
Youth Court Training Curriculum

Preparing teens to
serve on a youth
court

C E N T E R

FOR

C O U R T

I N N O V A T I O N

Acknowledgements

This document was written by the Center for Court Innovation with the assistance of Greg Timmons, M.Ed., education consultant.

The information on restorative justice principles is partially based on materials in the *Restorative Justice: Principles, Practices and Implementation (RJPI) training curriculum*, published by the National Institute of Corrections Academy, United States Department of Justice. For copies of the full RJPI curriculum, visit www.nicic.org.

Funding for this project was provided through a grant from Skadden, Arps, Slate, Meagher & Flom, LLP. Points of view or opinions in this document are those of the authors and do not represent the official position or policies of the supporting organization.

September 2011

Center for Court Innovation

The winner of the Peter F. Drucker Award for Non-profit Innovation, the Center for Court Innovation is a unique public-private partnership that promotes new thinking about how the justice system can solve difficult problems like addiction, quality-of-life crime, domestic violence, and child neglect. The Center functions as the New York State court system's independent research and development arm, creating demonstration projects that test new approaches to problems that have resisted conventional solutions. The Center's demonstration projects include the nation's first community court (Midtown Community Court), as well as drug courts, domestic violence courts, youth courts, mental health courts, reentry courts and others.

Beyond New York, the Center disseminates the lessons learned from its experiments in New York, helping court reformers around the world test new solutions to local problems. The Center contributes to the international conversation about justice through original research, books, monographs, and roundtable conversations that bring together leading academics and practitioners. The Center also provides hands-on technical assistance, advising innovators about program design, technology and performance measures.

Center for Court Innovation
520 Eighth Avenue, 18th Floor
New York, New York 10018
www.courtinnovation.org
(212) 397-3050
info@courtinnovation.org

Introduction to Curriculum	1
Session 1: Introduction to the Youth Court Training.....	7
Handout 1A: Expectations for Training Participants and Youth Court Members.....	11
Session 2: What is Youth Court?	13
Handout 2A: What is Youth Court?.....	15
Handout 2B: Summaries of Youth Court Roles	18
Handout 2C: Glossary.....	19
Handout 2D: Youth Court Process	22
Session 3 Part I: The Juvenile Justice System and Youth Court	23
Handout 3A: Juvenile vs. Adult Justice Systems.....	28
Handout 3B: Juvenile Justice System Case Flow	29
Handout 3C: Justice System Referrals.....	30
Session 3 Part II: Youth Court Referrals	32
Handout 3E: School Referrals	36
Handout 3F: Make the Call.....	37
Handout 3G: Make the Call Worksheet.....	39
Handout 3H: Offense Cards:.....	40
Session 4: Active Listening	42
Handout 4A: Active Listening Do's and Don'ts.....	46
Handout 4B: Peer Feedback Worksheet	47
Session 5: What is Restorative Justice?	48
Handout 5A: The Case of the Broken Community Contract.....	54
Handout 5B: The Case of the Fight in the Store.....	55
Session 6: Actions and Consequences	56
Handout 6A: Actions and Consequences.....	58
Session 7: Youth Court Sanctions.....	59
Handout 7A: Youth Court Sanction Options	63

Handout 7B: Proportionality and Accountability	64
Handout 7C: Youth Court Sanctions Case Studies.....	65
Session 8: Perceptions and Assumptions.....	66
Handout 8A: What Do You See?.....	70
Session 9: Objectivity and Bias	71
Handout 9A: Objective or Not?	75
Session 10: Role of the Juror	76
Handout 10A: The Role of the Juror.....	79
Handout 10B: Asking Great Questions.....	80
Worksheet 10C: Types of Questions	82
Handout 10D: The Case of the Fight in the Stairwell.....	84
Session 11: Precision Questioning Practice.....	85
Handout 11A: Examples of Questions for Jurors	87
Handout 11B: Precision Questioning Role Plays	89
Session 12: Reaching the Respondent	90
Handout 12A: Do's and Don'ts for Reaching the Respondent.....	93
Session 13: Jury Deliberation	94
Handout 13A: Role and Responsibility of Jury Foreperson	98
Handout 13B: Deliberation Process.....	99
Handout 13C: Consensus Building.....	101
Handout 13D: Tips for Dealing with Conflict	102
Handout 13E: Deliberation and Decision Making Case Studies	103
Handout 13F: Youth Court Sanction Options.....	105
Session 14: Jury Deliberation Practice	106
Session 15: Roles of the Judge and Bailiff	108
Handout 15A: Role and Responsibility of the Judge.....	113
Handout 15B: Role and Responsibility of the Bailiff.....	115

Session 16: Role of the Community Advocate	117
Handout 16A: Role and Responsibility of the Community Advocate.....	120
Handout 16B: Actions of the Community Advocate	122
Handout 16C: Sample Youth Court Cases	124
Session 17: Community Advocate Opening Statement	125
Session 18: Role of the Youth Advocate	127
Handout 18A: Role and Responsibility of the Youth Advocate.....	131
Handout 18B: Youth Advocate Pre-Hearing Interview	133
Handout 18C: Sample Youth Court Cases with Testimony	134
Session 19: Youth Advocate: Opening Statement	137
Handout 19A: Actions of the Youth Advocate.....	139
Session 20: Closing Statements	141
Session 21: Conducting a Mock Hearing.....	144
Handout 21A: Youth Court Hearing Process.....	148
Handout 21B: Reference List for Roles.....	150
Handout 21C: Youth Court Hearing Script	151
Handout 21D: Active listening: The Most Important Skill of a Youth Court Member.....	158
Appendix A: Icebreakers	159
Appendix B: Peer Feedback Worksheet	163
Appendix C: Sample Participant Survey	164
Appendix D: Sample Participant Assessment (“Bar Exam”)	168
Appendix E: New York State Learning Standards Alignment	182
Appendix F: Courtroom Layout.....	183

Introduction to Curriculum

Goals of Training Curriculum

The Center for Court Innovation’s Youth Court Training Curriculum (“YCTC”) helps young people gain the knowledge, skills, and experience necessary to serve on a youth court. A few core principles are central to youth court practices and are supported by this training curriculum:

- Restorative justice: In order to encourage respondents to take responsibility for their actions and repair harm caused by their behavior, youth court proceedings and sanctions should be focused on helping respondents repair harm caused by their actions, encouraging them to play more positive roles in their communities, and exposing them to pro-social peer influences.
- Youth leadership: Youth courts provide multiple opportunities for members and respondents to develop leadership skills and serve as peer leaders in their schools and communities through trainings, hearings, and community service activities.
- Civic education: Youth courts provide a unique and valuable civic education opportunity for youth court members and respondents through gains in knowledge, experience, and perceptions of efficacy in community well-being.

Specifically, through the training, participants will:

- Understand how the youth court operates as an alternative response to offending behavior;
- Understand the underlying principles of youth court, in particular the principles of restorative justice;
- Learn skills critical to successful youth court participation, such as active listening, precision questioning, objectivity, and building consensus;
- Learn the importance of confidentiality in youth court proceedings;
- Practice all youth court roles, including Judge, Bailiff, Community Advocate, Youth Advocate, Juror and Jury Foreperson;
- Learn terms commonly used in youth court and the justice system; and
- Learn skills necessary for all youth court roles, such as developing opening and closing statements, questioning respondents, and supporting respondents through their youth court experiences.

Guide to Session Plans

The YCTC contains 21 session plans; each session plan covers a 50-minute session that focuses on a discrete topic or skill. The total number of training hours will range from 21 hours upwards; additional training hours should be spent on mock hearings after participants have completed all sessions.

The sessions are designed to be used in sequence, and they can be grouped together to best fit the program's training schedule. For example, sessions can be coupled together to be delivered in 2-hour blocks as an after-school program or can be combined into longer training days. The estimated length of time for each activity listed in the session plan is indicated in parenthesis at the beginning of the activity.

Each session plan includes:

- Session description;
- Learning objectives;
- Materials needed;
- Session procedure (detailed instructions for the facilitator);
- Handouts for participants (where applicable).

The YCTC uses two activities throughout the sessions.

“Peer Feedback”: The Peer Feedback activity creates a structured and consistent format in which participants can observe and critique the performance of their peers in meeting specific skill objectives.

- 1) Distribute Peer Feedback Worksheet (Appendix B).
- 2) Explain the task to be observed (e.g. interviewing a respondent), and have participants write this in the blank provided.
- 3) Have the participants agree on a set of criteria for that task, and ask them to write this down in the blanks (e.g., maintaining eye contact, positive body language, asking questions).
- 4) Participants then prepare a feedback sheet for each peer to be observed, with the selected criteria written on it.
- 5) Be sure that participants read and understand the assessment criteria on the peer feedback sheet before beginning observations.
- 6) Participants will then observe and give feedback to their peers on performance of the task, based on the agreed upon criteria.

“Think-Pair-Share”: A think-pair-share is a format for cooperative discussion. Think-Pair-Share allows all participants to interact with the session content and to test their knowledge with a partner before sharing it with the whole group.

- 1) *Think*: Pose a question or a prompt to provoke critical thinking. Have participants take a few moments to think individually about the question and formulate ideas in their heads. Optionally, you may ask participants to write down their ideas.
- 2) *Pair*: Ask participants to pair up with a partner to discuss the answers they came up with, and to compare mental or written notes. Instruct pairs to identify the answers they think are best, or the most unique.
- 3) *Share*: Call on pairs to share their answers with the whole group.

Using Guest Speakers

Guest speakers can enhance the youth court training by exposing participants to new adult role models, diversifying the sessions, and helping to build partnerships between the program and other entities. Consider engaging external resource people, such as attorneys, law enforcement or probation officers, law students, and judges, to serve as guest speakers. Guest speakers can participate in a variety of ways. For example, the speaker can address the specific topic of the session (e.g., a local judge can talk about the importance of impartiality, a defense attorney can help lead the session on precision questioning) or can simply speak about his/her career and achievements. If a guest speaker will be assisting with the session, make sure to prepare him/her with the session goals and materials. Whenever a guest speaker is used, plan for extra session time, and prepare the participants in advance by providing a bio and having them develop questions for the speaker prior to the visit.

Setting up the training

As you plan the training, consider the following:

- Folders/binders: In each session staff will distribute handouts to participants. Participants should have a folder or binder in which to collect the handouts. Participants will be referring to the handouts throughout the training and during their participation on the youth court.
- White board: For all sessions you will need a white board (or similar) to record information in front of the group. A few sessions also require some information to be written up before the session begins; this is indicated in the “Materials” section of the session plan.
- Posters: Some sessions require “posters” with written information that can be referred to in subsequent sessions. These posters can be made using poster paper or similar.
- Parking Lot: During the first session, the facilitator will introduce a “Parking Lot”—a poster on which participants can write questions or leave anonymous comments, which the facilitator can address at a later time. Encourage participants to make use of the Parking Lot, and be sure to address any questions or comments that are posted.
- Room set-up: Many activities require pair or small group work. Participants should be able to form pairs or small groups easily within the training space.

- Opening and closing questions: One or more opening and closing questions are included in every session. These questions are designed to promote self-reflection on the session content, review of new information, and further exploration of subject matter. Program staff can use these questions in a variety of ways to meet their goals and needs. For example, one or more opening question can be used as a “Do now,” closing questions can be assigned as homework, and any of the questions can be the basis for individual journaling or for large or small group discussions.
- Teambuilding: Activities that help the group coalesce into a team are critical to a successful youth court. When possible, devote time to teambuilding activities such as icebreakers (see Appendix A) or field trips. Programs may also opt to provide recreational activities for participants, especially to celebrate milestones such as completing the training program.

Creating Mock Hearing Scenarios

One of the keys to the success of the youth court is that members understand the process is authentic. The YCTC uses case study scenarios to provide participants with hands-on learning experiences. These scenarios intend to contain a high level of authenticity in the descriptions of the offenses as well as the individuals involved. As you review and modify the curriculum to meet the needs of your youth court, incorporate case studies that reflect the circumstances and conditions in your school or community. Throughout the session plans, look for this symbol to indicate the use of one or more scenarios that you may wish to modify for your training: ♦. Below are steps to help you create authentic case study scenarios.

- When creating case study scenarios, offer a range of offenses that vary in severity and are appropriate for the age/grade of participants in the program. To help participants master the various roles involved in youth court, start with simple offences such as truancy or low-level vandalism, moving to more complex offenses, such as harassment or fighting, as the participants develop their mastery of skills and knowledge.
- Add complexities to case study scenarios as participants gain more practice. Suggestions for complexities:
 - Respondent reveals that he/she does not have remorse for behavior.
 - Respondent is reluctant to answer questions.
 - Case involves more than one respondent (or another youth who will not be going through youth court).
 - Mitigating circumstances that presented difficult choices to the respondent before the offense was committed.
 - Respondent presents issues at home that contributed to behavior (e.g., fight with parent, economic crisis).

- To keep the case studies authentic, create well-rounded descriptions of respondents that help participants get into the character during role-play and give the jury information for developing appropriate sanctions. Examples of elements in a respondent’s description:
 - Personal information such as age, gender, home life circumstances;
 - Academic success in school;
 - Relationships with friends or other students;
 - Personal interests;
 - After school activities/responsibilities; and
 - Personal goals.
- Include “twists” that challenge participants to make decisions about role and appropriate responses. For example:
 - A participant realizes he/she is friends with a respondent right before the hearing begins.
 - During questionings, a juror realizes that he/she witnessed the incident being discussed.
 - The respondent gives different information during testimony than he/she did during the pre-hearing interview with the Youth Advocate.

Remember to create case study scenarios that don’t refer to any actual persons or circumstances, although you may elect to use current events for ideas (for example, a fight that participants heard about, or a crime written about in the local newspaper).

Curriculum modifications

The curriculum contains information that you will want to customize for your youth court, such as eligible offenses and available sanctions. Look for this symbol throughout the session plans to identify lesson procedures or handouts that you may wish to modify for your training: ♦.

Evaluation of Participants

The YCTC provides two sample evaluation instruments (see Appendixes C and D for more information and sample documents). The first is an anonymous survey participants complete at the start of the training and at the end of the training. Program staff can use the baseline survey to assess the knowledge and perceptions of participants prior to training. Staff can compare the pre- and post-training surveys to measure whether the youth court achieved its learning objectives and modify subsequent trainings accordingly. Staff should modify the sample survey to match the specific learning objectives of the program.

The second evaluation instrument, referred to as the “bar exam,” measures individual participant understanding and knowledge after completing the training. Program staff can administer the bar exam at the end of the training, and use the results as criteria when evaluating whether participants are ready to serve on the youth court. Staff should modify the sample bar exam to match the program, such as types of cases heard and sanction options available.

Additional Considerations

Building a Comfortable and Supportive Space

The youth court will be most successful if all participants feel comfortable and respected. This requires clear communication of expectations for teamwork and collaboration. This is introduced in the first session with the development of a “Community Contract,” in which participants identify their own expectations for how they will work as a group. Staff and participants can refer to it throughout the training and after as issues arise within the group, or when members reflect on their performance and the group dynamic. The Community Contract helps to create a supportive environment and foster a sense of collaborative responsibility among youth court members.

Differentiating Youth Court Membership from School and Work

Even when the training program is part of a school course or is for credit, it is important to distinguish the youth court training from typical schoolwork. Success and achievement in the program is measured by participation, intention and effort, not by grades or exams. Staff can differentiate program participation from work by emphasizing the importance of teamwork, participation and commitment over “hours worked” or “money earned.” The structure of youth court hearings conveys the importance of teamwork: if one person is absent, others often have to shoulder additional responsibilities. Emphasizing this interconnectivity helps participants develop a sense of personal and collective responsibility.

Session 5: What is Restorative Justice?

Session Overview: This session provides the foundation for the participants' understanding of youth court as a restorative justice approach to rule/law-breaking. In this session, participants will be introduced to the concept of restorative justice as a way to respond when someone breaks a rule or law. They will compare restorative justice to a traditional justice system approach, and will explore how youth court uses restorative justice practices. Concepts introduced in this session are reinforced throughout subsequent sessions.

Review of key concepts:

- Youth court doesn't determine "innocence" or "guilt" but instead tries to help the respondent understand how his/her actions affect him/her and relationships with the community.
- Before the hearing the respondent must accept responsibility for the incident.
- The youth court listens to the respondent's side of the story. The jurors consider all of the respondent's testimony (such as responsibilities at home and positive contributions to the community) before deciding on sanctions.

Objectives: Participants will...

- Understand the purpose of a restorative justice approach, and how it differs from a traditional response.
- Explore how youth court is a restorative justice approach

Materials needed:

- Participants' folders/ binders
- Pens (1 per participant)
- Poster with the following:
 - Definition of "Restorative Justice" printed on it, and covered.
 - "Restorative Justice:
 - Focuses on an offense as a violation of people and relationships rather than a violation of the law;
 - Focuses on repairing harm to the community (including the victim); and
 - Helps the offender (respondent) understand the harm caused by the offense and build skills to prevent future offenses."
- Poster with the following:
 - "Be Accountable"
 - Recognize that you caused harm to someone or something else.
 - Understand the harm from the other person's point of view.
 - Recognize that you had a choice.
 - Take steps to make amends, such as apologize or repair the harm done.
 - Take action to make changes in your life to prevent it from happening again

- Handouts (1 for each group of 3-4 participants):
 - Handout 5A: The Case of the Broken Community Contract
 - Handout 5B: The Case of the Fight in the Store (♦**Note:** Adapt this handout to reflect a case that would be heard by your youth court.)

Responding when Laws are Broken (30 minutes)

In this activity, participants will explore how our society traditionally responds when laws are broken versus a restorative justice response.

- 1) Divide participants into groups of 3-4. In each group, select one person to be the Leader. Explain that in a few moments the Leaders will learn what they will be doing in their groups.
- 2) Present the following hypothetical situation:
 - A youth court member has broken one of the Community Contract agreements. “Stan” is repeatedly interrupting the group and insulting people’s ideas. After the first time it happened the adult leader, pointed out to Stan that his behavior went against the Community Contract. However, he continues to interrupt the group and insult others’ ideas.
- 3) Distribute Handout 5A: The Case of the Broken Community Contract to the leader of each group. Review the directions on the top of the handout.
- 4) Have the groups follow the directions and work together to complete the assignment.
- 5) One minute before the groups’ time is up, announce that the leader must now pick the punishment he or she thinks Stan should get. They can use one of the group’s suggestions, or come up with their own idea.
- 6) After all leaders have made their decisions, ask leaders to share their decision. (You can ask for responses to question 3 if time allows.) Write down the answers on the front board.
- 7) Ask participants the following questions:
 - Looking at the ideas your group came up with, why did you choose the punishments you did? What did you want Stan to get from his punishment? (*Possible answers: he will learn his lesson, he won’t do the same thing again, he’ll know he’s wrong.*)
 - How do you think Stan will feel towards the group after being punished? (*Answers may vary, but highlight any answers that indicate negative feelings, such as: Stan will not like the group as much, Stan will be mad he got punished, Stan might want to leave the program.*)
 - Ask non-leaders only: What was your reaction when you learned that the Leader was going to decide on the punishment, no matter what your group wanted to do? (*Possible answers: didn’t really care, didn’t like that he/she was in charge, I liked my idea better*)

8) Summarize for the group what that they just modeled what usually happens when someone breaks a rule or law: Stan broke the law. Stan gets punished. For example, (name one of the punishments selected by the Leaders)

9) Explain the group will look Stan's behavior again, but asking three different questions.

10) On the board the three questions below:

- What harm was done?
- What needs to be done to repair the harm?
- Who is responsible for this repair?

11) Pose the following questions to the group, and write their answers on the board. If participants cannot come up with responses based on the hypothetical case of Stan, ask them to think about a time when they had to work with someone (a classmate, a teammate, a friend, a family member) who kept interrupting them and turning down their ideas:

- How do you feel when you are interrupted and your ideas are turned down? (Write responses under "What harm was done?") (*Possible answers: annoyed, offended, disrespected, insulted, don't feel like saying anything.*)
- How would the group be affected by Stan's actions? (Write responses under "What harm was done?") (*Possible answers: less trust in the group, people might be less likely to participate, people might not want to include Stan in groups*)
- What would help you or the group feel better about Stan's behavior? (Write responses under "What needs to be done to repair the harm?") (*Possible answers: apologies, promises to behave differently, changed behavior. If participants suggest forms of punishment, ask follow-up questions to get to the goal of the punishments, and chart those responses, which will likely include "so he knows he did something wrong," "so he learns from his mistakes" and "so he doesn't do it again."*)
- Who should be involved in making things better? (Write responses under "Who is responsible for repairing the harm?") (*Possible answer: Stan. Participants might identify that the group or facilitator has a role as well, such as listening to an apology.*)

12) Reveal the definition of Restorative Justice:

- "Restorative Justice:
 - Focuses on an offense as a violation of people and relationships rather than a violation of the law;
 - Focuses on repairing harm to the community (including the victim); and
 - Helps the offender (respondent) understand the harm caused by the offense and build skills to prevent future offenses."

- 13) Summarize for the group what a restorative justice approach looks like: Stan learns how his actions affect other people. The people who are affected decide what will repair the harm caused by Stan's actions. Stan takes steps to repair the harm caused by his actions. For example, he [list one or more of the things that the participants say would help them feel better].
- 14) Ask participants discuss the benefits of each approach in the case of Stan. It's okay if responses are mixed – some students will prefer a more punitive and authoritative response. But challenge them to explore the following questions:
 - What are the benefits of a restorative justice approach to the people harmed (victims)? *(They feel acknowledged and respected. They actually get something from the responses, in the form of an apology and improved behavior)*
 - What are benefits of a restorative justice approach to Stan (offender)? *(He gets the chance to learn from his mistakes. He gets to stay in the program.)*
 - What are the benefits of a restorative justice approach to the program/group (community)? *(The program gets to regulate themselves, instead of a leader being in charge. The group isn't broken up. There are less hard feelings to deal with.)*

Youth Court and Restorative Justice (15 minutes)

In this activity, participants will learn how youth court is a restorative justice approach and will use this approach to address a typical youth court case.

- 1) Divide participants in to groups of 3-4 participants. Explain that they will discuss a few questions in their small groups, and then share their answers with the rest of the group.
- 2) Ask the following questions, allowing time between each question for the groups to discuss the question, and then ask for answers from each group. (**Note:** Participants may not know the “right” answer at this stage in their training. These concepts will be reinforced in later sessions.):
 - In youth court, who represents the community that was harmed by the respondent's actions? *(Answers: All members represent the community. Specifically, the Community Advocate represents the community by presenting opening and closing statements that explain how the community was affected by the offense. The jury represents the community by questioning the respondent and by deciding on sanctions.)*
 - In youth court, how does the respondent learn how his/her actions affect him/herself and affect other people? *(Answers: The Community Advocate explains the effects of the respondent's actions. The jury asks the respondent questions that make him/her think about the effects of his actions.)*
- 3) Now explain that the participants will examine a sample youth court case using a restorative justice approach.
- 4) Keep the participants in their small groups, or create new groups of 3-4 participants.

- 5) Distribute Handout 5B: The Case of the Fight in the Store to each group. Review the directions on the top of the handout.
- 6) Have the groups follow the directions and work together to complete the assignment.
- 7) After all groups have completed the handout, ask participants to share their responses to the questions on the handout: (**Note:** Answers to the questions will vary among participants. When discussing answers, highlight the differences and explain that the differences are okay. As a group, in later sessions they will learn how to work with different points of view and reach agreement as a team.)
 - Question 1: What harm was caused by Maria’s actions? What was the harm to Maria? To Latanya? To the people working in the store? To other customers in the store?
 - Question 2: What could be done to make things better?
 - Question 3: Who is responsible for making things better?
- 8) Explain that in the next sessions, participants will more deeply examine the effects of infractions on the respondents and the community, and what responses from the youth court can help repair the harm done.

What is Accountability? (10 minutes)

In this activity, participants will be introduced to the concept of accountability.

- 1) Post the following at the front of the room. Explain that through the youth court, participants will help respondents do the following:
 - “Be Accountable”
 - Recognize that you caused harm to someone or something else.
 - Understand the harm from the other person’s point of view.
 - Recognize that you had a choice.
 - Take steps to make amends, such as apologize or repair the harm done.
 - Take action to make changes in your life to prevent it from happening again
- 2) Divide group into pairs. Conduct a think-pair-share on the following topic:
 - Think about a time when you did something wrong, and-using the list posted at the front of the room-you were accountable for your actions.
 - How did you show you were accountable? What did you do or say?
 - How did your accountability affect how you felt afterwards? How do you think it affected the other people involved?

Closing questions

- In youth court, who represents the community that was harmed by the respondent's actions?
- In youth court, how does the respondent learn how his/her actions affect him/herself and affect other people?

Handout 5A: The Case of the Broken Community Contract

Directions to the group leader: Review the case description with your group. Then read the questions to your group, following the directions after each question.

Case description:

A youth court participant has one of the Community Contract agreements. “Stan” is repeatedly interrupting the group and insulting people’s ideas. After the first time it happened, the adult leader pointed out to Stan that his behavior went against the Community Contract. However, he continues to interrupt the group and insult others’ ideas.

Question 1: Who did it? (Write down the answer)

Question 2: Which laws/rules are broken? (Write down the answers)

Question 3: How will we punish the person? (Ask your group for all of their suggestions. Write down ALL suggestions.)

Handout 5B: The Case of the Fight in the Store

Directions: Review the case description below. Then discuss the questions that follow. Have someone in your group write down the group's responses.

Case description:

Maria was referred to youth court for an incident of assault. The police responded to a call from a local store owner. The police officers found Maria yelling at Latanya, cursing and calling her names. Maria's friend was restraining Maria from hitting Latanya. Maria said that Latanya cut her in line while she was waiting to pay, and when Maria said something to her, Latanya cursed at her.

Question 1: What harm was caused by Maria's actions? What was the harm to Maria? To Latanya? To the people working in the store? To other customers in the store?

Question 2: What could be done make things better?

Question 3: Who is responsible for making things better?