over details or the possibility that the resource person might forget arrangements, send a letter to the resource person, thanking him or her for agreeing to participate and clearly spelling out the arrangements you made over the telephone. (Remember to send the lesson plan, too.)
- Call the resource person a day or two in advance of the visit to give them any last minute details and to make sure that there is nothing else needed.

Preparing students for the resource person's visit:

- Acquaint the class with some basic information about the person.
- Before the day of the visit, have the class prepare thoughtful questions to ask the resource person.

Arrival of resource person and class activity

- Inform appropriate staff of the arrival of your guest so the resource person will be expected and directed to your class.
- A proper introduction of the guest is extremely important. A brief statement concerning the guest's background and expertise helps to prepare the students for the experience and makes the guest aware of the importance of the visit.
- Use interactive strategies. Select a lesson related to the resource person's area of expertise. Keep the lesson relevant to the students' lives and avoid jargon.
- The resource person is not responsible for class management. It is important that the instructor participate fully in the lesson. This approach also models positive cooperation between adults in the community and sends students the message that the instructor values the resource person's contributions to the class.
- Have resource people participate in a role-play with students (for example,

have visiting police officers play roles of young people while the class participants play the roles of police officers). Also, have the community resource person debrief the role-plays by commenting on things that participants did well and how things might be different in the real world.

- Have resource people help prepare for, administer, and debrief mock trials or moot courts. Students can play the roles of judge, attorney, or witness.
- Frequently, the guest and/or students have other commitments to keep. Start and end the presentation within the time scheduled unless the resource person clearly indicates otherwise. Some resource people will offer to meet with the students who may still have questions after class.
- Most resource people are not trained teachers. It is sometimes necessary for the instructor to help give direction to the presentation of a guest by using appropriate questions or other clues to help the resource person more effectively communicate the information desired.
- Allow sufficient time for summary and to thank the guest.

Debrief the Visit with Students

Make sure to cover the following questions with students:

- What were the major points made by the resource person?
- How did you react to the visitor and the issues presented?
- Do you think this resource person helped you learn about the topic?
- Did the resource person have any particular biases? (If a resource person is an advocate of a particular viewpoint, it is important to introduce other viewpoints/perspectives in the debriefing discussion.)

Follow-up

- Thank-you letters from students and/or teachers really please resource people, help improve student writing skills and encourage resource people to respond to similar requests. A thank-you letter to the resource person's supervisor will be appreciated by both and will also help encourage future visits.
- Think about inviting the resource person back to participate in another lesson with the same group of students.
- Consider inviting resource people with different viewpoints to do follow-up visits on the same topic.

WHAT ELSE DO I NEED TO KNOW ABOUT TEACHING BEFORE I GET STARTED?

This section contains tips that will help you in teaching *Street Law for Youth Courts*.

TIPS FOR TEACHING

1. Plan and then plan some more. Lessons that are interesting and well planned generally eliminate most classroom management problems. Prepare an agenda and class objectives for each class and share them with the students.
2. Get to know as much as possible about the students, including names and interests. Consider asking students to write a brief letter to you about themselves --- their favorite performers, jobs, after school activities, people they admire, their life goals, etc. Use this information to help facilitate your class successfully.
3. Use the teaching style that works for you; kids can sense phoniness. The nature of the relationship between the instructor and student may have a greater impact on learning than any other single factor.
4. Treat students as young adults.
5. Create a positive learning environment. There should be a climate of mutual respect that is friendly and supportive.
6. Give prompt, accurate, and non-threatening feedback. Let students know that you think they are important. Stick with a student's response. If you are not satisfied with an answer, rephrase the point and give the student a second chance. However, at the same time, be prepared to hear answers that you do not agree with. Students will not always embrace your point of view.
7. If a student offers an off-the-wall answer or comment, there are several tactics that you can use to bring the class discussion back on point:
 - Ask the other students what they think. Often, other students will also disagree.
 - Ask students to articulate the other side's arguments.
8. Remember "wait time." Give students a few seconds to construct and deliver an answer after you ask a question. Failure to do this may transmit an unintended message that you do not think the students have a positive contribution to make.
9. Do not use terms and phrases that are overly technical.

10. Give clear instructions. Do not give more than two directions at a time to your students.
11. Instructors should aim to improve a student's response, rather than say it's wrong. Start with an easy, open-ended question such as, "What do you think?" Follow up on students' responses with harder questions such as asking students to compare, analyze, or determine the impact.
12. Draw out shy kids by asking easy questions such as, "Do you agree with that?"
13. Acknowledge all students' responses as attempts to learn regardless of whether they are correct or incorrect.
14. If you do not know the answer to a question, just say so. "I don't know" is a completely legitimate answer. You can tell the class that you will try to find out the answer. Another response is to work with the class to find an answer. Because the process of solving problems is often more important than the answer itself, this response helps reinforce an essential theme of the conversation.
15. Do not allow extroverts to dominate the conversation.
16. Consider the room arrangement. Can you see each student's face? Can you move around the class easily? Do you have close proximity to students? Avoid rows. Better arrangements are circles, semi-circles, or U-shapes. These promote interaction, a key element in learning.
17. In many cases, classroom problems can be handled by:
 - Rearranging seating
 - Establishing eye contact
 - Asking the student a question
 - Having an instructor or another staff member sit beside the misbehaving student without saying anything
 - Standing behind the misbehaving student
 - Placing your hand on the misbehaving student's shoulder
 - Telling the misbehaving student briefly to be quiet - without preaching and making a big deal of it - and moving on
 - Discussing behavior problems in private, whenever possible

- Give misbehaving students a job or leadership role in class. For example, students could pass out papers, sit as a judge, etc. Sometimes this extra attention and responsibility will motivate them to participate appropriately throughout the lesson.
18. Be firm, consistent, fair, and fun.
 19. Always attack problem behavior, never the student who exhibits it.
 20. Reinforce good behavior. Do not draw unwarranted attention to bad behavior. Set high standards for your students, and let them know if they fall below them.
 21. Realize that many things affect how people listen:
 - Environmental factors: background noise, interruptions, physical comfort, etc.
 - Teacher: accents, tone of voice, distracting mannerisms, choice of words, well-organized message, etc.
 22. Remember that there are many ways to send messages to students: body language, language, and tone of voice.
 23. If guests visit your class, do not let them simply watch. Make them actively participate in the lesson.
 24. Use visual aids, such as flipcharts, blackboards, pictures, as well as technology, whenever possible and appropriate.
 25. Put directions in writing whenever possible, especially when the directions involve more than two steps. This extra work on your part will really help students with short attention spans and organizational problems. (There are some in every class.) It will also save you time from repeating directions two and three times when students are confused.

TIPS FOR USING THE VARIOUS TEACHING STRATEGIES CONTAINED IN THE LESSONS

Brainstorming

Purpose:

Brainstorming is a well-known and widely used interactive method. It encourages participants to use their imaginations and be creative. It helps elicit numerous solutions to any given problem (e.g., What should I do in this situation? How can we overcome this obstacle?)

Rules for Brainstorming:

1. No evaluation of any kind is allowed in a “thinking” session. If you judge and evaluate ideas as they are expressed, people will focus more on defending their ideas than on thinking up new and better ones. Evaluation must be ruled out.
2. Everyone is encouraged to consider as many ideas as possible. All ideas should be encouraged. (If a range of ideas is not forthcoming in a brainstorming session, it may be because the participants are censoring their own ideas-thinking twice before presenting an idea to avoid coming up with a silly one and sounding foolish.)
3. Quantity is encouraged to build upon or modify the idea of others. Combining or modifying previously suggested ideas often leads to new ideas that are superior to those that sparked them.

Procedures:

1. Seat the participants informally.
2. Provide a flip-chart pad or blackboard for recording ideas. Check to be sure markers do not bleed through. If they do, consider folding the flipchart paper over or using more than one sheet.
3. State the problem to be addressed.
4. State the ground rules:
 - No evaluation of ideas and no judgment as to their worth is permitted.
 - Freewheeling thinking and crazy ideas are encouraged; no idea is too off the wall.
 - The more ideas the better - strive for quantity.
 - Build upon the ideas of others (combine, modify, etc.).
5. Ask for ideas and record them as fast as they come. Do not edit.
6. If using chart paper, hang it on the wall with masking tape.
7. Encourage new ideas by adding your own.
8. Discourage derisive laughter, comments, or ridicule of any ideas.
9. Continue as long as the ideas keep coming.

10. At the conclusion, discuss and evaluate the ideas generated.

Questioning

Purpose: The technique of questioning is critical to the success of the lesson. Questions should call for reasoning at higher thinking levels and stimulate dialogue among students rather than promoting exchanges between teacher and student. Students should be encouraged to explore alternative solutions as they attempt to solve real and imaginary problems posed in the lessons.

While some questions may be useful in gauging how much students know, the primary goal should be to develop student attitudes that will lead to responsible decision-making. You will want to use questions, therefore, that lead students to analyze situations and synthesize concepts-skills that transfer from this program to their daily lives.

Procedures:

1. Do not just ask students to recall information. Have students use information to resolve dilemmas posed in hypothetical or real problems.
2. Challenge students to formulate judgments about laws or public policies. Always probe for reasons.
3. Have students generate options when confronted with a conflict and analyze the options to decide the best course of action.
4. In general, ask questions to ensure that students understand the material they have studied but also ask questions that require students to analyze, apply, and evaluate information.

Suggestions for Active Participation:

It is possible to structure questions so students listen to and respond to each other and not just the teacher. The following suggestions can help encourage students' active participation:

- Pose a question and have students discuss answers with a partner.
- Ask students to generate their own questions regarding material just presented in class.
- Tell students to signal by showing thumbs up (at chest level), if they agree with a statement; thumbs down, if they disagree; and thumbs to the side, if they are not sure.
- Pause at least five seconds after asking a question to allow students time to think.

- Encourage students to expand on their responses if they provide short or fragmentary answers.
- Call on more than one student per question.
- Encourage students to react to each other's responses.
- Avoid imposing your own judgment on students' responses to open questions.
- Call on non-volunteers as well as volunteers. Let students know that you plan to do this.
- Ask questions that call for clarification, elaboration, and reasons based on evidence, etc.

Small Group Work

Purpose: Small group activities enable students to learn cooperation skills and other important interpersonal skills. These activities can also help students learn to resolve differences.

Introducing group work:

1. Start using the group work strategy slowly. Assign two students to be part of a small group. You may wish to add a staff assistant or volunteer. Each member has a specific assignment for the group work. The staff assistant should facilitate group interaction, not direct it. The teacher should monitor the progress of the small group. Student roles in small groups can include:
 - Facilitator
 - Recorder
 - Reporter
 - Questioner
2. Be sure to provide extra assistance to those students who have trouble functioning in small groups. As students master working in this very small group, move to three students in a group or two students and one adult, if you desire. Eliminate the adult when you think the group can function by itself and gradually add more students. Avoid having more than five people in a small group.
3. Help students become conscious of the skills necessary for small group work. Do not expect them to work well in groups without help. One way is to let them examine individual behavior in groups by assigning observers to monitor group progress of the assigned task. The report of the observers provides the group members with an

opportunity to focus on how they handled an issue. Observers should look for specific behaviors targeted by the instructor and identify how group members deal with problems they encounter. For example, an observer could be examining the group for their mastery of communication skills. When reporting to the group, observers should present their observations as descriptively and objectively as possible.

Group Size:

- As the size of the group increases, the range of ability, expertise, and skills increases. The likelihood of having someone who has special knowledge that will be helpful to the group task is greater. However, the opportunity for misbehavior also increases.
- The larger the group, the more skillful the students must be in giving everyone an opportunity to speak. Few students in your program will already have well-developed group skills. Therefore, the skills must be carefully taught and practiced over a period of time.
- The shorter the time available to complete the lesson, the smaller the group should be. Smaller groups are more easily adaptable in a short time period because they take less time to get organized, operate more quickly, and provide a better opportunity for each student to contribute.

Characteristics of Small Group Interaction:

- Groups of two: There is a high exchange of information and less disagreement, but these groups can be full of tension, emotion, and, very often, the potential for deadlock. In case of disagreement, there is no ally for either participant.
- Groups of three: In this arrangement, the two stronger individuals may dominate the weakest member. Triads are, nonetheless, the most stable group structure with occasional shifting coalitions. Disagreement is easier to settle.
- Groups of odd or even numbers: Disagreement is harder to settle in groups that have an even number of members than in those with odd numbers. Odd numbers in a group can break the deadlock or make for a majority opinion.
- Groups of five: This group represents the most satisfying learning group size. The 2:3 division provides students with minority viewpoints with support. It is large enough for stimulation, yet small enough for participation and personal recognition.

Assigning Students to Groups:

- It is recommended that teachers place high, medium, and low achieving students within the same group. More creative thinking, more frequent giving and receiving explanations, and greater taking of perspective from discussion seem to occur in heterogeneous groups.
- In order to build constructive relationships between male and female students and students from different cultural backgrounds, each group should include gender and cultural heterogeneity, if possible.
- There are many useful ways teachers may assign students to learning groups. The easiest way is to assign students randomly by having them count off. The ones should go together, the twos should go together, and so forth.
- Some teachers keep learning groups together for an entire program. It is helpful to allow groups to remain stable long enough for them to be successful.
- Breaking up groups that are having trouble functioning effectively is often counterproductive because the students do not learn the skills they need to resolve problems in collaboration. Instead, explain that small group work will help students develop the skills necessary to communicate and cooperate. You may wish to consider adding an adult to the group.

Common Problems:

Typical problems that groups face and that teachers and observers should look for include:

- Respect for the rights and opinions of others. Does everyone in the group get a fair hearing?
- Willingness to compromise and to cooperate. Are there members of the group whose minds are made up and who will “lose” if they change their position and “win” if their position becomes accepted?
- Support of others. Do the members of the group support other individuals with positions similar to theirs?
- Willingness to listen. Does it appear that the members of the group are more interested in talking than in listening to what others have to say? Are their responses intended to clarify what the previous speaker has said?
- Conflict. When it appears that one or more people have different positions and these positions conflict, does the group avoid dealing with the conflict? Do they tend to operate as if they agree? Do they bring the issues on which they disagree out into the open for discussion?

Tips For Small Group Work:

- Make sure the students have the knowledge and skills necessary to do the work. If they do not, you will know quickly --- they will not stick to the task.
- Make the instructions to the group very clear. It is unlikely that the group will be able to follow more than one or two instructions at a time (even clear ones!).
- Allow enough time to complete the assigned task in the small group. Think creatively about ways to occupy groups that finish before other groups.
- Form groups of two to five students. Start with only two or three students per group. Five is the optimal upper limit for small group discussion.
- In striking a balance between independent and cooperative learning, do not force the issue. Use small groups only for tasks calling for cooperative work, not independent work around a small table.
- Make small group work a norm in your classroom, not a radical, once-in-a-lifetime departure from lecture and recitation.
- Think about how your reward/evaluation strategies affect the use of small groups. Be sure to provide group rewards for group efforts.
- Be explicit in dealing with management issues within the groups. If someone must report back to the class on the group's work, be sure there is a fair process for selecting the reporter.
- Be prepared for the increased noise level that occurs during cooperative learning activities.
- In forming groups, do not stigmatize students. Heterogeneous groups are usually desirable.
- Circulate and observe/evaluate what is occurring in the groups. When you stop to visit a group, do not take it over. Think about your role in such a situation.
- Be sure that students sit in a circle-knee to knee and eyeball to eyeball. Each member must be able to see the others easily.

Role-Playing

When role-playing, participants act out a particular problem or situation in order to experience how another person feels, thinks, and/or reacts.

Purposes:

- Furthers the development of imagination and critical thinking skills

- Promotes the expression of attitudes, opinions, and values.
- Fosters student ability to develop and consider alternative courses of action.
- Developing empathy for others.

Procedures:

1. Initial activities should be simple and become increasingly complex if role-playing is to be more than a dramatic exercise.
2. Do not expect polished performances initially. Give students several opportunities to role-play and to simulate historical and contemporary situations. Vary the type of activity.
3. There are four essential components to role-playing:
 - Preliminary planning and preparation by the teacher.
 - Preparation and training of the students.
 - Active class involvement in conducting the activity.
 - Careful discussion and reflection about the activity.
4. Because students may be uncomfortable or embarrassed, these activities should be presented in a relaxed, non-threatening atmosphere, and the students should realize there might be more than one way to react. Practice will help students feel more confident in these activities.
5. There should be extensive debriefing and in-depth analysis of the experience by the teacher and by the students.

Tips For Role-Playing:

1. Give students adequate information to play roles convincingly. This preparation will make it easier for the students and ensure they enjoy the exercise as they learn. Remind students that people will not necessarily agree with their temporary roles, but they should still portray them convincingly. This will help all students learn from the activity and there will be time after the activity to talk about what they really believe.
2. Make situations and problems realistic.
3. Allow students to jump right in. Do not spend time on long introductions.

4. Allow students to do a role-reversal to look at opposing viewpoints and prevent stereotyping students.
5. Consider the following questions during the debriefing:
 - Was the problem solved? Why? Why not? How was it solved?
 - What alternative courses of action were available?
 - Is this situation similar to anything that you have experienced?

Icebreaker Activities

Lessons will be more effectively taught if the participants are engaged with each other, know their classmates, and feel comfortable with the instructor. You can use the following activities at the beginning of each session to help break the ice. This is especially important if new students are constantly being referred to the class.

1. Paired introductions

Each person meets and gets to know one other person and in turn introduces her/his partner to the entire group, including at least one positive personality trait that was noted about the partner.

2. Name Circle

Participants sit in a large circle and each person learns the name of the person on his or her right. The leader begins the activity by stating the name of the person seated to her right, followed by her own name. The person to the leader's right repeats the leader's name, his name, and adds the name of the person to his right. The third person repeats the leader's name, the second person's name, and his name. The game continues around the circle.

3. Sandwich Boards

Each person writes on a sheet of paper "Things I Know" (about the context and purpose of the lesson and areas of personal expertise, and experience.) On a second sheet of paper, each person writes "Things I Want to Know". The sheets of paper are joined with tape, sandwich board style. The participants mill around identifying resources and getting to know one another.

4. Pocket or Purse

Each individual pulls out an item from his/her pocket/purse and introduces

himself/herself in terms of this item, explaining why it is typical of him/her, etc.

5. Birthday Line

Have the participants line up against the wall in order of their birthdays. They must do this without speaking. When the line is complete, start at one end and have each person say the date of his or her birthday.

6. The Zoo

Much younger students may enjoy this icebreaker. Each person decides what animal she/he would be if they had been born one. Then all like animals must find each other by making the animal sound or noise. When they are congregated in groups, they should explain to each other why they are the animals they have chosen.

RESOURCE INFORMATION

ORGANIZATIONS

STREET LAW, INC.

Street Law, Inc. is a non-profit law-related education organization that writes curricula, provides training for teachers, juvenile justice professionals and community police officers, and provides technical assistance to programs in the United States and around the world. For further information, contact:

Street Law, Inc.

1010 Wayne Avenue, Suite 870

Silver Spring, Maryland, 20910

E-mail: clearinghouse@streetlaw.org

Web site: www.streetlaw.org

phone: 301-589-1130

fax: 301-589-1131

STATE LAW-RELATED EDUCATION PROGRAMS

There is a national network of state-wide law-related education programs. Each state has a coordinator who promotes law-related education in the state. Contact information for state coordinators can be found at www.youthforjustice.org

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP accomplishes this by supporting states and local communities in their efforts to develop and implement effective and coordination prevention and intervention programs and improve the juvenile justice system so that it protects the public safety, holds offenders accountable, and provides treatment and rehabilitative services tailored to the needs of families and each individual juvenile. A list of the juvenile justice specialists, who administer OJJDP funds on a state level, and other state resources of OJJDP, may be found on the following direct link on OJJDP's Web site: www.ojjdp.ncjrs.org/statecontacts/resourcelist.asp For further information, contact:

Scott Peterson, Youth Development and Juvenile Justice Specialist
Office of Juvenile Justice and Delinquency Prevention
United States Department of Justice
810 7th Street, NW
Washington, DC 20531
phone: 202-616-2368
fax: 202-307-2819
E-mail: peterson@ojp.usdoj.gov
web site: www.ojjdp.ncjrs.org

NATIONAL YOUTH COURT CENTER

The National Youth Court Center, created by the Office of Juvenile Justice and Delinquency Prevention, serves as a central point of contact for youth courts in the United States. The Center, operated by the American Probation and Parole Association (APPA), provides training, technical assistance, and resource materials to developing and existing youth courts. For further information, contact:

Tracy Godwin Mullins,
Project Director
National Youth Court Center
c/o American Probation and Parole Association
PO Box 11910
Lexington, KY 40578-1910 phone: 859-244-8193
fax: 859-244-8001
E-mail: nycc@csg.org
web site: www.youthcourt.net

AMERICAN BAR ASSOCIATION

The American Bar Association has developed a volunteer training/educational package for youth volunteers. This package provides educational resources to train and enhance youth court volunteers' knowledge of the law and the justice system, as well as prepare youth to serve as prosecutor, defense attorney, jurors and other court roles. The package includes student volunteer manuals based on the four different youth court program models and an instructor's guide to assist training facilitators in designing and delivering the training program. For further information, contact:

American Bar Association
Division of Public Education
321 North Clark, Suite 20.2
Chicago, IL 60610
phone: 312-988-5735
fax: 312-988-5494
e-mail: abapubed@abanet.org
web site: www.abanet.org/publiced

CONSTITUTIONAL RIGHTS FOUNDATION

The Constitutional Rights Foundation has created a guide to help youth courts develop meaningful and appropriate community service learning projects for groups of youth court volunteers or young people assigned community service by their peers in youth courts. For further information, contact:

Constitutional Rights Foundation Chicago
407 S. Dearborn, Suite 1700
Chicago, IL 60605-1119
phone: 312-663-9057
fax: 312-663-4321
E-mail: crfc@crfc.org
Web site: www.crfc.org

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
phone: 213-487-5590
fax: 213-386-0459
Web site: www.crf-usa.org

PHI ALPHA DELTA PUBLIC SERVICE CENTER

Phi Alpha Delta, the largest law fraternity in the United States, is promoting youth courts to its members to encourage them to volunteer with local programs. Contact:

Phi Alpha Delta Public Service Center
345 North Charles Street, 3rd Floor
Baltimore, MD 21201
phone: 410-347-3118
fax: 410-347-3119
E-mail: psc@pad.org
web site: www.pad.org

URBAN INSTITUTE

The Urban Institute conducted an Evaluation of Teen Courts Project, funded by the Office of Juvenile Justice and Delinquency Prevention. The evaluation project was designed to assess the impact of teen courts by collecting data on several types of individual outcomes among 400 youth handled in four different sites. The outcomes studied include post-program recidivism and changes in the teen's perceptions of justice. The project also conducted process evaluations in each of the four study sites. Contact:

The Urban Institute
2100 M Street, NW
Washington, DC 20037
Phone: 202-833-7200
Fax: 202-331-9747

web site: www.urban.org

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

The National Highway Traffic Safety Administration (NHTSA), an agency of the U. S. Department of Transportation, is dedicated to seeking ways to reduce motor vehicle crashes, injuries, and fatalities and to improve highway safety programs in the United States. Each state has a Governor's Highway Safety Representative who is responsible for administering federal dollars allocated to the state to dispense locally for programs that address highway safety concerns, such as underage drinking and impaired driving. For further information, contact:

National Highway Traffic Safety Administration, Headquarters

U.S. Department of Transportation
400 7th Avenue, SW
Washington, DC 20590
phone: 888-327-4236
fax: 202-366-7394
web site: www.nhtsa.dot.gov

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Office of Elementary and Secondary Education is an agency of the U.S. Department of Education. The mission of the U.S. Department of Education is to ensure equal access to education and to promote education and educational excellence throughout the Nation. This mission cannot be achieved, however, unless schools are safe, disciplined, and drug-free. OESE, through its Safe and Drug Free Schools Program, helps State and local educational agencies and other public and private nonprofit organizations develop and operate drug and violence prevention programs for students at all grade levels. For further information, contact:

Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
phone: 1-800-USA-LEARN (872-5327)
phone: 1-800-624-0100(for information on the Safe and Drug Free Schools Program)
web site: www.ed.gov/about/offices/OESE/index.html

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION

The Substance Abuse and Mental Health Services Administration (SAMHSA) is one of the operating divisions of the U.S. Department of Health and Human Services (HHS). HHS is the federal government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves. SAMHSA works to improve the quality and availability of prevention, treatment, and rehabilitation services in order to reduce illness, death, disability, and cost to society resulting from substance abuse and mental illness. For further information, contact:

Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services
1 Choke Cherry Road
Rockville, MD 20857
E-mail: info@samhsa.gov
web site: www.samhsa.gov

IMPLEMENTATION GUIDE

Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs. This Guide provides program organizers with baseline information on developing, implementing, and enhancing teen court programs within their jurisdictions. Rather than endorsing one particular model of teen court, this manual provides program organizers with a general overview of issues to consider and guides them through a decision-making process for the implementation of a teen court program that fits local needs. Sample forms and other helpful resources also are included as supplementary materials. Available free by calling the Juvenile Justice Clearinghouse at 1-800-638-8736. Portions of the document are available at the following web site:
www.ojjdp.ncjrs.org/publications/peerjustice.html.

NATIONAL YOUTH COURT GUIDELINES

The National Youth Court Guidelines are designed to give youth courts direction for developing and operating effective programs for the ultimate purpose of increasing program accountability and integrity of the youth court field. Guidelines have been developed in the following program areas:

- Program Planning and Community Mobilization
- Program Staffing and Funding
- Legal Issues
- Identified Respondent Population and Referral Process
- Program Services and Sentencing Options
- Volunteer Recruitment and Management
- Volunteer Training
- Youth Court Operations and Case Management
- Program Evaluation

Each chapter begins with a brief overview of the guidelines that are recommended for that particular program area. Afterwards, each guideline is discussed in more detail. A rationale for each guideline, as well as tips for implementing each guideline, is included. At the conclusion of each chapter there is a section that identifies some outcomes youth court programs might reasonably expect if they adhere to the recommendations made in the guidelines.

You can download a copy of the National Youth Court Guidelines at www.youthcourt.net or contact:

National Youth Court Center
c/o American Probation and Parole Association
P.O. Box 11910
Lexington, KY 40578-1910
phone: 859-244-8193
fax: 859-244-8001
E-mail: nycc@csg.org

OTHER LAW-RELATED EDUCATION CURRICULAR MATERIALS

STREET LAW: A COURSE IN PRACTICAL LAW (7TH ED., 2005)

Widely used in all 50 states, this landmark volume is the basis for similar courses around the world. The text covers the areas of criminal, tort, consumer, family, and individual

rights law. The student edition features case studies, role-plays, photographs, and a “Where You Live” feature. The appendix provides the complete Constitution, a state-by-state comparison of laws, and information on careers in the law. For more information, contact Street Law, Inc. at (301) 589-1130 or clearinghouse@streetlaw.org. A special Web site, www.streetlaw.glencoe.com provides easy access to a wide variety of other Web sites for law teachers.

LAW IN YOUR LIFE (1998)

An engaging yet easy to read text especially designed for students who have not had success with more traditional materials. Throughout *Law in Your Life*, students learn practical information about their rights and responsibilities, develop legal survival skills and experience positive interaction with adults and each other. For more information, contact Street Law, Inc. at (301) 564-1130 or clearinghouse@streetlaw.org.

WE CAN WORK IT OUT! PROBLEM SOLVING THROUGH MEDIATION (1993)

We Can Work It Out! engages students with interactive strategies that build personal conflict management skills, such as recognizing triggers, active listening, and generating options - all while enabling them to apply their new skills during mock mediations and role-plays. The text comes with reproducible dispute scenarios. Contact Social Studies School Service at (800) 421-4246 to order.

COMMUNITY WORKS: SMART YOUTH MAKE SAFER COMMUNITIES (2004)

Community Works is a highly interactive action kit with 31 lessons that ask young people to take an active role in their own education by participating in group discussions, debates, and role plays. Students engage in hands-on activities that are fun, but also that are designed to teach them how to protect themselves and their communities. The binder can be ordered from Street Law, Inc., (301) 589-1130.

STREET LAW™ FOR SCHOOL RESOURCE OFFICERS (2004)

The *Street Law for School Resource Officers* curriculum provides an opportunity for young people to learn about the role and responsibilities of police officers directly from their school resource officers. The manual provides SROs with 14 lessons that they can use in the classroom. Often, distrust of police officers can be based on second-hand information or a general lack of understanding of the officer’s role in the school. *Street Law for School Resource Officers* aims to open the lines of communication between the police and students. Students develop empathy for the job of the police officer and officers gain a greater understanding of the concerns that students have. Using this curriculum, SROs get the chance to use the unique position that they have in the school

to impart important information to students. For information, materials, training, and technical assistance, please contact Street Law, Inc. at (301) 589-1130 or www.streetlaw.org/sro.asp

STREET LAW FOR JUVENILE JUSTICE PROGRAMS (2006)

Street Law for Juvenile Justice Programs encourages students to learn about the juvenile and criminal justice systems. Lessons focus on the definition of laws, how they are made, and the role of law in our society. The highly interactive lessons allow students to examine legal issues that are important to them. Additionally, students develop problem solving and communication skills that may help keep them out of the juvenile justice system in the future. For information, materials, training, and technical assistance, please contact Street Law, Inc. at (301) 589-1130 or www.streetlaw.org/jjbinder.asp.

STREET LAW FOR LAWYERS AND LAW STUDENTS (2004)

This program provides practicing attorneys, law school faculty, pro bono coordinators, law students and student groups with materials, training, and technical assistance to strengthen and support law school-based public legal education programs. There are more than 60 law schools in the United States and 25 law schools world wide who are using Street Law materials. For more information, go to: www.streetlaw.org/legal_comm.asp

ARTICLES

“Youth Court: The Colonie, New York Experience” by Patrice Lockart, William Pericak, and Scott B. Peterson. *Journal for Juvenile Justice and Detention*, National Detention Association, Volume II, Number 2, Fall 1996.

“Youth Courts: A National Youth Justice Movement” by Scott B. Peterson and Michael J. Elmendorf II. *Corrections Today*. American Correctional Association, *Juvenile Corrections Annual Journal*, December 2001.