**Civil Discourse and the Constitution: Candid Conversations**

with a Federal Judge and Volunteer Attorneys

*50-Minute Class Period* ***–*** *Virtual or In-Person Event*

Program concept and materials produced by the Administrative Office of the U.S. Courts.

**Faculty:** One Federal Judge and Two to Four Volunteer Attorneys

**Faculty Preparation Time –** 45 Minutes, Including Meeting with the Judge

**Participants:** High School Students

**Program Time:** One, 50-Minute Class Period

**Capacity:** Minimum Number of Students: 25-30. Maximum Number of Students: 60

**Student Roles:** All Students Have an Opportunity to Participate in the Discussion.

**List of Materials and Exhibits: Classroom-Ready and Program-Ready Resources**

1. **Judge, Attorney, and Teacher Overview Packet – Materials and Exhibits**

**Program Description and Time Commitment with Video Links –** Exhibit A

* [Federal Judges’ Oath of Office](https://www.youtube.com/watch?app=desktop&v=ytW7g3YnqEc) (<https://www.youtube.com/watch?app=desktop&v=ytW7g3YnqEc>) *(1 minute)* Shown Only at the Program
* [Civility as a Legal and Life Skill](https://www.uscourts.gov/news/2018/07/26/judges-teach-civility-legal-and-life-skill) (<https://www.uscourts.gov/news/2018/07/26/judges-teach-civility-legal-and-life-skill>) *(4 minutes)* Shown Only in the Preparatory Class
* [Court Shorts: Rule of Law](https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/distance-learning-civics-civic-engagement-federal-courts)(<https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/distance-learning-civics-civic-engagement-federal-courts>) *(5 minutes)* Shown in the Prep Class/Optional in the Program

**Program Agenda with Roles Assigned** – Exhibit A-1

**Recommended Ground Rules for Virtual Classes –** Exhibit B

1. **Teacher Packet – Materials and Exhibits**

* **Teacher’s Advance Paperwork:** Class Profile, Contacts, Logistics – Exhibit C
* Photo/Video Waiver – Exhibit C-1
* Feedback Form – Exhibit C-2
* **Teacher Guidance for Prep Class:** Question-Formulation Technique
* **Tips and Video** for 50-Minute Preparatory Class – Exhibit D
* **Teacher Assigns to Students:** Civility Self-Reflection Quiz – Exhibit E
  + - **Teacher and All Adults:** Discussion Prompts Attorneys Use at the Event – Exhibit E-1
* **Teacher Assigns to Students:** Reality Check Quiz – Exhibit F
  + - **Teacher and All Adults:** Answer Key Attorneys Use at the Event – Exhibit F-1

1. **Student Packet – Materials and Exhibits**

* **Civility Self-Reflection Quiz** – Students Fill Out and Bring to Event – Exhibit E
* **Reality Check Quiz** – Students Fill Out and Bring to Event – Exhibit F

*For All Adults: Program Description and Time Commitment with Video Links* – *Exhibit A*

**Judges and Lawyers Focus Students’ Attention on Civil Discourse and the Constitution**

In the 2021-2022 school year, teams of federal judges and Federal Bar Association members are available to have candid conversations with high school students about civility and the Constitution. This phase of the [Civil Discourse and Difficult Decisions](https://www.uscourts.gov/educational-resources/educational-activities/civil-discourse-and-difficult-decisions) (<https://www.uscourts.gov/educational-resources/educational-activities/civil-discourse-and-difficult-decisions>) national initiative, introduced in 2016, is called Civil Discourse and the Constitution and is offered in conjunction with Constitution Day and Citizenship Day, September 17. [Civil Discourse and the Constitution](https://www.uscourts.gov/educational-resources/educational-activities/civil-discourse-and-constitution-candid-conversations) (<https://www.uscourts.gov/educational-resources/educational-activities/civil-discourse-and-constitution-candid-conversations>) is a program that teaches civility as a legal and life skill that is the foundation of conversations on constitutional issues.

The live program, which is available to high school classes virtually or in person, is a standard, 50-minute class period during which a federal judge and several lawyers create an environment for student-driven questions of interest to teens. Participants practice civility as they learn about the impact of the Constitution and the rule of law on their rights and their lives.

**Forming Teams and Finding Schools**

Interested judges and lawyers can contact their local Federal Bar Association chapter for assistance in recruiting attorney FBA members and signing up schools. Local chapters may contact courts directly to get started. [Rebecca Fanning](mailto:Rebecca%20Fanning%20%3cRebecca_Fanning@ao.uscourts.gov%3e) (mailto: Rebecca\_Fanning@ao.uscourts.gov), national educational outreach manager at the Administrative Office of the U.S. Courts, is available to facilitate the process.

Interested teachers who need help finding a participating judge should contact [Rebecca Fanning](mailto:Rebecca%20Fanning%20%3cRebecca_Fanning@ao.uscourts.gov%3e) (mailto: Rebecca\_Fanning@ao.uscourts.gov), national educational outreach manager at the Administrative Office of the U.S. Courts.

**Time Commitment for Judges and Lawyers**

**Preparation**

* 45 minutes reviewing the four-minute discussion starter video [Court Shorts: Rule of Law](https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/distance-learning-civics-civic-engagement-federal-courts) (<https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/distance-learning-civics-civic-engagement-federal-courts>) and the tools judges and lawyers use to engage students.
* 15 minutesfor a virtual meeting among the judge and volunteer attorneys to go over the program logistics, roles, and agenda.

**Program**

* A 50-minute class period, virtual or in-person, at a school.

**Time Commitment for Teachers and Students**

**Preparation**

* The only in-school preparation is a 50-minute class period for the teacher to lead students through [The Question Formulation Technique](https://rightquestion.org/) (<https://rightquestion.org/>). Students use the process in small groups to develop, refine, and prioritize questions they want to ask the guest judge and lawyers. After the groups give the teacher their list of questions, the teacher sequences, numbers, and assigns the questions to students who will raise them during the program. At the event, the teacher also calls on students who volunteer to ask spontaneous and follow-up questions.
* Advance homework for students requiresthem to fill out the [Civility Self-Reflection Quiz](https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/civil-discourse-and-difficult) (<https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/civil-discourse-and-difficult>) and the [Reality Check Quiz](https://www.uscourts.gov/educational-resources/educational-activities/reality-check-quiz-civil-discourse-and-difficult) (<https://www.uscourts.gov/educational-resources/educational-activities/reality-check-quiz-civil-discourse-and-difficult>) with an adult in their life and discuss the issues raised. Students bring the quiz answers to class for discussion with the judge and attorneys.

**Program**

* During the 50-minute class period, virtual or in-person, the focus is on students asking their prepared and spontaneous questions of the judge and attorneys.

*For All Adults: Program Agenda with Roles Assigned – Exhibit A-1*

**Civil Discourse and the Constitution: Candid Conversations**

Agenda and Roles

*50-Minute Class Period with a Judge and Lawyer Team*

**\_\_\_ to \_\_ Opening**

*(5 minutes)* The teacher opens the class.

**Video #1** [Federal Judges’ Oath of Office](https://www.youtube.com/watch?app=desktop&v=ytW7g3YnqEc) (<https://www.youtube.com/watch?app=desktop&v=ytW7g3YnqEc>) sets the stage for self-introductions by the judge and attorneys.

* + This one-minute video shows judges taking the oath and explaining how it translates into their role and its impact on people who come before them.
  + The judge and attorneys give their personal reasons for choosing the law and invite students to consider careers in the courts.

**\_\_\_ to \_\_\_ Civility Self-Reflections – Discussion of Observations**

*(10 minutes)*  **Optional Video #2** [Civility as a Legal and Life Skill](https://www.uscourts.gov/news/2018/07/26/judges-teach-civility-legal-and-life-skill)

(<https://www.uscourts.gov/news/2018/07/26/judges-teach-civility-legal-and-life-skill>) creates context for discussing the civility quiz.

* This four-minute video on the impact and importance of civility can be shown in the preparatory class or at the program.
* With or without the video, attorneys use the Civility Self-Reflection Quiz to stimulate a discussion of civility.

**\_\_\_ to \_\_\_ The Constitution and the Rule of Law – Video**

*(5 minutes)* **Video #3 – Main Video** [Court Shorts: Rule of Law](https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/distance-learning-civics-civic-engagement-federal-courts)

(<https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities/distance-learning-civics-civic-engagement-federal-courts>) sets the stage for the Q/A component.

* This five-minute video shows judges giving relatable examples of experiences throughout a typical day and how the rule of law has an impact on protecting rights and quality of life.
* The teacher shows the video in the preparatory class and during the program.

**\_\_\_to \_\_\_\_ Question-Asking Activity**

*(30 minutes)* The teacher facilitates the Q/A session by calling on students to raise questions prepared during their in-class **Question Formulation Technique** activity. The teacher calls on additional students to ask spontaneous questions. Questions can include scenarios in the Reality Check Quiz.

**When the questions wind down,** the teacher invites the legal team to make closing comments. The team encourages students to join the journey toward justice by serving on juries and choosing careers in the justice system.

After the program, students fill out the student feedback form and give it to their teacher who forwards them to the attorney contact.

*For Teacher, Students, All Adults: Recommended Ground Rules for Virtual Classes – Exhibit B*

**Civil Discourse and the Constitution: Candid Conversations**

*50-Minute Virtual Class*

**General Suggestions for Interactive Virtual Classes**

1. All participants are encouraged to have their cameras on throughout the program.
2. Access to chat box for student-to-student communication is turned off.
3. Student access to large-group chat is turned on and moderated by the teacher.
4. Students may raise questions in the chat box in addition to verbalizing them.
5. Students give their first and last names every time they speak.

**Ground Rules Recommended by Students for Virtual Classes**

1. Keep it real. Keep your camera on.
2. Tell the truth, the whole truth, and nothing but the truth.

**2.** Moderate your tone, so that you don’t sound aggressive.

**3.** Be conscious and mindful of your facial expressions.

**4.** Be attentive and considerate of other viewpoints:

* Process what is being said.
* Don’t interrupt.

**5.** Don’t repeat yourself.

*For the Teacher: Advance Paperwork. Class Profile, Contacts, and Logistics – Exhibit C*

**Must be Submitted to the Attorney Contact Prior to the Event**

**Attorney Contact** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E-mail this form to Attorney Contact at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Deadline \_\_\_\_\_\_\_\_\_\_**

**Attorney Contact’s Cell Phone**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lead Teacher Contact** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Cell** \_\_\_\_\_\_\_\_\_\_\_\_

**e-mail** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Event Day and Date** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Judge and Attorneys’ Arrival Time at School \_\_\_\_\_\_**

**Address and Details About School Entrance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parking Location and Arrangements \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Number of Students** **\_\_\_\_\_ Number of Teachers \_\_\_\_**

**Grade Level(s) \_\_\_\_\_\_\_\_\_\_\_\_ Related Class They are Taking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Disabilities/Needs that Guests Should Be Aware of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Day-of-Event Contact(s) at the School:** *Please List Two People.*

**1. Greeter’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Where to Meet the Greeter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. Contact in the Principal’s Office \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell \_\_\_\_\_\_\_\_**

**Please Note:** Teachers are required to provide students’ photo/video waivers Exhibit C-1 to the attorney contact prior to the event.

*For the Teacher: Photo, Video, Audio Waiver – Exhibit C-1*

**Administrative Office of the U.S. Courts**

Consent and Release for Informational and Educational Use

of Still Images, Video, and Audio Recordings

I consent to having photographs/video/audio recordings taken of me for use by the Administrative Office of the U.S. Courts (AO) for educational and informational purposes. I understand that:

* These images and audio recordings, in whole or in part, may be used in or combined with other AO educational and informational programs, and
* These images and audio recordings may be disseminated to the public by various means, including on the Internet.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print Name**

**Date \_\_\_\_\_\_\_\_\_\_\_\_**

***If Under 18, an adult must also sign the form.***

**Signature**

**Print Name**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Relationship to Person Under 18**

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*For the Teacher, Students, and All Adults: Student Feedback Form – Exhibit C-2*

**Civil Discourse and the Constitution: Candid Conversations**

**Name** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ **Date \_\_\_\_\_\_\_\_\_\_**

*(first) (last)*

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Your Grade and This Class Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **General Impressions.** What was it like to have a conversation with a judge and attorneys?
2. **Participation.** How would you rate your participation? *Please circle one.*

I listened and talked. I was an active listener. I could have participated more.

I didn’t participate more because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Key Takeaway(s).** What is the most important thing you learned today?
2. **Recommendation.** Would you recommend this program to other students and what would you say about it?
3. **Your Message.** What do you want the judge and attorneys to know?

*For the Teacher: Guidance for Prep Class – Question Formulation Technique – Exhibit D*

**The Teacher’s Step-by-Step Guidance for the Question-Asking Activity**

The teacher reviews the program and video on the [Question Formulation Technique (QFT) website](https://rightquestion.org/education/) (<https://rightquestion.org/education/>).

**Step #1 –** In the Preparatory Class, the Teacher Shows the [Civility Video](https://www.youtube.com/watch?v=tum5Y1XU2cA&t=19s) (<https://www.youtube.com/watch?v=tum5Y1XU2cA&t=19s>) and the [Rule of Law Video](https://www.youtube.com/watch?v=bmAKAHDSnGs&list=PL4bcxoLSIaXfI73K3xleGMxG8LrcWsu05&index=1) (<https://www.youtube.com/watch?v=bmAKAHDSnGs&list=PL4bcxoLSIaXfI73K3xleGMxG8LrcWsu05&index=1>).

**Step #2 –** Teacher Explains and Enforces the Following Rules During the Activity

1. In your small group, write as many questions about **the rule of law and about your Constitutional rights** as you can. Keep pushing until time is up.
2. Write down “dumb” questions, too. These questions test your assumptions and sometimes reveal surprising answers and information.
3. Do not discuss, judge, or answer the questions. Keep moving to get more questions.

**Step #3 –** Students Work in Small Groups to Brainstorm and Write Questions

1. Together students brainstorm the questions verbally. Each student writes down their own questions as they say them – one per sticky note.
2. They put the notes on their small group’s flipchart/wall. Duplicate questions are allowed.

**Step #4 –** When All Notes are Posted on Each Small Group’s Flip Chart

1. The small group changes any statement into a question. The student who wrote the question rewrites it on a new sticky note and puts it on the flip chart.
2. The small group changes any closed-ended question to an open-ended question. The student who wrote the question rewrites it on a new sticky note and puts it on the flip chart.
3. If a question comes up (in the small-group or large-group conversations) that has not been put on a sticky note, the student who raised the question writes it on a note and puts it on the flipchart. The group changes statements to questions and closed-ended questions to open-ended questions.

**The Teacher’s Role**

1. **Setting Up Students for Success.** The teacher watches the QFT video and takes one class period to facilitate the preparatory activity. They collect the finalized sticky-note questions at the end.
2. **Sequencing.** Prior to the class visit, the teacher selects the best questions on the sticky notes, sequences them in logical order, and numbers them.
3. **Assigning Sticky-Note Questions.** Just before the class, the teacher gives a range of students with different learning styles one numbered question each on a sticky note. Because students will read the question, those who are reticent may feel more comfortable participating because they will be **reading** a question that has been arrived at in the group process.
4. **Calling on Students.** During the program, the teacher facilitates the question-asking by calling on students in chronological order, according to the sequence of numbers on the sticky notes. The teacher also is free to deviate from the sequencing, if needed. Follow-up questions are important. To keep the program lively, and all participants engaged, the teacher encourages students to ask spontaneous, verbal, follow-up questions. Students who read prepared questions from the groups, also may ask their own, spontaneous question.

*For the Teacher, Students, and All Adults: Civility Self-Reflection Quiz – Exhibit E*

**Civil Discourse and the Constitution** *Advance Homework: Students Fill Out This Quiz with an Adult, Discuss It, Bring It to Program*

**Instructions:** Circle the option that best applies to you when you are with your peers.

**1. When a conversation gets heated, I contribute to the conversation.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**2. When peers disagree about an issue, I remain silent.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**3. I take an active role in creating a welcoming environment for differing opinions.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**4. I give my peers eye contact and my full attention when they speak, even when I disagree.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**5. When I disagree with someone, I keep an open mind and, momentarily, put aside what I plan to say next.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**6. I can’t control others’ behavior or opinions, so I focus on my own actions and civility.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**7. When I’m speaking, sometimes, I use silence to get the attention of others.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**8. I speak respectfully to people with whom I disagree, even if they disrespect me.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**9. I ask clarifying questions.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**10. I am careful not to take over a conversation by talking longer than others.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**11. When I get excited, I interrupt the person speaking.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**12. I have side conversations that distract the person I’m talking with – and others – from the person who has the floor.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**13. I listen for what people mean – not just what they say – when I disagree with them.** Very Frequently • Frequently • Occasionally • Rarely • Never

**14. When peers disagree, I find common ground and call attention to areas of agreement.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**15. Sometimes I tune out, then realize I’ve repeated something that already has been said.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

**16. I roll my eyes or make subtle faces when I disagree with someone’s opinion.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

*For the Teacher and All Adults: Civility Self-Reflection Quiz, Discussion Prompts—Exhibit E-1*

**Civil Discourse and the Constitution: Candid Conversations**

Discussion Starter. Attorneys Select Several Prompts to Draw Out Students.

**Instructions:** Circle the option that best applies to you when you are with your peers.

**1. When a conversation gets heated, I contribute to the conversation.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***Would people say you, typically, are an inflamer, an informer, an inquirer, an influencer, a good listener, a comedian? What other roles do people take in heated conversations?***

**2. When peers disagree about an issue, I remain silent.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***Why do you tend to remain silent? Can that be a good thing? What makes you comfortable enough to speak?***

**3. I take an active role in creating a welcoming environment for differing opinions.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***What do you say and do?***

**4. I give my peers eye contact and my full attention when they speak, even when I disagree.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***When people are really listening to you, what difference does that behavior make to you? What difference does it make in the conversation?***

**5. When I disagree with someone, I keep an open mind and, momentarily, put aside what I plan to say next.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***What do you say to yourself so that you really listen, not just wait for your turn to speak?***

**6. I can’t control others’ behavior or opinions, so I focus on my own actions and civility.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***What does that mean? How does it work?***

**7. When I’m speaking, sometimes, I use silence to get the attention of others.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***How do you use silence? How effective is it?***

**8. I speak respectfully to people with whom I disagree, even if they disrespect me.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***Why? Give an example of what you can say or do/not do when someone is disrespectful to you.***

**9. I ask clarifying questions.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***Give examples of clarifying questions.***

**10. I am careful not to take over a conversation by talking longer than others.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***What limits do you put on yourself to keep from talking too much? On the other hand, what do you do/say when you can’t get a word in edgewise?***

**11. When I get excited, I interrupt the person speaking.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***When you feel strongly about a subject, how do you monitor yourself so that you don’t interrupt?***

**12. I have side conversations that distract the person I’m talking with – and others – from the person who has the floor.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***How do you feel when someone is whispering while you’re talking, even when they’re trying not to be disruptive?***

**13. I listen for what people mean – not just what they say -- when I disagree with them.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***What do people do/say when they are listening just to the words? What do they do/say when they are listening for what the person means?***

**14. When peers disagree, I find common ground and call attention to areas of agreement.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***What are some phrases you can use to bridge the gap when you are trying to find common ground?***

**15. Sometimes I tune out, then realize I’ve repeated something that already has been said.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***How do you feel when someone repeats a point that already has been made?***

**16. I roll my eyes or make subtle faces when I disagree with someone’s opinion.**

• Very Frequently • Frequently • Occasionally • Rarely • Never

***How do nonverbals detract from the civility of the conversation, even when the speaker doesn’t see you rolling your eyes or making faces?***

*For the Teacher, Students, and All Adults: Quiz for Students to Fill Out/Discuss with an Adult – Exhibit F*

**Reality Check Quiz: Sometimes There Are No Do-Overs**

*Students Fill Out with an Adult and Discuss.*

1. Because I’m 18, if I’m convicted of a federal crime, a lot of factors come into play and it won’t, necessarily, have an impact on the rest of my life. **True False**

1. My parents know that my friends and I are going to drink, and they want to keep us off the road, so they buy the beer, and we get together at our house, where my parents can keep an eye on us. If the party gets busted, anyone who is underage is breaking the law, but my parents won’t get charged. Of course, they’re over the legal age and they won’t be drinking because they are driving some kids home. **True False**
2. My friends and I have been driving for two years. One of my friends has never been caught speeding and she’s never had an accident. But she’s got a lot of unpaid parking tickets stuffed in her glove compartment. I keep telling her that if she ever gets stopped, they could take her license. **True False**

1. When I go to a bar, I use the fake I.D. I bought it on the Internet. I’ve heard that the site could be part of a national ring, but I’m not going to get caught. Besides, if I do, the worst that will happen is that they’ll take my I.D. and kick me out of the bar. **True False**
2. If I’m hiking in Colorado, where pot is legal, and my friends bring some back to our home state where it’s not legal, they could end up in federal court, if they’re caught with it. **True False**
3. I order nutritional supplements off the Internet that I get in the mail. I use them to improve my athletic performance. I need every edge I can get to win a college scholarship. These are pharmaceuticals and not illegal drugs that I’m getting from some street dealer, so I’m okay.

**True False**

1. If I ever did get convicted of something in federal court, because of my age, I’d get probation. My older brother says that means I might not be able to travel with my tennis team. **True False**
2. My buddies on the football team were joking around in the locker room after a big win. One of the guys popped open a bottle of sparkling cider that looked like champagne. He dropped his towel while he was guzzling from the bottle on his way into the shower. It was hysterical so, when he turned his back, I captured some video on my phone. I sent it to the other guys on the team who weren't in the showers at the time. I thought it was a harmless moment that we'll laugh about at our high school reunion, some day. The coach says we could be in big trouble. **True False**
3. My classmates and I were sitting in first period when our teacher was called to the office for an emergency. Before he left, we noticed that he was in the middle of posting an announcement on the class website. We thought it would be funny to change the message and post it. I kept watch while my friends posted a music video and a message that our class will be cancelled next week. I figured he’d have a good laugh and just delete it later. **True False**
4. A friend of mine was a witness to a car wreck and now she has to testify before a grand jury. She’s not sure that she’s willing to tell the whole truth because it implicates her and could jeopardize her scholarship. The details are not that important because she’s not the one on trial. Since the proceedings aren’t in court, the standard of “telling the truth, the whole truth, and nothing but the truth” doesn’t apply. T**rue False**

*For Teacher and All Adults: Quiz Answer Key and Prompts for Attorney Discussion Leaders – Exhibit F-1*

**Reality Check: Sometimes There Are No Do-Overs**

*Discussion Starter. In Advance, the Teacher Selects Several Scenarios to the Attorney Contact. Attorneys Use Prompts to Draw Out Students. The Judge Joins the Discussion as Appropriate.*

1. Because I’m 18, if I’m convicted of a federal crime, a lot of factors come into play and it won’t, necessarily, have an impact on the rest of my life.

**FALSE**

A felony conviction affects many important civil rights: You lose the right to vote, the right to hold public office, the right to serve on a jury, and the right to possess any type of firearm. In addition, if you are not a U.S. citizen, you may be subject to deportation or exclusion from the United States. A conviction can affect your ability to become a U.S. citizen. There are also collateral consequences that can affect your driving privileges and certain employment and business opportunities. You can be barred from professional licenses in nursing, transportation, or teaching. You can be denied access to government benefits, student loans, or public housing.

1. My parents know that my friends and I are going to drink, and they want to keep us off the road, so they buy the beer, and we get together at our house, where my parents can keep an eye on us. If the party gets busted, anyone who is underage is breaking the law, but my parents won’t get charged. Of course, they’re over the legal age and they won’t be drinking because they are driving some kids home.

**FALSE**

Parents may be charged with a criminal offense, for example, contributing to the delinquency of a minor or hosting an “open house” party.

1. My friends and I have been driving for two years. One of my friends has never been caught speeding and she’s never had an accident. But she’s got a lot of unpaid parking tickets stuffed in her glove compartment. I keep telling her that if she ever gets stopped, they could take her license.

**TRUE**

Her license may be suspended until the tickets are paid, and her car may be impounded.

1. When I go to a bar, I use the fake I.D. I bought it on the Internet. I’ve heard that the site could be part of a national ring, but I’m not going to get caught. Besides, if I do, the worst that will happen is that they’ll take my I.D. and kick me out of the bar.

**FALSE**

Possession of a fake ID is a third-degree felony in some states. Use of another person’s identifying information is a federal offense of aggravated identity theft that may carry 24 months in federal prison.

1. If I’m hiking in Colorado, where pot is legal, and my friends bring some back to our home state where it’s not legal, they could end up in federal court, if they’re caught with it.

**TRUE**

The federal government and most states prohibit the possession of marijuana. Transporting marijuana across state lines is a federal offense.

1. I order nutritional supplements off the Internet that I get in the mail. I use them to improve my athletic performance. I need every edge I can get to win a college scholarship. These are pharmaceuticals and not illegal drugs that I’m getting from some street dealer, so I’m okay.

**FALSE**

The distribution and transport of a controlled substance is a serious criminal offense. Depending on the quantity of the controlled substance, there may be mandatory minimum penalties that can be imposed. A controlled substance includes any anabolic steroid, narcotic, hallucinogenic, stimulant, or depressant drug.

1. If I ever did get convicted of something in federal court, because of my age, I’d get probation. My older brother says that means I might not be able to travel with my tennis team.

**TRUE**

For most federal offenses, probation or supervised release is mandatory and limits your ability to travel, restricts employment opportunities. Supervision is conducted on a weekly basis and may be conducted over the course of several years.

1. My buddies on the football team were joking around in the locker room after a big win. One of the guys popped open a bottle of sparkling cider that looked like champagne. He dropped his towel while he was guzzling from the bottle on his way into the shower. It was hysterical so, when he turned his back, I captured some video on my phone. I sent it to the other guys on the team who weren't in the showers at the time. I thought it was a harmless moment that we'll laugh about at our high school reunion, some day. The coach says we could be in big trouble.

**TRUE**It is a serious federal crime to create or distribute child pornography, which would include pictures like this. Even though it was consensual and done as a joke, it’s still a crime.

1. My classmates and I were sitting in first period when our teacher was called to the office for an emergency. Before he left, we noticed that he was in the middle of posting an announcement on the class website. We thought it would be funny to change the message and post it. I kept watch while my friends posted a music video and a message that our class will be cancelled next week. I figured he’d have a good laugh and just delete it later.

**FALSE**

Accessing the computer of a school or a business is illegal hacking. As the lookout, you are still in trouble. Helping someone else commit a crime is called aiding and abetting. Legally, you are considered just as responsible as the person who did it.

1. A friend of mine was a witness to a car wreck and now she has to testify before a grand jury. She’s not sure that she’s willing to tell the whole truth because it implicates her and could jeopardize her scholarship. The details are not that important because she’s not the one on trial. Since the proceedings aren’t in court, the standard of “telling the truth, the whole truth, and nothing but the truth” doesn’t apply.

**FALSE**

Lying while under oath may result in a federal conviction for false declarations before a grand jury, otherwise known as perjury, which carries with it a maximum penalty of up to five years imprisonment.