

**A School Search & Civil Discourse: Lessons from the Courtroom**  
*50-minute Program for Distance Learning*

**Program summary:** Students meet and work with a judge, a criminal defense attorney, and a prosecutor to learn the importance of civil discourse in the courtroom. After applying those lessons as student-attorneys, students discuss how to apply what they’ve learned to their everyday lives.

**Program goals:**

1. Develop an understanding of civil discourse and its important role in the courtroom, as well as students’ personal lives.
2. Discuss students’ 4<sup>th</sup> Amendment rights at school.
3. Practice oral communication skills.
4. Meet and learn from a federal judge, federal criminal defense attorney, and Assistant U.S. Attorney.

Time	Activity	Location
5 mins.	<b>Welcome!</b> <ul style="list-style-type: none"> <li>• Brief introduction from judge and attorneys</li> </ul>	Group
10 mins.	<b>Patience is a Virtue!</b> <ul style="list-style-type: none"> <li>• What is civil discourse? What is civility?</li> <li>• US Courts YouTube <a href="#">Video Civility in Law and Life</a></li> <li>• What are some key phrases or thoughts that stuck with you from the video?</li> </ul>	Group
15 mins.	<b>Can They Really Do That? – School Search</b> <ul style="list-style-type: none"> <li>• Students break into 2 groups: (1) prosecutors and (2) defense attorneys</li> <li>• Review fictional fact summary of search of a student and his/her belongings at school</li> <li>• Did the search violate the student’s 4<sup>th</sup> Amendment rights while at school? Prosecutors (no violation); Defense attorneys (violation of rights)</li> <li>• Topics of discussion:               <ol style="list-style-type: none"> <li>1. What is your initial reaction to the search?</li> <li>2. What do you think about the protections of the 4<sup>th</sup> Amendment – while at school and elsewhere?</li> <li>3. How do you present your “argument” in a civil way to the judge?</li> <li>4. How would you work with opposing counsel to prepare for the hearing?</li> <li>5. How will you address the judge and how will you treat opposing counsel in a professional manner?</li> </ol> </li> </ul>	Two Break-Out Rooms
10 mins.	<b>Court’s in Session!</b>	Group

	<ul style="list-style-type: none"> <li>• Students reconvene as a group for a hearing before the judge on whether or not the student’s 4<sup>th</sup> Amendment rights were violated during the search.</li> <li>• The judge calls on the selected student-attorneys to present their “arguments” – be ready for the judge to ask you questions and apply what you’ve learned about civil discourse!</li> </ul>	
10 mins.	<b>How Would You React?</b> <ul style="list-style-type: none"> <li>• Students discuss with the judge and attorneys how they can apply these lessons on civil discourse in their everyday lives.</li> </ul>	Group

Case scenario: **Daniel and Manuela Gallimore, as parents of W.S.G. v. Henrico County School Board**

**Who:** W.S.G. (a minor) attends Hermitage High School and has hair that may be considered long.

**Reports from Parents:** On February 11, 2013, Robert Turpin, the Assistant Principal at Hermitage High School, and Diane Saunders, the Associate Principal at Hermitage High School, received reports from two parents that a long-haired student had smoked marijuana on a Hermitage High School bus that morning.

**The Search of W.S.G.:** That afternoon, Mr. Turpin brought W.S.G. to Ms. Saunders’ office. W.S.G. did not know why he had been summoned to the office.

- W.S.G. emptied his pockets.
- Then, without explanation, Mr. Turpin began a search of W.S.G.
- He patted down W.S.G.’s person.
- He searched W.S.G.’s backpack, shoes, and pockets.
- Ms. Saunders searched W.S.G.’s Vaseline jar, a sandwich wrapper, and cell phone.

**The Results of the Search:**

- Mr. Turpin and Ms. Saunders found no marijuana on W.S.G.
- He was sent back to class.