

MOCK TRIALS REVIEW

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ACADEMIE DE LA MARTINIQUE

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DEBUT du PROJET : dernière semaine de décembre 2009 avant les vacances de Noël

FIN du PROJET : avril 2010 à la reprise des cours après les vacances de Pâques

SCENARIO D'APPRENTISSAGE : Instruire un procès

Dans cette affaire proposée par 'Minnesota Center for community Legal Education – University of Minnesota – 612/624.8112', le jeune Joe Jackson est puni d'exclusion définitive de Andrew Middle school où il est scolarisé, après avoir amené une arme factice en classe en vue de mettre un terme aux violences répétées qu'il subit de la part d'un élève difficile du nom de Spike Jones. Les parents de Joe poursuivent en justice le collège représenté par son chef d'établissement, Mr Wormer, estimant que cette exclusion est abusive, vu les circonstances.

PERSPECTIVES : organiser une campagne contre les brutalités en milieu scolaire / interprétations théâtrales en milieu scolaire.

AN INTERVIEW WITH LAURA

AT THE END OF THE MOCK TRIALS SCHOOL PROJECT

- Laura, tell us about your first impressions when you heard about the Mock Trials school project.

When I first heard about the Mock Trials work the class were about to do I was really excited by the idea. I'd done a similar thing when I was about the same age at school, so it brought back lots of memories, though I was concerned that it may be too difficult for non-native speakers, as I remember finding the exercise quite difficult myself at school, even in my own language.

- You participated as a member of the Jury along with two other Native English speakers, in the Joe Jackson Vs Andrew middle school Mock Trial.
Can you describe that experience?

When I participated as a member of the Jury, I realised my concerns were completely unfounded. Although, obviously, there were some grammatical and vocabulary errors, the class made a wonderful job of the task, coming up with developed arguments, inventive evidence, and convincing witnesses. It was great to see them get really into the activity, though some were (understandably) pre-occupied with just getting their speeches right; others really got into character – banging tables, pretending to cry, pointing fingers! It was great fun to watch!

- You were asked to write and record the summaries for the Plaintiff and for the Defence as well.
You were attending the class the day when the students were assigned to do a listening exercise on your audio file in order to write the full-length transcript.
How did you feel?

Having the pupils work on the recording of my own voice was rather odd at first (no-one likes the way they sound on tape), but it was also great to feel I had made a contribution to their learning which was interesting for them. I was again impressed by their language skills in terms of their comprehension, as I decided to go for a full formal speech as though I was speaking to a group of native English speakers, so, with no ‘dumbing down’ for the pupils, and they still responded really well to the activity.¹

1 Mock Trials project – Madame Marie Claire BOLNET - Collège Beauséjour – Trinité - MARTINIQUE