



CLASSROOM LAW PROJECT  
COURTHOUSE EXPERIENCE TOUR GUIDE HANDBOOK

## Tour Orientation Outline

- I. Classroom Law Project Courthouse Experience** (2 min.)
- As class enters, ask that students and chaperones sit in their assigned groups.
  - Welcome group
  - Thank teacher by name
  - Describe CLP
  - Introduce Tour Guides.
  - What do you expect to see today? (Take 2-3 shout-out responses – incorporate their responses into comments below.)
- II. This tour includes three stops** (10 min. total for parts III-IX)
- Stop One: Gus Solomon Courthouse – right here! (a bit of history)
  - Stop Two: Justice Center – three blocks
    - Criminal matters, particularly arraignments, probation, and community court
  - Stop Three: Multnomah County Courthouse
    - Civil and criminal matters
- III. Chaperones**
- Raise your hands – thank you!
  - Confirm that chaperones and students are in their small groups.
  - Confirm that they know where and when (noon) to meet the large group at the end of the tour.
  - Distribute dockets to chaperones (ask for volunteer to help);
    - Briefly describe the cases, including that the docket relates to Stop #3, Multnomah Courthouse, only.
    - Instruct the chaperones to visit 3 to 5 different cases
    - Use stairs when possible at courthouse, review entering and leaving courtrooms
- IV. Safety**
- Explain going through metal detectors.
    - Chaperone goes first, then his or her small group follows.
    - Metal objects, etc. slow the line. No weapons, scissors, knitting needles, etc.
  - Teacher signs in at Multnomah Courthouse (Stop #3) upon arrival, and out when leaving.
- V. Respect**
- People’s lives will be changed forever – this is NOT TV.
  - Witnesses, family may be in hallways – do not compromise the trial by talking about it.
  - Appropriate courtroom behavior (*be invisible!*)
  - All cellphones must be turned off – ask everyone to take a moment to turn off their devices
- VI. Distribute CLP Stickers**
- You want to distinguish yourselves from others in the courthouse!
  - Students, chaperones, and teacher all wear stickers
  - Guides should model appropriate location for stickers
  - Tell them where groups can find you at the next two stops.
- VII. Confirm when and where the groups will meet at the end of the tour**
- Ask group to answer to check for understanding.
- VIII. Questions, comments**