

BEFORE THE PROGRAM

- I. **One week to several days before the program is planned:** distribute to your students Handout 1 (“The Jury in the United States and Iowa”), Handout 2 (take-home quiz), and/or Handout 4 (the word find exercises).
- Tell the students to complete the quiz and/or word finds and return them on the date of the program.
 - Inform the students that they should read the materials and complete the quiz to prepare them to participate as jurors in an upcoming mock trial.
- II. **Select either the criminal or civil mock trial for presentation to the class.**

Note: This must be done before the first day of the program because the questions asked during the mock voir dire will depend on your selection.

The criminal trial video segment runs approximately 30 minutes. The civil trial video segment runs approximately 40 minutes. Whichever mock trial you present to your class is left to your discretion and may depend on the amount of time you have available—the criminal trial requires at least a 45-minute class period and the civil trial requires at least a 60-minute class period. The criminal trial segment is first on the videotape, immediately after the project introduction, so if you choose to present the civil trial, you must fast-forward the videotape past the criminal trial after showing the introduction.

- III. **One class day before the program is conducted:** distribute a mock jury summons and questionnaire to each student (Handout 3), which you may customize with each student’s name and other personal information called for by the handout if you have students portray themselves during the interactive jury selection. Alternatively, you may assign each student to one of the mock juror profiles.
- If you choose to assign each student to one of the mock juror profiles, copy the mock juror profiles provided in the curriculum guide, then cut each identity into an individual slip and distribute different slips containing the identity information to the student playing that individual identity. The profiles will give each student a distinct adult identity for the mock voir dire session, so the students will need an opportunity to study their profile before the next class session to enhance the interactive experience of the mock voir dire.

DAY ONE

Note: Volunteer attorney(s) may participate in Day One of the program, or, if you choose, you may conduct the entire program without assistance or participation by volunteer attorneys. If you need any assistance in locating a volunteer attorney in your area, please call the Iowa State Bar Association office at (515) 243-3179 or 1-800-457-3729 and ask for the name and contact information of the Chairperson of the YLD Law-Related Education Committee.

1. Collect the completed quizzes and/or word finds at the beginning of the class session.
2. Play the introduction of the *We the Jury* program video, which presents a general introduction to the program and recaps some of the information contained in Handout 1. After this portion of the video concludes, stop the video and either you and/or any volunteer attorney(s) may conduct a brief (no more than 15 minute) discussion regarding the history of the jury in the United States and Iowa, based on the materials in Handout 1 and the additional information provided in the “Background for Teachers” section entitled “The Jury From Medieval Times to the 21st Century.”

3. The instructor and/or volunteer attorney(s) will then conduct a mock voir dire, as explained in more detail in the section entitled “Background for Teachers: Sample Voir Dire Questions.” Before beginning the questioning, direct the students to rise and raise their right hands to take the oath of prospective jurors contained in Handout 5. Ask questions of every student to make the session as interactive as possible (suggested length of session: 20 minutes). After the question and answer portion of the voir dire, the instructor, any attorney(s) and students should discuss (for the remaining class time) which jurors would, in an actual trial, be struck from the jury pool.
4. During the final few minutes of the class, announce that all the students will serve on independent juries of equal size (or one jury, if there are fewer than twelve students in the class) for a trial to be conducted the next day or next class period.
5. To assist the students in understanding the “proceedings” during the mock trial, distribute “Frequently Asked Questions” (Handout 6) and “The Steps of the Jury Trial” (Handout 7) before class adjourns. Also call the students’ attention to the “Jury Handbook” within Handout 1, which is an example of a pamphlet jurors receive when they are called to jury duty.

DAY TWO

Note: There is no need for volunteer attorney participation on Day Two of the program.

1. Divide the class into two equal groups, each of which will serve as a jury on the same case. Ask the two juries to go to separate parts of the classroom to observe the trial. Advise the juries that at the conclusion of the trial, they will be expected to deliberate independently from one another.
2. Start the program video at the beginning of one of the two mock trial segments. Each trial begins with the “judge” asking the jury to rise for the oath. Students should rise and raise their right hands, and after the judge reads the oath, state: “I will.”
3. Before deliberations begin, hand each jury a copy of the written jury instructions, entitled “Jury Instructions and Verdict Forms,” found at Handouts 8 (for the criminal trial) and 9 (for the civil trial).
4. To save time, you may appoint a foreperson for each jury rather than allowing the juries to select their own. Inform the juries that they have no more than 15 minutes to reach “legal” verdicts (or to decide that they cannot do so).
5. When all the juries have completed their deliberations, call them to order and restart the videotape. Each mock trial will conclude with the “judge” requesting and receiving each verdict and thanking the juries for their work.
6. Use any remaining time for questions and general discussion. Focus attention on the key factors in each jury’s decision and whether those factors differed. If the juries reached different verdicts, the class should discuss why that happened. Ask students to explain their votes and the reasons for those votes.
7. Finally, please have all applicable program evaluations (student/teacher/attorney) filled out and provide them to your attorney volunteer or mail them to the Iowa State Bar Association at the address provided below.

Iowa State Bar Association
 Young Lawyers Division
 Law-Related Education Committee – We the Jury Program
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