

The environment in the balance: Jury role-play in the classroom

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Reference data:

Keith, B., Munezane, Y., & Varcoe, C.. (2006). The environment in the balance: Jury role-play in the classroom. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT2005 Conference Proceedings*. Tokyo: JALT.

I hear and I forget,
I listen and I remember,
I do and I understand.
-Chinese Proverb -

As educators and language teachers, we share a responsibility to prepare our students to be future stakeholders in society. This paper describes a joint project that introduces global issues and critical thinking skills into the high school or university classroom using a jury role-play. The adaptation of the courtroom drama, we believe, is an effective approach to achieve a variety of educational aims while improving students' language skills. A court drama is especially relevant when considering Japan's future introduction of a jury system, comprised of six lay judges and three experts. For the first time in over 50 years, Japanese citizens will be asked to serve on juries and reach verdicts on serious criminal cases. We begin by discussing the rationale for using a courtroom drama, present a sequence of lesson plans, and finally, comment on a courtroom drama piloted at JALT 2005.

Japan's new jury system

The inspiration for this project comes from the 1957 film, *12 Angry Men*, in which Henry Fonda plays a skeptical juror in a murder trial. "Juror No. 8" persists in persuading the other jurors to reconsider the evidence of what appears to be an open-and-shut murder case. His probing

questions and reasoned debate reveals the other jurors' deep-seated prejudices and biases. Despite their criticism, he is determined to find the truth; he speaks calmly and uses logical reasoning to prove the innocence of the indigent boy accused of murdering his father. Juror No. 8's careful examination of the trial details from multiple perspectives is a model to deal with complicated problems.

By May 2009, Japan will introduce a new *saiban-in* (lay-judge) system in which six citizens will be randomly selected and asked to sit with three professional judges in trials of serious crimes (Kamiya, 2005). Thus Japan will join approximately 80 other nations that have some form of trial by jury. There are two important aspects to the introduction of the lay-judge system. First, it will speed up the legal process, which can take years to reach decisions. Secondly, the public will directly participate. In order to work effectively, court procedures must be straightforward and transparent for the average citizen, but people must initiate themselves into the jury system as well. Japan has experimented with a jury system in the past, from 1928 to 1943, but at that time, only taxpaying males were chosen to participate and sovereignty rested with the Emperor under the Meiji Constitution.

Japan's current legal system was established following World War II, and sovereignty resides with the people. But the Japanese legal system has long been criticized by the public, business, and legal experts as being too slow and opaque (Richardson, 2004). Japan also suffers from a shortage of lawyers (1 per 6,500 people). In 1999, the government established the Judicial Reform Council to make recommendations to make the system more accessible to the

public and speed up the process. In addition to establishing professional law schools to increase the number of qualified lawyers, the council recommended a new criminal court system with lay-judges, which was passed into law by the Diet in 2004.

Japan's courts have a conviction rate of nearly 99%. A jury will increase the scrutiny of evidence presented by the prosecution, whose powers are often unchecked and wide-ranging. For example, suspects can be held for up to 23 days without being charged without access to a lawyer, enough time to extract a guilty confession. Jurors will now be able to examine the quality of evidence and determine if a confession of guilt was secured under duress. Proponents of the new system claim that although Japan has been a democratic state, "the missing piece of the jigsaw puzzle of Japanese democracy is finally in place" (Kamiya, 2005). Supporters also claim that as the new system takes effect, people's attitudes and views about their role in Japanese society will change.

Public and student attitudes toward the new system

The public, however, seems less enthusiastic about the new system. In fact, several media polls show that the majority of Japanese do not wish to participate as *saiban-in*. Popular reasons given for not participating cited the difficulty of determining whether a defendant is guilty, aversion to judging others for ethical reasons, and keeping up with work responsibilities ("70% don't want to serve," 2005). Most of our students share these attitudes. In pre-lesson questionnaires, nearly 75% of students say they are not interested in serving as a lay-judge. One student stated the

commonly held opinion that “trials should be left to the experts.”

Students also made contradictory comments. Although most felt that trials should be decided by legal experts, some said it is important that judges “listen to the people” in making their decision. While students are averse to deciding another person’s fate or feel unqualified to serve as a juror, some consider it a civic duty and would willingly participate in the system. How do we reconcile this contradiction? One way is to provide students a forum for exploring their beliefs through drama.

Critical thinking and global issues

The etymology of the word “critical” dates to ancient Greece, *kritike* or “the art of judgment.” Socrates is generally regarded as the founder of critical thinking by his commitment to *truth* and justice. Socrates asked questions requiring rational and logically consistent responses. He placed the utmost importance in finding evidence, a close examination of the reasoning and underlying assumptions, an analysis of commonly held beliefs, and the implications of one’s deeds or remarks. According to Socrates, “The unexamined life is not worth living.” In this sense, critical thinking requires not only examination of the words and actions of others, but also the examination of one’s own thoughts and actions. Henry Fonda exemplifies a critical thinker as Juror number 8. His critical and creative way of searching for alternative possibilities and steadfast determination saved the boy’s life in the end. Thus, to make a sound decision during a jury discussion, critical thinking is essential. Once students have learned methods of

critical thinking, they are ready to apply those techniques to examine lawyers’ arguments and witness testimony during the courtroom drama.

The environment, economics, politics, information, and health are issues that affect all of us. If we are to act as responsible global citizens, we must be able to discern the truth among endless, often contradictory, pieces of information and make judgments to take appropriate action. Global issues in language education deal with an enormous range of issues, but broadly cover issues of war and peace, human rights, environmental issues, and developmental education. One of its major aims is to “better prepare students for citizenship in a global age.” (Kniep, 1985) Too often students (and teachers) feel disconnected from events that are happening around the world and fail to appreciate the relationships and effects on their lives. Kniep argues that students “deserve to see how they may be part of world problems, and how they can contribute to their solutions” (1987).

Thus one of the major objectives of this lesson plan is to empower the students. As students learn about the nature of the conflicts, they also critically examine their social realities and then plan for change. Perhaps most importantly, students learn by doing, and this praxis is the basis for the courtroom drama. Such issues arose naturally during the development of this project, but the underlying theory is described by Campbell (2000). Critical thinkers take charge of their minds, and if we take charge of our minds, we also take charge of our lives, which is essential to effect change in global issues.

Drama: "If you playact being a thinker, you will become one." Edward De Bono

We decided that the best way to achieve the aims of our lesson plan was through a fictional drama, loosely based on real events. Apart from allowing us to embed global issues, drama has been shown to be an effective way to have students empathize with the characters they portray (Wessels, 1987). In addition, from the language-learning standpoint, the use of drama in the language classroom is a particularly effective tool for the teaching of pronunciation, intonation, and other parts of communicative competence (Celce-Murcia, 2001). We chose it not only for these reasons but also because it suits the introduction of the jury system and effectively humanizes the abstract qualities of complex issues. Finally, through drama, students enhance their articulation and also nonverbal aspects of communicative ability in an enjoyable, non-threatening situation.

Sequence of lessons

This project is obviously an ambitious one. There are many difficult concepts to grasp, legal terminology; indeed, the whole aspect of litigation may be alien to students. We cannot expect students to launch into such a project without careful preparation. Ideal students for this kind of work would be university students and likely those whose majors would be associated with the issues involved. These would include students of law, commerce, biology, or medicine, in particular. However, it could be interesting to anyone with an interest in world affairs and especially environmental or legal issues. Nevertheless, there must be an easily digestible,

step-by-step process leading up to the final part of the project, the trial drama. The drama is where the students, in effect, debate amongst themselves, and, using critical thinking skills, reach a verdict in a court case. The sequence of lessons is as follows (Stages 1-7). The authors completed Stages 1-3 and Stages 4-7 were introduced and piloted at JALT 2005.

1. Find a problem / interest
2. Research in English
3. Presentation
4. Introduction to Critical Thinking
5. Developing the Drama Script
6. Drama Performance
7. Jury Discussion

The sequence is based on the premise that student interest leads to a desire to learn more about a problem. Research leads to knowledge of the subject and that knowledge results in a deeper understanding of the problem. Wisdom allows students to make better judgments, and their judgment leads to decisions, which in turn, lead to solutions. Each stage empowers the students and enables progression to the next stage.

Of course, the interest of the students depends to a large degree on the extent to which they feel connected or affected by the issue. It is easy to feel that "global issues are someone else's problem and not related to me." The challenge for any teacher is to find materials, pictures, videos, or music to which the students can relate and so become interested in the issues.

The hope is that when set the challenge to do research about “global warming” or “genetic engineering,” for example, they will be motivated and genuinely interested to read newspapers and search the internet, etc., to get information. As they share their information through group discussions and mini presentations, they increase their knowledge. Thus, combined with the critical thinking skills they will develop, students gain wisdom—at least enough for them to form opinions and make judgments about the world in which they live. If students gain these skills they can then go out into the world equipped to make informed decisions. This is vital if they are to help find the solutions to the problems of the world. The sequence above is elaborated in the Global Citizens Diagram in the Appendix.

Stages 1-3: Some practical issues

In this section, we will touch on issues of practical concern that arose during Stages 1-3, in which students researched and presented on various global issues. Then we will turn to the piloted Stages 4-7 to discuss the results.

First-year university students majoring in economics researched a topic of their choice. They were encouraged to deal with topics related to global issues or environmental problems but they were ultimately free to choose. In groups of 3 or 4, they divided the topic up and did individual research on their chosen aspect of the topic. They then compiled their results and created a final presentation. Throughout the research process, students read much material on the topic of their interest. It is effective to remind students of the reading strategies they use as they research so they will actively read. Students should use top-down

strategies, including previewing, predicting, and skimming as they read for main ideas. The decision of to how students did their research was up to them. The instructor suggested the Internet but also introduced other resources such as newspapers and relevant books. Some students devised questionnaires to survey opinions from their fellow students and then included that information in their presentations. Some themes covered were global warming, acid rain, deforestation, and waste-disposal.

At the presentation stage, the class was again divided into small groups, each group containing one member from each of the research groups. Each member then had to present his or her topic to the group. In this way a number of presentations were happening at the same time in different parts of the room. This served as a practice stage for the final presentation, where the members of each research group rejoined to give a complete presentation to the entire class. Students were encouraged to use PowerPoint, but many made posters and referred to them. These had to include a short word list in English with Japanese translations to aid comprehension.

One stipulation made was that students could not read from a piece of paper during the presentation. They were allowed to use a paper if needed, but could not read from it. What they could do is have the paper and look at a sentence and then put the paper behind them and speak that sentence. They can then look at the next sentence and do the same. For this to work properly requires practice. It is not necessary to memorize everything, but if they practice enough, they are able to glance at the sentence and immediately recall it, and speak that sentence without reading it. It is also easy

to determine, from an assessment point of view, who has done sufficient practice and those who have not. Another stipulation was that, in their conclusions, they should express their own opinions of their chosen topic, and not merely recite facts and figures.

This is quite a long and complicated process and devising a simpler way could be more effective. The practice presentation, though lively and informative in some cases, was often disjointed because students had researched only one aspect of a problem, and the other parts were missing. Then, during the final presentation, students had difficulty in compiling their information into an effective presentation.

In regards to language learning, emphasis was placed on speaking fluently in English, especially during the presentation, hence, the heavy emphasis on practice before the presentation. With respect to cooperative learning, group management presents some problems; the benefit of the group presentation idea was, in its present form, unconvincing. Group members all researching a different aspect of a topic and then sharing their information to make a united whole is, in theory, ideal; however, informal student feedback showed this format was unpopular with many students. Integrating all their information into a comprehensive whole was a challenge. Apart from the lexical and structural difficulty of the language, group work was a burden, so more consideration to incorporating cooperative learning techniques is essential. Some form of peer editing would be ideal, as in having two students read each other's work and look for and correct English errors. They would then practice with one other before the final presentation.

Stages 4-7: Five thinking caps and jury discussion

We now turn our attention to the latter stages of the lesson sequence, namely, the introduction of critical thinking and the drama itself. We culled our critical thinking idea from various sources, principally De Bono's *Six Thinking Hats*, Browne and Keeley's *Asking the Right Questions*, and Alec Fisher's *Critical Thinking*. We modified De Bono's idea of six thinking hats into "Five Thinking Caps" as a tool to critically examine the trial. These have been developed into worksheets that students use to consider the evidence during the trial (see Appendix D).

First, the Red Cap examines intuition/emotion as evidence. When we hear someone expressing an emotion, we intuitively feel that the person is telling the truth. In the courtroom drama, the protagonist claims that he loves his wife. As critical-thinking jurors, we should ask the question: Is there any evidence to support the assertion?

Secondly, the White Cap examines eyewitness testimony as evidence (see Fact-checker worksheet in Appendix E). Eyewitness testimony is very powerful because it is based on experience; accordingly, it is highly valued in the courtroom context. At the same time, it is also true that our expectations greatly influence how we experience events. Therefore, people giving eyewitness accounts of events can be biased or selective, paying special attention to what they expect to see or hear. In our courtroom drama, an eyewitness testifies to have seen the main character dating a neighbor in the street. The question to jurors is: is the person providing selective testimony?

Blue, the third cap, examines the validity of appeals to authority. We should remember that *authorities* are not

infallible. In fact, they often disagree among themselves. In *Mushroom Village*, a doctor is introduced as an authority on allergies, but jurors must ask themselves if the authority is free of bias or conflict of interest.

The fourth cap, Green, ask jurors to critically examine research and statistical evidence. Research findings do not necessarily prove a conclusion and reports can deceive. Statistics are manipulated in the drama to persuade the jury but the Green Cap requires us to be skeptical of the scientific evidence before us.

Finally, the Black Cap examines deductively valid statements. If an argument is deductively valid, the truth of its reasons guarantees the truth of its conclusion. For example, Andy is taller than Beth and Beth is taller than Charlie, therefore, Andy is taller than Charlie. (A is B, B is C, therefore, A is C) Thus, deductively valid statements are the strongest standard for judging inferences. However, as jurors, we must critically examine deductively valid statements. In our drama, the defendant's lawyer claims: 1) the company that he represents brings economic prosperity to the village; 2) any company that brings economic prosperity is a good company; and 3) therefore, his client is a good company. This may be true, but as critical thinkers, we should ask ourselves, for example: What assumption is made? What is the definition of *good* in this context? Is the argument in fact a *red herring*?

During the presentation, we demonstrated this idea using different colored caps. This *realia* aids students to become comfortable with the new terminology and better grasp the concepts the caps represent.

Courtroom drama: Mushroom Village, Mr. Paul Pit vs. Reddy Bloody Mushy Co. (RBM)

So that readers can appreciate the discussion of the drama, here is a synopsis of our fictional court case.

In 2022, global warming is worsening. There is a prosperous and happy farming village where yellow mushrooms are grown. The global warming crisis is making their crops smaller and smaller. An international corporation, Reddy Bloody Mushy, began planting red, genetically-engineered, heat-resistant mushrooms. Local farmers now grow the new mushrooms and are quite pleased with them - all except Paul Pit, whose wife now suffers from mysterious fits of laughter. Mr. Pit decided to sue RBM for having caused his wife's condition...

Our lesson plan asks students to cooperatively write a courtroom drama in which global issues researched in Stages 1-3 are incorporated. However, learning both courtroom terminology and writing an original script could be too demanding of students. In that case, students can be offered several options. Ambitious students can write their own script or translate transcripts of actual court cases into English (ex. Minamata case). Students could adapt scenes from courtroom movies into their scripts (ex. 12 Angry Men). Alternatively, students could co-author a script with their instructor, or perform a ready-made script (eg., Mushroom Village). In writing the drama cooperatively, students enhance their creativity as well as English writing skills. Our pilot serves as a model of the creative work students might produce as a synthesis of their knowledge and concerns. Global issues such as global warming, the negative

side of globalization, and genetically modified foods are embedded in the script. The mushroom scenario is loosely based on a case in Ecuador, where peasant farmers are suing a giant U.S. oil firm (Lobe, 2003).

The original idea of the drama partly comes from a member's allergic reaction (pollenosis) to flower pollen of cedar trees. Many Japanese suffer from this condition as pollen increases from rising temperatures. In the drama, genetically modified foods cause an allergic reaction. This also draws on real events where Brazil nut genes were spliced with soybeans, resulting in cases of life-threatening allergic reactions (Campbell, J., n.d.). Finally, Japan's new jury system will even try murder cases. Therefore, we purposely designed the drama to be a potential murder case. This facet stimulated critical thinking and lively debate during the jury discussions. We also orchestrated various elements such as ambiguous testimony, dodgy research data, and a *red herring* to facilitate critical thinking.

Jury discussion

We asked the audience to form groups of 5-6 members for jury discussion and to deliver a verdict of whether the company was responsible for the plaintiff's wife's illness. The audience discussed the court case actively using an information gap designed to encapsulate the lawyers' arguments. The verdicts given by the audience were four "not guilty" and one "partially guilty," with the following opinions:

1. The plaintiff's claim was not proved beyond a reasonable doubt.

2. We would like to call more witnesses to the stand.
3. Only one person suffers from fits of laughter.
4. We need more information from other villagers who are suffering.
5. The wife of the plaintiff might suffer simply because she has larger lungs. If poisonous spores were in the air, people would take in different amounts. The wife may simply have larger lungs! Therefore, the company was partially guilty.

Reflection

Whether it was the effect of the mixed spores or not, there was much excitement and laughter throughout the presentation. The audience actively and eagerly participated in the jury discussion. Contrary to our expectation that different verdicts would be reached among jury groups, four of five found the company not guilty. We infer the reasons as follows. First, if we had applied the standard of *proved more likely than not on the balance of evidence*, instead of *beyond reasonable doubt*, the result of the verdicts would have differed, which could lead to more discussions. In actual civil court cases the standard of proof is *more likely than not on the balance of evidence* with the verdict of *liable* or *not liable* but we used more familiar terms for this presentation. Secondly, it may have been hard for the audience to appreciate the intricacies of the trial. The information gap sheet summarized each lawyer's argument, but if the audience had had the entire script and examined the testimony more closely, the results could have been different.

In order to improve this lesson, instructors should introduce some useful expressions and specific grammar forms to use during the discussion, for example, a review of the subjunctive mood before the jury discussion. Through raising awareness of specific grammar forms, interaction between superficial knowledge and language mechanism results in true language development.

Conclusion

This lesson presents a step-by-step model for EFL students to engage in global issues on the road to becoming global citizens. The sequence of lessons begins with the students' encounter with a global issue of personal interest. Through cooperative research and presentations, students raise their awareness of important issues while synthesizing information and ideas. Then students collaboratively write a drama, reflecting the knowledge they gained from their research. During this process, they internalize global issues into their thinking while enhancing their empathy, creativity, and communicative skills. During the final stages, students engage in collaborative problem-solving and decision-making activities through jury discussion. Through this step-by-step process of experiencing global problems virtually through drama, critically viewing issues from multiple perspectives, and making judgments collaboratively, students are better prepared to solve the problems in the real world.

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Acknowledgment

This is a joint project developed as an extension of a course on global issues in language education at Columbia University, Teachers College, Tokyo. Many thanks to the audience and our TC colleagues for their cooperation.

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Appendix A. Pre-questionnaire results

Below are the results for two questionnaires distributed at the beginning of the series of lesson plans. The first table includes statistical results and the complete qualitative responses from 14 university sophomores. The second table shows quantitative results from 34 second-year high school students.

The first 5 questions are to stimulate student self-awareness about their personality types, which are reflected in “Six Thinking Hats,” the creative problem-solving technique developed by Edward De Bono, and which serves as the basis of our critical thinking worksheet, “Five Thinking Caps.” In addition, the personality questions tie into the movie “12 Angry Men” in that different jurors display certain personality traits. Questions 6-10 focus on the question of trials and the role of the jury. It tries to show student attitudes toward participation in the jury system and who should ultimately be responsible for deciding court cases.

Questions

Questions 1-10 are on a 5-point Likert scale (1 = Disagree; 5= Agree). Questions 11 and 12 are open response.

- Q1. I am an emotional person.
私は感情的
- Q2. I am an analytical person.
私は論理的に物事を考える
- Q3. I am an optimistic person.
私は楽観主義
- Q4. I am creative.
私は創造的

- Q5. I am a manager.
私はまとめる役が得意
- Q6. I am interested in trials.
裁判に興味がある
- Q7. I would like to be a judge.
裁判官になりたい
- Q8. I would like to serve on a jury.
裁判員になりたい
- Q9. Legal experts should make court decisions
裁判の判決は専門家に任すべきだ
- Q10. Citizens should make court decisions.
一般市民が裁判の判決を下すべき
- Q11. Are you interested in law/ legal system/ trials? Why or Why not?
裁判に興味がありますか？その理由を教えてください。
- Q12. Who do you think should be responsible for deciding court cases? Why?
誰が裁判の判決を下せばいい？その理由を教えてください。

*Questionnaire results for 14 university sophomores,
majoring in commerce.*

Statistic	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Mean	3.21	3.29	4.07	2.86	2.93	2.79	1.43	1.43	3.50	2.36
Mode	4	4	4	3	3	2	1	1	3	2
Median	3.5	3.5	4	3	3	3	1	1	3.5	2
High	4	5	5	4	5	5	4	3	5	4
Low	1	2	2	1	1	1	1	1	2	1
Range	4	4	4	4	5	5	4	3	4	4
SD	0.94	0.96	0.88	0.83	1.03	1.01	0.90	0.73	1.05	0.81
Number	14	14	14	14	14	14	14	14	14	14

**Q11. Are you interested in law/ legal system/ trials?
Why or why not?**

裁判に興味がありますか？その理由を教えてください。

- Yes / Just as member of society, I simply like to know the truth in legal system in this country
- I'm not interested in law. It's too deep for me.
- I don't interested in trials too much. Because, I don't know detail of trials, I don't know rule.
- Yes I am interested in trials. Because trials include more emotional person than laws.
- I'm not interested in them. Because trials is very difficult.

6. I am interested in law. Because I want to know in Japanese affair.
7. I'm not so interested in because I don't have any specialized wisdom about law.
8. I don't know. Because I never thought about like that question. And I don't understand trials system.
9. Yes, I am. Japan's legal system is too slow!! Why does it need a lot of time? I want to know that.
10. I'm not interested in law. Because my speaking is not good and my speaking is weak.
11. No, I'm not. I never think seriously about trials.
12. No, I'm not. My major is not about law.
13. No, I'm not because it was very difficult so I don't understand.
14. No, I'm not interested in law. I'm interested in new law system, but I'm not interested in job about law.

Q12. Who do you think should be responsible for deciding court cases? Why?

誰が裁判の判決を下せばいい?その理由を教えてください。

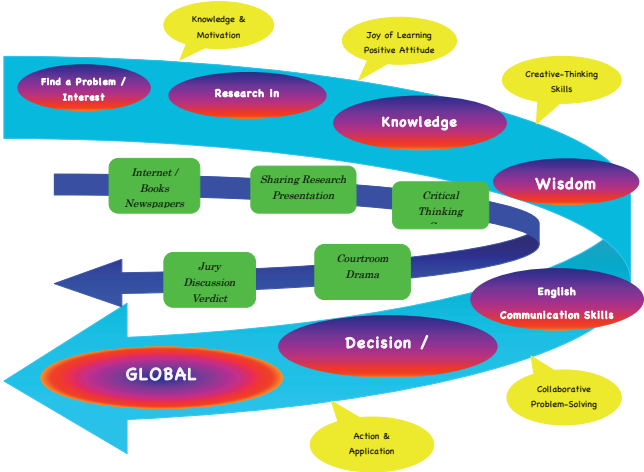
1. Judge (legal experts) – Because they are highly educated about the law and well trained in the court field
2. Many people who has a relation to the matter of the trial. Everyone has their opinions.
3. Legal experts. Because he is law specialist. Citizens can't make last judgment.

4. Both of judge and citizens. Because the justice is important.
5. I think both legal experts and citizen have to do with deciding courts cases. Deciding courts cases needs many peoples opinions.
6. I think that jurist and citizens should decide the judge. Because only jurist judge might decide against the plaintiff.
7. The idea that citizens make court decisions is good idea. But when citizens make decisions, they should have wisdoms about law.
8. I think legal experts and few, few citizens who not an emotional and.....
9. The person who has special knowledge about law. And who can understand about victim's feel.
10. Legal experts and citizens should be responsible for deciding court cases. Because the truth should be find.
11. Legal experts, but legal experts must hear citizens voice.
12. I think the judge should be responsible for deciding. Because the judge learned law and he know law more than everybody.
13. I think legal experts should because I think citizens don't have many legal knowledges.
14. I think experts should be responsible for them. Because citizens don't have knowledge about law. Some citizens can be emotional in court.

Questionnaire Results for 34 second-year high school students.

Statistic	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Mean	3.53	2.50	3.76	3.00	2.35	2.29	1.26	1.36	2.65	2.38
Mode	3	2	4	3	3	2	1	1	3	2
Median	3	2	4	3	3	2	1	1	3	2
High	5	5	5	5	5	5	4	4	5	5
Low	1	1	2	1	1	1	1	1	1	1
Range	5	5	4	5	5	5	4	4	5	5
SD	1.12	0.95	0.94	0.97	0.94	1.13	0.70	0.81	1.23	1.19
Number	34	34	34	34	34	34	34	33	34	34

Appendix B. Global citizens diagram



Appendix C. Mushroom Village script

Court Case 2022:

Mr. Paul Pit (Mushroom Village) vs. Reddy Bloody Mushy Co.

- Environmental Case or Murder Case? -

I. Characters

Narrator

Judge

Mr. Goodwill: *The lawyer for the plaintiff. Mr. Paul Pit*

Mr. Briby: *the lawyer for the defendant Reddy Bloody Mushy*

Mr. Paul Pit: *Plaintiff*

Dr. Risotto: *Village doctor / Mrs. Pit's Doctor*

Dr. Greeny: *expert in allergiology*

Ms. Nosy: *Witness / saw Paul Pit and Meg Lasagna together*

Ms. Porcini: *a neighbor of Ms. Meg Lasagna*

Ms. Meg Lasagna: *seen with Mr. Paul Pit*

Reddy Bloody Mushy: *an international mushroom company*

II. Background

Narrator: It is the year 2022. Global warming has been getting worse and the planet warmer and warmer, hotter and hotter. In the beautiful mountains, there was a beautiful 'mushroom village' and all the villagers living there were happy. The village was covered with yellow

mushrooms that were shiny and golden on sunny days. Everything was fine except that the heat wave was making the yellow mushrooms smaller and smaller. One day, a company called Reddy Bloody Mushy came to the village and began planting bloody red mushrooms. These were not ordinary mushrooms. They were genetically engineered to resist extremes of climate. And the mushrooms also had strong reproductive power. Reddy Bloody Mushy asked the mushroom farmers to grow the new mushrooms. Most farmers gave up their small yellow mushroom farms and became Reddy Bloody Mushy employees. Little by little, bloody red mushrooms replaced the pretty yellow ones. Most of the farmers were happy because the new mushrooms grew well, even though the temperature was above 40 degrees. Then strange things started to happen in the village. In the autumn, some villagers began breaking out in occasional fits of laughter. Since it was only laughter nobody was seriously worried about it. Except Mr. Pit, who could no longer sleep at night because of Mrs. Pit's laughter. Mr. Pit was the owner of a small mushroom farm, and he decided that something was wrong with the new mushrooms. So, he sued Reddy Bloody Mushy because his wife couldn't stop laughing. He didn't know what to do because there was no medicine in the village to stop it. This is the background of the court case between Mr. Paul Pit and the Reddy Bloody Mushy Company.

III. Opening Statements

Judge: Good afternoon, ladies and gentlemen. Today's court case involves a very serious matter. Reddy Bloody Mushy is accused of environmental damage that caused Mrs. Pit's illness. First, we'll hear opening statement from plaintiff's lawyer Mr. Goodwill. Mr. Goodwill, please start.

Goodwill: Good morning, my name is Goodwill. I am the lawyer for the plaintiff, Mr. Paul Pit. Ladies and Gentlemen of the Jury, this is not a fictional courtroom drama. It is a real court case. So, please try to forget everything you've heard or seen on T.V. and in the movies. You'll see no tearful emotional confessions or unexpected twists at the end. Simple facts will be presented to you. Mr. Paul Pit's wife has suffered from fits of laughter for a year. At this very moment she is having a hard time fighting the fits. This is not a laughing matter. Dr. Risotto, the family doctor, believes that she will die if she cannot stop this laughing. And, so far, no medicine has had any effect on this disease. Mrs. Pit was born in this village. She loves this village. However, she has had to move to another village, where there are no spores of yellow and red mushrooms in the air. There are four points I have to make clear to you:

Point No. 1, Reddy Bloody Mushy Co. has destroyed the environment of this village and this has caused Mrs. Pit's illness.

Point No. 2, Doctor Risotto, a respected doctor in the community, has found, through scientific

research, that the mixed spores of the native yellow mushrooms and the genetically modified red mushrooms of *Bloody Reddy Mushy*, causes these fits of laughter. I know it sounds crazy, but people will die – of laughter.

Point No. 3, 13 percent of the villagers here are suffering from symptoms of uncontrollable laughter.

Finally, **Point No. 4,** Mr. Paul Pit is a very sincere person. He loves his wife dearly. He wants to live in peace and happiness with his wife, just as they did before Reddy Bloody Mushy came.

This is why, ladies and gentlemen, Mr. Pit is asking for the compensation of 7000 shroom for the damage caused by the defendants' bloody red mushrooms. With the money he should receive, Mr. Pit and his wife will move abroad where there are no spores of *Reddy Bloody Mushy* mushrooms, and where his wife can receive proper medical treatment. Ladies and gentlemen of the jury, as you all know, this village used to be covered with beautiful yellow mushrooms, which were shiny and golden on sunny days. Then *Reddy Bloody Mushy* came to the village and planted its genetically modified, resistant-to-extreme-climate mushrooms that have strong reproductive power. Soon, the yellow mushrooms began to disappear and they have been replaced by bloody red mushrooms. Mr. Pit asks that the *Reddy Bloody Mushy Company* immediately stops farming in this village and replace the red mushrooms with yellow ones.

Judge: Mr. Briby.

Mr. Briby: Your Honor, Ladies and Gentlemen of the jury, I am the defendant's lawyer, Briby.

Fact Number 1; I am completely confident in proving the innocence of my client *Reddy Bloody Mushy Co.* and that this good and reputable company is not responsible for Mrs. Pit's disease.

Fact Number 2; Dr. Greeny, an expert in allergies, will give testimony that proves that a "natural" intake of yellow and red spores does not cause deadly laughter. In fact, Mr. Pit's wife is the only villager who is seriously suffering from fits of laughter.

Fact Number 3; I will show that Mr. Paul Pit does not, in fact, love his wife as he claims. Indeed, he has even had a secret love affair with Ms. Meg Lasagna.

Fact Number 4; Ms. Porcini, a neighbour of Ms. Lasagna, has seen a bottle of extract of yellow mushrooms and red mushrooms in Ms. Lasagna's house.

Finally, I find it suspicious that Mr. Pit has insured his wife's life with an insurance company. From these facts we can prove beyond any reasonable doubt that Mrs. Pit's illness was not caused by the *Reddy Bloody Mushy Company*, but by different causes.

IV. Evidence.

① Doctors

Judge: Call Dr. Risotto to the stand. Mr. Goodwill, please start.

Goodwill: Dr. Risotto, have you done any research on the effects of mixing spores of yellow mushrooms and red mushrooms?

Dr. Risotto: Yes. I experimented with the effects of the mixed spores on myself and on several volunteers. The fits of laughter were seen in about 13% of the subjects; 3 subjects out of 25. These results are the same as those found in the village: 59 villagers out of 451 villagers (13%) are presently suffering from fits of laughter. I presented my research results in the science magazine, *Genetic Modern Times*, last May, and I believe *Reddy Bloody Mushy* knows about the danger of mixing red and yellow spores.

Goodwill: Did you examine Mrs. Pit?

Dr. Risotto: Yes. She had an extremely strong reaction to the mixed spores and this is because of her general predisposition to have a strong allergic reaction to foreign objects, as the result of her blood test shows.

Goodwill: Thank you Doctor.

Judge: Mr. Briby, rebuttal?

Briby: Dr. Greeny, please.

Judge:	Call Dr. Greeny to the stand.	Briby:	Interesting. Please continue, Doctor Greeny.
Briby:	Doctor Greeny, could you explain your perspective on this allergy case?	Dr. Greeny:	The results of this research were introduced at the JELT conference, which stands for “Judging the Effects of Laughing Therapy,” where doctors and researchers shared their stories and results of their experiments.
Dr. Greeny:	As a doctor specializing in allergies, I think it is rather odd that only Mrs. Pit has such a strong allergic reaction to the mixed spores, whereas other villagers have only minor reactions.	Briby:	Thank you for that most convincing testimony, Doctor. No further questions, Your Honor.
Briby:	Do you mean something else possibly caused her to have such a strong reaction?	Judge:	You may step down.
Dr. Greeny:	No. What I mean is this: I don’t think natural intake causes such extreme fits as described. She must have taken a high concentration to have such an effect.	② Witness, Ms. Nosy	
Briby:	Do you believe that laughter contributes to normal, good health?	Judge:	Call Ms. Nosy to the stand. Mr. Briby.
Dr. Greeny:	Yes. Absolutely. Researchers at Cholumbia University have shown that 10-15 minutes of laughter can burn off the number of calories as found in a medium square of chocolate. 45 pairs of friends were shut in a room and they watched comedy skits on a TV screen. They found that about 20 percent more calories were burned when laughing, compared to when not laughing. Laughing really prevents obesity and other life-style related diseases, such as diabetes, through burning calories. In fact, through the course of 10 years research, it was shown that laughing therapy reduced the risk of getting diabetes by 20 percent.	Briby:	Yes. Ms. Nosy, have you seen Mr. Pit with Ms. Meg Lasagna?
		Ms. Nosy:	Pardon?
		Briby:	Have you seen Mr. Pit with Ms. Lasagna? (<i>in a louder voice</i>)
		Ms. Nosy:	Why, Yes! I’ve seen them several times. I make it a habit to look out of my window to see the field in the evening, after supper, and I’ve seen them together several times.
		Briby:	Did they look intimate?
		Ms. Nosy:	Pardon?
		Briby:	Did they look intimate? (<i>in a louder voice, slowly</i>)
		Ms. Nosy:	Oh. Yes, very much. They were holding hands

and laughing together. *(As she says this she takes off her glasses and wipes off her glasses carefully to signify that she cannot see well without glasses)*

Briby: I see. Is there anything else you would like to share?

Ms. Nosy: Yes. I've seen Mr. Pit and Mrs. Pit arguing on the street several times, shouting at each other.

Briby: Thank you.

Judge: Mr. Goodwill?

Goodwill: Thank you. (To the judge). Ms. Nosy, you are wearing glasses today, but do you wear glasses when you look out of the window after supper?

Ms. Nosy: Well, actually, no. I don't wear glasses at home.

Goodwill: That is all. Thank you.

③ Visitor, Ms. Porcini

Judge: Call Ms. Porcini to the stand. Mr. Briby.

Briby: Yes. Ms. Porcini, could you please tell the jury what you saw in Ms. Meg Lasagna's house?

Ms. Porcini: Yes. I saw a small bottle of the extract of mixture of spores of yellow and red Mushrooms, when I visited her. We were making pasta and I found it in Ms. Lasagna's cupboard. I asked her what it was. She answered that it was a condensed extract of spores of yellow and red mushrooms.

Briby: Thank you very much, Ms. Porcini, no more questions.

Judge: Mr. Goodwill?

Goodwill: Thank you. Ms. Porcini, I understand that you work for the *Reddy Bloody Mushy Company*?

Ms. Porcini: Yes, I do. I work in research and development.

Goodwill: Thank you.

④ Ms. Lasagna

Judge: Call Ms. Lasagna to the stand. Mr. Briby.

Briby: Yes. Ms. Lasagna, do you keep an extract of mushroom spores at home?

Ms. Lasagna: Yes. But..

Briby: How long have you known Mr. Pit?

Ms. Lasagna: For twenty-five years. But....

Briby: Thank you. No more questions, your honor.

Judge: Mr. Goodwill.

Goodwill: Yes. Ms. Lasagna, Why do you have the extract of mushroom spores at home?

Ms. Lasagna: Because I am very sad sometimes. I feel better when I have the extract. When I was in college I studied natural medicine. I collected the red and yellow spores and made it myself. But I've never given it to anyone else.

Goodwill: Tell us about your relationship with Mr. Pit?

Ms. Lasagna: We are just good friends. Nothing special.

Goodwill: Thank you. No more questions, your honor.

⑤ Mr. Pit

Judge: Call Mr. Pit to the stand. Mr. Briby.

Briby: Yes. Mr. Pit, are you insuring your wife with an insurance company?

Mr. Pit: Yes. But..

Briby: Thank you. How many times did you see Ms. Meg Lasagna last week?

Mr. Pit: Well, four or five times but it's a small village and...

Briby: Thank you. Just answer the questions please. No more questions.

Judge: Mr. Goodwill?

Goodwill: Mr. Pit, did you and Mrs. Pit agree to buy your insurance together?

Mr. Pit: Yes. And we were not very interested in the insurance, but the insurance sales person was very pushy. I bought it so he would leave me alone.

Goodwill: Thank you. No further questions, Your Honor.

Judge: Mr. Goodwill, summation please.

V. Summations

Goodwill: Ladies and gentlemen of the jury. It often

happens that rich people win and poor people lose. A giant company gets richer and an innocent villager's life is destroyed! We feel indignant at first, then feel powerless, discouraged and lose trust in our institutions of law. But today, you are here to judge, based on the facts. It is the time for you to see the truth and to choose justice. Mr. Pit wants to save the life of his dearest wife. That is why he is suing *RBM*. Mr. Pit and his wife were living happily and peacefully, running their yellow mushroom farm; then *Reddy Bloody Mushy* came and destroyed their yellow mushroom farm and Mrs. Pit's health. Mr. Pit deserves compensation, for the environmental destruction caused by *Reddy Bloody Mushy*, and to take his wife abroad to save her life. Let's keep five points in mind.

First, *Reddy Bloody Mushy Co.* caused Mrs. Pit's deadly disease.

Second, research shows that the mixed spores of yellow mushrooms and red mushrooms, cause fits of laughter, and not only Mrs. Pit, but also about 13% of the villagers, are suffering from fits of laughter.

Third, it could be possible that the witness mistook somebody else for Mr. Pit and Ms. Meg Lasagna.

Fourth, Ms. Lasagna testified that she never gave anyone else the mushroom extract, and that she and Mr. Pit are just friends.

Finally, Mr. and Mrs. Pit bought the insurance together. Ladies and gentlemen, Mrs. Pit's fits of laughter are getting worse and there is not much time left. Justice needs to be done regarding *Reddy Bloody Mushy*. Remember, you are the law today.

Judge:

Mr. Briby.

Briby:

Firstly, please note that any company that brings economic prosperity is a good company. RBM's business is to spread happiness, laughter and economic prosperity to the countless mushroom farming villages around the world. *RBM* has made this village richer and happier by giving people jobs. Therefore, RBM is a good company. **Secondly**, Dr. Greeny, an expert on allergies, thinks it is rather strange that only Mrs. Pit is having such a deadly reaction. Normal, natural intake cannot cause deadly fits of laughter. The 13 percent of the villagers are not suffering - only Mrs. Pit is. The other villagers are just happy. Laughter, as we have seen, is very normal and contributes to a healthy lifestyle. **Thirdly**, Mr. Pit and Ms. Lasagna have had a love affair for a long time. We have Ms. Nosy to testify to this fact. Ms. Nosy is a school teacher and school teachers are honest, reliable people, so we can believe what she says. **Fourth**, Ms. Lasagna has said she keeps a bottle of mixed spores in her house. **Finally**, Mrs. Pit's life is insured with an insurance company. From these facts, ladies and gentlemen, I suspect that Mrs.

Judge:

Pit's illness was caused not by *Reddy Bloody Mushy* but by something, or someone, else. Ladies and gentlemen of the jury, see through these accusations and find the truth.

We have heard the summations. The defendant *Reddy Bloody Mushy* is accused of environmental destruction, which causes Mrs. Pit's fits of laughter. They deny that they are responsible. It is a fact that Mrs. Pit is suffering from deadly fits of laughter. The issue of this case is whether the defendant, *Reddy Bloody Mushy* is responsible for Mrs. Pit's disease or not. You must give the verdict of guilty to the defendant, *Reddy Bloody Mushy*, if you find no reasonable doubt for acknowledging that *Reddy Bloody Mushy* destroyed the environment, which led to Mrs. Pit's condition. On the other hand, if there is any reasonable doubt, you must give the verdict of not guilty. You have to judge, based on common sense and your conscience, but at the same time, you must not judge based on sympathy or plausibility. You are going to discuss your decision. Please be sure that all the jurors freely and fully express their opinions. If you change your mind in the middle, that's fine; please don't be constrained by your own original opinion. But please don't change your opinion just because you are in a minority. I ask again that each of you fully state your own personal opinions, and together, reach a verdict.

Appendix D. Five Thinking Caps worksheet

CHARACTERS	STATEMENTS	Red Cap (Emotion / Intuition)	White Cap (Witness Testimony)	Blue Cap (Appeal to Authority)	Green Cap (Research Studies)	Black Cap (Deductively Valid)
Doctor Risotto (Respected Doctor in the village)	-13% of the villagers are suffering from fits of laughter.					
	-Mixed spores cause fits of laughter in 13 % of villagers.					
	-Mr. Pit's blood test shows her general disposition to have a strong allergic reaction against foreign objects					
Doctor Greeny (Expert on Allergies)	-There is a possibility that something more concentrated went into Mrs. Pit's body.					
	-RBM's mushrooms create mixed mushroom spores.					
	-Mixed mushroom spores cause laughter.					
	-A good laugh is a calorie burner.					
	-Calorie burning prevents life-style related diseases.					
Ms. Nosy	- RBM is contributing to villager's health.					
	-I saw Mr. Pit and Ms. Lasagna on a date.					
Ms. Porcini	-I saw and heard Mr. & Mrs. Pit quarreling in the street.					
	-Ms. Lasagna keeps a bottle of extract of mixed spores.					
Ms. Lasagna	-I use the extract of mushroom spores to cheer me up when I suffer from depression.					
	-I've never given the extract to anyone.					
	-I've known Mr. Pit for 25 years as a good friend.					
Mr. Pit	-I love my wife.					
	-I want to save my wife's life.					
	-Insurance is mutually agreed upon but I bought it unwillingly.					

Appendix E. White-Hat Thinking: Fact checker worksheet

FACT-CHECKER WORKSHEET

Fact Checker. Before we make a decision based on a fact, we need to check it. Look at the statements below. Decide which facts are “unchecked” and “checked,” by marking “✓”.

STATEMENT	“Unchecked” fact	“Checked” fact
1. Global warming is increasing		✓
2. Mrs. Pit has suffered from fits of laughter for a year	✓	
3. Mrs. Pit will die from laughter	✓	
4. In the village, there is no medicine to help her		✓
5. No medicine is effective for the laughing disease	✓	
6. Mrs. Pit loves her village	✓	
7. Mr. Pit loves his wife	✓	
8. RBM destroyed the yellow mushrooms	✓	
9. 13% of the villagers suffer from laughter		✓
10. RBM caused Mrs. Pit’s disease	✓	
11. Mrs Pit is highly allergic to foreign objects		✓
12. The other villagers are happy and healthy	✓	
13. Mr. Pit and Ms. Lasagna are just friends		✓
14. Ms. Lasagna keeps a bottle of extract in her house		✓
15. Mr. Pit has an insurance policy		✓

Explanations for Answers

- Students researched on the increasing effects of global warming (see Lesson plan, Stage No. 1)
- We do not know that Mrs. Pit has suffered from laughter for one year (She did not testify in the court)
- We do not know that Mrs. Pit will in fact die from the Laughter (Dr. Greeny should be asked for his expert opinion)
- We know that there is no medicine to help Mrs. Pit in the village (according to Dr. Risotto’s testimony.)
- We do not know if there is any medicine able to help Mrs. Pit (This is not relevant to the court case, actually)
- We do not know if in fact Mrs. Pit loves her village (no testimony)
- We do not know if Mr. Pit loves his wife (no testimony)
- We do not know that RBM destroyed the yellow mushrooms, (the heat could be to blame)
- Dr. Risotto claims that 13% suffer from laughter (though RBM makes a counter-claim)
- We do not know for certain that RBM is responsible for Mrs. Pit’s disease.
- Dr. Risotto testifies that Mrs. Pit is highly allergic.
- There is no evidence to support RBM’s claim that all the other villagers are happy.
- I don’t the answer to this. Ms. Nosy’s testimony is

doubtful. Mr. Pit and Ms. Lasagna deny having an affair (if the Statement is changed to “Mr. Pit and Meg Lasagna had an affair” does the answer change. We cannot verify this fact; we can only believe their testimony.)

- 14. We know this to be true. Ms. Porcini saw it and Ms. Lasagna admits having it.
- 15. Mr. Pit does indeed have an insurance policy (according to his testimony)

Appendix F. Grammar & courtroom vocabulary worksheets

INFORMATION GAP

The plaintiff wants to convince the jury that Reddy Bloody Mushy is to blame. The defendant claims the company did nothing wrong. What are the lawyers’ arguments? **Fill in the missing information in the chart below.**

Arguments of Mr. Goodwill	Arguments of Mr. Briby
RBM mushrooms caused Mrs. Pit’s disease	
Dr. Risotto says:	Dr. Greeny says that ‘natural intake of mixed spores do not cause laughter.
Thirteen percent of the population suffers from fits of laughter	

	Mr. Pit does not love his wife. He has a girlfriend.
Mr. Pit will use compensation to treat his wife	Mr. Pit has poisoned his wife to get insurance money.

Answers to Information Gap

Arguments of Mr. Goodwill	Arguments of Mr. Briby
RBM mushrooms caused Mrs. Pit’s disease	RBM is not responsible
Dr. Risotto says that a mixture of red and yellow spores causes fits of laughter	Dr. Greeny says that ‘natural intake of mixed spores do not cause laughter.
Thirteen percent of the population suffers from fits of laughter	Only Mrs. Pit is suffering
Mr. Pit loves his wife	Mr. Pit has a girlfriend.
Mr. Pit will use compensation to treat his wife	Mr. Pit has poisoned his wife to get insurance money.

Comprehension (contextualization of the grammar)

Read the following sentences and answer the questions:

A. The doctor said Mrs. Pit would even die soon, if she didn’t stop laughing.

- 1. Are we talking about the past, present, or future?
Future
- 2. Did Mrs. Pit die already?
No

3. Does the doctor think that she will die?
Yes

4. What does the doctor say could cause Mrs. Pit to die?
Laughing

B. Mrs. Pit's fits of laughter have continued for a year.

1. Are we talking about the past, present, or future?
Past

2. Do we know exactly when her problem started?
No

3. Do we know how long she has had this problem?
Yes (one year)

4. Does she still have this problem?
Yes

C. Thirteen percent of the villagers are suffering from fits of laughter

1. Are we talking about the past, present, or future?
Present

2. Can they stop laughing?
No

3. Do we know what the villagers are suffering?
Yes (fits of laughter)

4. Do we know how many villagers are suffering?
Yes (X%)

D. Natural intake of mixed spores does not lead people to deadly laughing effects.

1. Are we talking about the past, present, or future?
Present

2. If you breathe in only yellow spores you will laugh.
No

3. If you breathe in only red spores you will laugh.
No

4. If you eat small amounts of red and yellow spores you will laugh. No?

5. A small amount of mixed spores causes laughter.
No

6. If you eat many mixed spores you will begin to laugh.
No

E. Ms. Nosy has seen Mr. and Mrs. Pit arguing on the street several times.

1. Are we talking about the past, present, or future?
Past

2. Do we know exactly when Ms. Nosy saw the couple arguing?
No

3. Do we know how many times Ms. Nosy saw them arguing?
No

4. Were Mr. and Mrs. Pit having an argument in public?
Yes

5. Do we know where Ms. Nosy saw them?
Yes (on the street)

6. Are Mr. and Mrs. Pit arguing now?
No

Vocabulary Worksheet – Complete the following paragraph by choosing the appropriate words from the box. Some words can be used more than once.

verdict judge jury punished witness plaintiff guilty

There are many new English words to remember when you learn about Law. In a court case, there are usually two groups of people with opposite opinions. One person has a ‘complaint’ and that person is called the (1). The plaintiff wants to show how the other side was responsible for the crime. In the drama, Mr. Paul Pit brought the legal action against *Reddy Bloody Mushy*, so he is called the (3). The other side is known as the (3). Their job is to ‘defend’ their position and show that they are in fact not (4). One of the most important people in our story is the (5), the official in the court who decides how criminals should be (6). There is only one judge. The judge does not speak very much but has a very important job. The judge listens to the jury’s final decision, the (7), and then decides what punishment the guilty person should receive. Some people are asked to tell the court what they saw. A person who sees a crime or an accident and can describe what happened is called a (8). Ms. Nosy for example, claims to have seen Mr. Pit and Ms. Lasagna holding hands in the street. Someone must decide

whether the defendant is guilty or innocent. In a court case, this decision is made by the (9). It is a group of ordinary people that listens to the details of the case and decides finally whether someone is innocent or guilty. In the drama, there are 6 members in the jury and they will decide whether Reddy Bloody Mushy is responsible for Mrs. Pit’s fits of laughter.

ANSWER KEY

There are many new English words to remember when you learn about Law. In a court case, there are usually two groups of people with opposite opinions. One person has a ‘complaint’ and that person is called the (**plaintiff**). The plaintiff wants to show how the other side was responsible for the crime. In the drama, Mr. Paul Pit brought the legal action against *Reddy Bloody Mushy*, so he is called the (**plaintiff**). The other side is known as the (**defendant**). Their job is to ‘defend’ their position and show that they are in fact not (**guilty**). One of the most important people in our story is the (**judge**), the official in the court who decides how criminals should be (**punished**). There is only one judge. The judge does not speak very much but has a very important job. The judge listens to the final decision of the jury, the (**verdict**), and then decides what punishment the guilty person should receive. Some people are asked to tell the court what they saw. A person who sees a crime or an accident and can describe what happened is called a (**witness**). Ms. Nosy for example, claims to have seen Mr. Pit and Ms. Lasagna holding hands in the street. Someone must decide whether the defendant is guilty or innocent. In a court case, this decision is made by the (**jury**). It is a group

of ordinary people that listens to the details of the case and decides finally whether someone is innocent or guilty. In the drama, there are 6 members in the jury and they will decide whether Reddy Bloody Mushy is responsible for Mrs. Pit's fits of laughter.