



Tour Orientation Outline

****The Orientation should take no more than 15 minutes to complete****

I. Classroom Law Project Courthouse Experience

- a. As class enters, ask that students and chaperones sit in their assigned groups.
- b. Welcome group
 - *INTERNAL NOTE: As students return to the classroom, many have experienced difficulty transitioning back. Many educators have noted that self-regulation and student behavior have markedly regressed, due to the various traumas associated with the COVID-19 pandemic. Grace, patience, and understanding will be key during the courthouse experience tour and especially during the orientation.
- c. Thank teacher by name
- d. Describe CLP
- e. Introduce Tour Guides. **Emphasize the masking requirement in the court buildings**

II. This tour includes three stops

- a. Stop One: Gus Solomon Courthouse
- b. Stop Two: Justice Center – three blocks
 - Criminal matters, particularly arraignments, probation, and community court
- c. Stop Three: Multnomah County Courthouse
 - Civil and criminal matters
 - (1) INTERNAL NOTE: Each day in the court is a different experience. Some days are busier than others, and we cannot control the docket for the day. We can only provide access, not specific experience for the classes.
- d. What do you expect to see today? (Take 2-3 shout-out responses – incorporate their responses into comments below.)

III. Judicial System Basics

- a. Courtroom Layout: Explain the layout of a courtroom and where each participant is located in a courtroom.
- b. Criminal vs Civil Trial: Share overview of the difference between a criminal and civil trial
 - Criminal Trials:
 - (1) Misdemeanor vs. Felony
 - (2) Arraignment process (highlight Justice Center stop)
 - (a) What you're going to see: in-person (in jail, sitting with the public) & broadcasted/televised in
 - (3) Plea Bargains vs. Trials:
 - (a) About 94 percent of felony convictions at the state level and about 97 percent at the federal level are the result of plea bargains - *Marshall Project
 - Civil
 - (1) Provide examples of a civil case: e.g., Contract dispute, Accident, etc.
 - (2) NOTE: Do not use students, teachers, or chaperones in examples of a case
- c. +OPTIONAL: Burden of Proof: Explain the threshold between civil cases (>50%) and criminal (beyond reasonable doubt)
- d. +OPTIONAL: Steps of a Trial:
 - Pre-trial Motions → Voir dire (jury selection) → Opening Statements → Witnesses for both sides → Closing Arguments → Jury deliberations → Verdict
- e. +OPTIONAL = Topics to be presented depending upon various factors, including:
 - Grade Level

- *Class subject (e.g., Intro to Law Classes, Constitution class)*

IV. Chaperones

- a. Raise your hands – thank you!
- b. Confirm that chaperones and students are in their small groups.
- c. Confirm that they know where and when (noon) to meet the large group at the end of the tour.
- d. Distribute dockets to chaperones (ask for volunteer to help);
 - Briefly describe the cases included in the docket of high interest to the tour group
 - Instruct the chaperones to visit 3 to 5 different cases
 - Use stairs when possible at courthouse, review entering and leaving courtrooms

V. Safety

- a. Explain going through metal detectors.
 - Chaperone goes first, then his or her small group follows.
 - Metal objects, etc. slow the line. No weapons, scissors, knitting needles, etc.
- b. Teacher signs in at Multnomah Courthouse (Stop #3) upon arrival, and out when leaving.
- c. Students must always be with a chaperone, include when using the restroom

VI. Respect

- a. People's lives will be changed forever – this is NOT TV.
 - In our justice system, we promote the idea that people are innocent until proven guilty. The idea that there are "good" and "bad" guys is simplistic and damaging.
- b. **Secrecy outside the room.** Witnesses, family may be in hallways – do not compromise the trial by talking about it.
- c. Appropriate courtroom behavior (*be invisible!*)
- d. Cellphones are not permitted and should be left at the Classroom Law Project's office.

VII. Distribute CLP Stickers

- a. You want to distinguish yourselves from others in the courthouse!
- b. Students, chaperones, and teacher all wear stickers
- c. Guides should model appropriate location for stickers
- d. Tell them where groups can find you at the next two stops.

VIII. Confirm when and where the groups will meet at the end of the tour

- a. Ask the group to answer to check for understanding.

IX. Questions, comments