Classroom Law Project

**Block Activity: Direct & Cross Examination**

**Asking Good Questions**

**Materials:**

* 2 identical sets of large colored blocks (8-10 blocks per set)
* 2 desks or sets of chair/table that can be put back to back
* chalkboard/whiteboard
* laptop/projector/phone camera
* Taboo buzzer

**Activity:**

**Part 1:**

1. Have 2 students sit back to back with a set of blocks in front of each
2. Ask one student to build a structure with the blocks, any structure.
3. Have students share out the question words: Who, What, Where, When, Why, How
4. Ask a third student to come forward and only using the 6 question words ask 1st student with blocks questions that will help the second student build an identical structure.
5. Can use a Taboo buzzer to buzz questioner when they use the incorrect form. (This simulates objections, keeping cool when you’re interrupted.)
6. Give students a time limit if they are dragging it out. Take a photo of the 2 structures.

**Part 2:**

1. Use same 2 builders. (You can switch builders, but you lose the debrief of the 2nd builder comparing different types of questioning.)
2. Have one student build structure.
3. Add Explain and Describe to the list of words that 3rd student can use.
4. You can switch out the 3rd student. Repeat questioning process.
5. Give time limit if necessary. Take a photo of the 2 final structures. **Don’t destroy them and don’t let builders look!**

**Part 3:**

1. Use same 2 builders.
2. Bring up a 4th student.
3. Have 4th student ask leading questions to try and “correct” structure.
4. If students need example of leading questions, you can give them ways to start.
	1. Isn’t it true that the blue block is actually under the green block?
	2. The green block is on the short side, not the long side, right?
5. Repeat questioning process.
6. Take picture of structures.

**Debrief:**

1. If you can, post pictures during the debrief. This can be done with your phone and google photos. Dump them into a slide while students are questioning.
2. Compare 2nd builders experience each time. Which was easiest? Which was most frustrating? What was most helpful?
3. Compare experience of questioners.
4. Draw the comparison to a trial. Who is the jury? Who is the witness? Who is the attorney?
5. How do the questions operate? How would you use what you learned in a trial?
6. Why is it so hard to be a juror?