

**THE COLORADO LAWYERS COMMITTEE AND  
THE LAWYERS' COMMITTEE FOR CIVIL RIGHTS UNDER LAW**

**PRESENT**

**HATE CRIMES? YOUTH DECIDE**

**PROGRAM COORDINATOR MANUAL**

**PEOPLE V. PATRICK WITTEN**

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**Introduction to the Materials**

This document is one part of a package of materials that was prepared under a grant to the Colorado Lawyers Committee from the Stop Hate Project of the Lawyers' Committee for Civil Rights Under Law. Taken together, these materials allow individuals and organizations throughout the country to offer an interactive presentation to local schools and community groups which will promote the discussion of diversity and inclusion, and seek to prevent the spread of community division, racial slurs and hateful actions.

The program is in the form of a fictional trial. At the conclusion of the trial, the students (or community members) break into small "jury" groups to discuss the issues presented and, with the assistance of a facilitator, reach a verdict. The program is based on a similar program that has been offered since 1994 by the Colorado Lawyers Committee throughout Colorado.

The package of materials includes:

- **Hate Crimes Script:** *People v. Patrick Witten*. Patrick Witten, a high school student, is charged with four hate crimes against a Muslim teacher, a perceived LGBT student and others at his school (including by way of a social media threat). The script refers to four exhibits which are available upon request from the Lawyers' Committee for Civil Rights Under Law.
- **Typical Hate Crimes Statute:** The trial is based on a "typical" state hate crimes statute. Information on individual state statutes can be found at the web address below.
- A **Program Coordinator Manual** which explains how to establish a Hate Crimes Education Program, including tips on working with teachers and with lawyer and non-lawyer volunteers (who will play the roles of prosecutor, defense attorney, judge and facilitators).
- A **Volunteer Guide** which describes each part of the presentation and provides guidance about the most effective presentation techniques. This Guide is accompanied by a one-hour **Training Video** which serves as an introduction to the program for volunteers and includes tips and take-aways.
- A **Teacher Guide** which offers details on the program for teachers, including suggestions for effective classroom curriculum before the presentation. This Guide is accompanied by a short **Trailer** designed to introduce the program.
- A **Teachers Survey** which can be sent to teachers after the presentation.

Additional resources are available from the Lawyers' Committee for Civil Rights Under Law, on the Stop Hate Website, [www.8449nohate.org](http://www.8449nohate.org).

# Program Coordinators Manual

## INTRODUCTION

This is a manual for individuals and organizations that want to present the Hate Crimes Education Program. The program was created in Colorado in 1994 and recently expanded nationally to give middle-school and high-school students and community members the opportunity to contemplate the impact of hate crimes and identify the boundaries of permissible conduct in their communities, while also exposing them to the rule of law, which is essential to our democracy. As social media platforms continue to embolden individuals to engage in hate speech, there is an increasing need to provide our youth with the tools and language to respond to it.

The presentation can be offered to many types of groups: middle school students, high school students, college and law students, and community groups. Sixth graders and younger students tend to not have the maturity and critical reasoning skills to participate in the program and also may not have had the requisite Bill of Rights/Frist Amendment foundation upon which the program is based.

The presentation generally takes about two hours. While it is feasible to work with time frames shorter than 120 minutes, we discourage that because the students will not have enough time for jury deliberations or to discuss the verdicts and important anti-bullying, community building and civics lessons.

The program is most effective when offered to groups of 40 or less, in order to assure the maximum participation by the audience. If numbers start to exceed 50 students, you may want to schedule two separate trials.

Setting up the program is rather straightforward and involves:

- Contacting a school or community group to identify groups to which the program can be offered.
- Finding volunteers. There are four of roles that need to be filled: prosecutor, defense attorney, judge and facilitators (who help the student jurors deliberate). The prosecutor and defense attorney roles are generally filled by lawyers or law students. The judge and facilitators can be lawyers or non-lawyers.
- Pretrial logistics (making sure the school knows who is coming and the volunteers know where to go), and
- Post Presentation Details (thanking the school and the volunteers)

Tips on all these tasks are included below along with sample correspondence with the schools and volunteers.

## CONTACTING SCHOOLS

At the beginning of the new school year, send out an email to the schools you've been to in the past and/or would like to visit. See Attachment A for samples of emails. If you are new to this program, you might want to reach out to social studies teachers in your local schools or find out if any of your employees have children in middle school and see if they can connect you to the social studies teachers.

When you hear back from a new school, call the teacher/principal and tell them a bit more information about the mock trial, including:

- The logistics and timing of the presentation
- Information on the volunteers who participate in the program
- Alert them of some of the **offensive language** they will hear/see
- Request that the kids have an understanding of the First Amendment before we arrive
- What you hope to accomplish

NOTE: The presentation includes some offensive language (racial and other slurs). When you talk to the teachers, you should discuss the language and encourage them to take appropriate steps, in accordance with school policies and procedures, in notifying parents and excusing students who are uncomfortable with the presentation. These steps might include creating a safe space where students can go if they need to leave the presentation.

Once the teacher/principal decides to have us come to their school, find out the age and number of students who will be participating and how much time you will be allotted. It is suggested that you NOT include more than 50 kids in the presentation, although we have done presentations with as many as 65 and as few as 20 students. The volunteers feel there is more one-on-one interaction with fewer than 40 students.

### FINDING VOLUNTEERS

After you have a date on the calendar, it's time to find volunteers. Attachment B is a sample email to volunteers. Sometimes this email needs to go out more than once, if you are having trouble filling all the roles. Filling the attorney roles is often the most difficult since they require more prep time than the judge or facilitator roles. Try to develop a short list of people you can contact at the last minute who can help when you're desperate.

You will usually answer multiple emails/calls from the newer volunteers who are looking for additional information or guidance on which role to take. All new volunteers are asked to play the role of judge or facilitator their first time; after that, they can take any role.

### PRETRIAL LOGISTICS

When you have all the volunteers you need, send out an email regarding the timing and logistics for the trial. See Attachment C for a sample email. Additionally, deliver the hard copies of the exhibits, verdict forms and jury instructions to one of the volunteers to take with them to the school.

A couple days before the trial, email/call the teacher/principal to confirm the date and provide them with the names of the volunteers who will be arriving at their school.

### AFTER THE TRIAL

Following the trial, send a thank you email to the volunteers and follow-up with the teacher/principal. See Attachment D for sample emails.

It is important to keep a spreadsheet (a sample is attached as Attachment E) that contains the names and contact information for the schools and volunteers. Additionally, you will use it to track when the volunteers participate, which role they played, and when we presented at a school. It's also a good place to make post-trial comments for future visits.

## Attachment A [Email Sent to New Schools]

Hello, \_\_\_\_\_

My name is \_\_\_\_\_, and I am the Program Coordinator for the Hate Crimes Education Program . I am writing to see if [SCHOOL NAME] has any interest in our Hate Crimes Educational Trial program. **(CHOOSE FROM ONE OF THE FOLLOWING, if applicable)**

I have a child attending [SCHOOL NAME] next year and I think this program would be a huge asset to the school curriculum. I want to give you the opportunity to schedule an informative, fun, educational trial for your students.

The Task Force has been to other schools in your district and we would like to provide this program to your school as well

In case you are not aware, we teach students using an educational trial format. Volunteers play the roles of prosecutor, defense attorney and judge and present a trial based on a fictional case arising from a violation of a hate crimes statute. The first hour of the program includes voir dire (questions of the jury), a statement of the evidence and law, and closing arguments by a prosecutor and defense attorney. Then the students are broken into jury groups of 6-10 to deliberate on four counts of alleged hate crimes with the help of a volunteer facilitator.

After the jury deliberations, we bring the students back together and compare verdicts. We wrap up the program with verdict discussions and candid conversations about diversity, tolerance and bullying in the 21st century. You can learn more about the program (including reading testimonials from teachers, students and others and seeing the copy of "script") and begin the process of scheduling an educational trial for your classroom by going to our webpage [*insert your website here; if no website, delete this sentence*]

Below are some details:

- **The mock trial is most effective in a 120-150 minute time block. However, we can tailor the length of the presentation to fit your needs, lasting anywhere between 90-150 minutes.**
- The mock trial is best presented to a maximum of 50 students per session (consecutive and/or concurrent sessions can be scheduled).
- The program is **FREE**, staffed completely by volunteer judges, lawyers and other legal staff. (Flexibility in scheduling is appreciated!)
- There is little preparation ahead of time, and the experience gives the opportunity for many connections as you continue teaching your course after the program.

I hope to hear from you, and of course, please let me know if you have any questions. Finally, please feel free to pass along this invitation and opportunity to your colleagues.

**Attachment B**  
**[Email to Volunteers Requesting Help With Mock Trial]**

Hello Hate Crimes Education Program Volunteers!

We have been asked to present to **[NUMBER OF STUDENTS]** **[GRADE]** students at **[NAME OF SCHOOL]** in **[CITY]** on **[DAY/DATE]**. The program will begin at **[TIME]** and will last approximately \_\_\_\_\_ hours/mins.

Please contact me at your earliest convenience if you are able to volunteer for one of the following positions:

**SCHOOL:**  
**ADDRESS:**  
**PHONE:**  
**WEBSITE:**

Prosecutor:	
Defense:	
Judge:	
Facilitator:	
Facilitator:	
Facilitator:	
Facilitator:	
Observer: <i>(you may get requests from people who would like to observe the trial before volunteering)</i>	

If you are new to the program, please feel free to go [\[8449nohate.org\]](http://8449nohate.org) or *your website*, as a reminder of what to expect and to see the script.

As always, thank you for your participation!

**Attachment C**  
**[Email to Volunteers Regarding Logistics]**

RE: HATE CRIMES EDUCATION PROGRAM – [NAME OF SCHOOL] - DATE

Good morning everyone!

Thank you for volunteering to participate in the Hate Crimes Education Program at [SCHOOL] on [DAY/DATE/TIME] Please plan on arriving 15 minutes early to get signed in with the front office.

[NAME OF SCHOOL] is located at [ADDRESS]. [INCLUDE SPECIAL INSTRUCTIONS., E.G., PARKING INFORMATION, WHICH ENTRANCE TO USE, CHECKING IN WITH OFFICE, ECT.]. Please make sure you bring a form of ID. Our contact person is [TEACHER/PRINCIPAL] [NAME].

**SCHOOL:**  
**ADDRESS:**  
**PHONE:**  
**WEBSITE:**

Following are the role assignments. I have attached a copy of the script, exhibits, jury instructions, and verdict form for your review. We will need someone to volunteer to do the introduction and wrap-up.

<b>ROLE</b>	<b>NAME/FIRM or ORGANIZATION</b>	<b>EMAIL</b>
Prosecutor		
Defense		
Judge		
Facilitator		
Facilitator		
Facilitator		
Facilitator		

[VOLUNTEER'S NAME] will bring the exhibits, jury instructions and verdict forms. Finally, if you are running late or can't make it, please let me or [VOLUNTEER'S NAME] know. My cell number is \_\_\_\_\_ and [VOLUNTEER'S NAME] is \_\_\_\_\_.

As always, thank you for your participation! Please don't hesitate to contact me if you have any questions.

**Attachment D**  
**[Email to Volunteers and Teacher After Presentation]**

Dear Volunteers:

Thanks to everyone for taking the time out of your day to participate in the Hate Crimes Education Program yesterday. I exchanged emails with [THE SCHOOL] this morning, and they told me it was a great experience for the students. They were grateful for the opportunity to learn so much.

Finally, I personally appreciate everyone volunteering and making my job easy.

Have a great weekend.

Dear [Teacher]:

Thank you for letting us present our Hate Crimes Education Program at your school. I hope all went well. Please let me know if you have any questions or comments, or if you think there is something that can be done differently or more efficiently.

We hope to see you again next year.

Thanks again!



**Attachment E-1  
[School Schedule  
and Contact List]**

DATE	TIME	SCHOOL	SCHOOL CONTACT (name & email)	SCHOOL ADDRESS	SCHOOL PHONE	# OF STUDENTS	GRADE LEVEL	COMMENTS	INTRO AND CLOSING	PROSECUTOR	DEFENSE ATTY.	JUDGE	FACILITATOR	FACILITATOR	FACILITATOR	FACILITATOR
3/23/2018	8:00 a.m. - 10:30 a.m.	East Middle School				38	8		John Doe	Tom Jones	John Doe	John Miller	Bob Carter	Jane Smith	Pat Willams	
3/21/2018	1:30 p.m. – 3:00 p.m.	West High School				35	11		Sue Adam	John Doe	Tom Jones	Sue Adam	Pat Williams	Bob Carter	Jane Smith	
2/3/2017	12:10 p.m. - 2:20 p.m.	South High School				40	High School		John Miller	John Miller	Tom Jones	John Doe	Pat Williams	Jane Smith	Bob Carter	
1/2/2017	9:00 a.m. - 11:30 a.m.	North Middle School				25	7		Sue Adam	Sue Adam	John Miller	Tom Jones	Jane Smith	Bob Carter	Pat Willams	

## Attachment E-2 [Volunteer Contact and Participation History]

Last Name	First Name	Added to Database	Prof.	Organization or Law Firm	Address	City, State, Zip	Email	Cell Phone	Past Volunteer?	Most Recent Prosecution	Most Recent Defense	Most Recent Judge	Most Recent Facilitator	2018	2018 Role(s)	2017	Role(s)
Doe	John	10/1/2013	attorney	Doe & Deer, LLC					X	2018	2018	2017		3/23/2018 3/21/2018	Defense Prosecutor	2/3/2017	Judge
Smith	Jane	6/1/2018	Law Student	DU Law School					X				2018	3/23/2018 3/21/2018	Facilitator Facilitator	2/3/2017 1/2/2017	Facilitator Facilitator
Jones	Tom	10/1/2017	attorney	Jones & Jones LLC					X	2018	2018	2017		3/23/2018 3/21/2018	Prosecutor Defense	2/3/2017 1/2/2017	Defense Judge
Miller	John	5/17/2017	Judge	District Court					X	2017	2017	2018		3/23/2018	Judge	2/3/2017 1/2/2017	Prosecutor Defense
Adam	Sue	12/11/2018	Law Student	DU Law School					X	2017		2018		3/21/2018	Judge	1/2/2017	Prosecutor