**Teacher's note:** This learner-centered lesson is designed to help students understand the importance of an attorney in ensuring that a criminal defendant receives a fair trial. The lesson seeks to accomplish this through a variety of activities, including a series of introductory activities that will prompt students to note how unfair an activity was. We hope that teachers will then be able to connect these student observations to the fundamental premise of the lesson: our justice system’s promise of due process and a fair trial can only be fulfilled if defendants are provided with competent legal counsel. The lesson can be taught in several different ways and we hope that the activities and exercises below will provide teachers with enough options to structure a class in the manner that best suits each class. Please feel free to reach out to us directly with questions or suggestions: streetlaw@law.georgetown.edu

*We recommend choosing from the activities below to teach the lesson in one 90-minute class.*

**Objectives (Students will be able to…)**

- Explain the importance of the right to an attorney for criminal defendants
- Articulate how principles of due process (fairness) are violated if a criminal defendant does not have an attorney and how the presence of an engaged and informed attorney is critical to ensuring that a fair trial occurs
- Compare different processes and contrast fair and unfair structures
- Describe how one person can and did change how our justice system works
- Identify who Clarence Earl Gideon was and the significance of his story and remarkable rise to lasting prominence
- Create and model narratives demonstrating how a single data point (a quotation) can be used in multiple different ways
- Distinguish between criminal and civil cases and discuss whether the right to an attorney should extend to civil cases

**Materials**

- Copies of the materials in Attachment A
- DVD player and TV screen
Motivating Activity

- **Introduction**: The principles at stake
  - Before class, Teachers should select 2-4 of the exercises from Attachment A. The exercises vary in complexity and format. The materials and instructions for each exercise are contained with the exercise description in Attachment A.
  
  - Teachers may want to divide the class into two teams as each exercise functions well when the class is divided in two. If the team approach is adopted, we suggest situating the teams close enough so that each team is aware of the resources and advantages/disadvantages afforded the other team.

  - **Exercise 1** demonstrates how being able to understand and access the language of a system or proceeding can advantage a party over another party without similar access
  - **Exercise 2** demonstrates how a coach or guide can significantly advantage a person who is unfamiliar with a system or task
  - **Exercise 3** demonstrates how one team or person can be advantaged when that team or person is aware of special strategies or procedures to success
  - **Exercise 4** demonstrates how there is a difference between providing a person with an advocate and ensuring that a person is provided with an effective advocate.
  - **Exercise 5** demonstrates how challenging it can be to remember the details and goals of an individual client when an advocate has multiple clients with different factual backgrounds and objectives as compared to the quality of advocacy available when an advocate has a limited number of clients

- Teachers may want to wait to debrief on any particular exercise until after all exercises have been completed

- Teachers may want to have students complete the “Observation Sheet” on the last page of Attachment A before debriefing as a class. The prompts on the observation sheet can help capture students' perception of how the activities were differently structured and unfair.
Core Lesson

- Mad Libs
  - Write some or all of the following categories on the board:

<table>
<thead>
<tr>
<th>Job where someone works at night</th>
<th>Activity where people compete against one another</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Popular Name</td>
<td>Singer</td>
</tr>
</tbody>
</table>

- Brainstorm possible answers for each category and write on the board

- Divide students into groups of 3 and tell each group that they have 4 minutes to come up with a story that involves one word from each of the categories on the board AND the phrase "If anyone asks you where you left me off, you don’t know; you haven’t seen me"

- Students should be told that the point of the exercise is to create a story where this phrase is spoken as a normal part of the story
  - Note: This is a phrase spoken by Gideon to the taxi driver who picked Gideon up outside the pool hall at 5:30am. The phrase does NOT appear in the Defending Gideon movie but was important evidence used against Gideon at trial. The prosecutor argued that this phrase showed how Gideon was trying to cover up the crime he just committed. When Gideon later acquired an attorney, the attorney was able to show on cross examination that Gideon had said this phrase before several times to that same taxi driver and that the taxi driver took it to mean that Gideon simply didn’t want his wife to know where he had been.

- Ask students to share their stories with the class

- Debrief
  - Ask students what the point of the exercise was
  - Guide students to an understanding that they each used the same phrase in very different contexts and situations
  - Students should exit this activity understanding that the same phrase can be said in very different situations and have very different meanings.

- Tell students they are about to watch a video where this phrase helped get a man in a lot of trouble and was part of a story that forever changed the way our courts work.
**Video Prep**

- Ask students to watch the video and think about some/all of the following questions (consider putting in worksheet format)

- What made Gideon different from the thousands of other criminal defendants who had been convicted without a criminal attorney to represent them?

- Why might the government not want to give lawyers to every single person accused of any crime or of breaking any law, no matter how minor? What problems could arise if the government guaranteed a lawyer to any person accused of any crime?

- How do you think the government should pay for the criminal lawyers that will represent people free of charge?

- What do you think makes a good lawyer? If you can’t afford a lawyer, do you think the government should be required to give you a good lawyer or any lawyer?

**Play Video (31 minute video)**

- The video is available on the Constitution Project’s web page: http://www.constitutionproject.org/publications-resources/defending-gideon/

- Consider pausing video and asking students to summarize the story or checking for student understanding by asking questions

  **Facilitate discussion on the video**
  - Revisit the video prep questions and ask students if their opinions have changed based on the video and why/why not
Evaluation/Assessment

- Ask students to list reasons why they think the right to a lawyer is important in a criminal case.

- Ask students about the differences between a civil case and a criminal case. Typical differences include:
  - In criminal cases, the government is prosecuting someone for breaking a law or doing something that could be considered dangerous or harmful. Criminal cases include prosecutions for assault, theft, and murder. Punishments in criminal cases include fines, probation and jail time.
  - In civil cases, a regular individual (a private party) is suing another individual because some harm was done to the person bringing the lawsuit. A person might bring a civil case if someone did not build a house as agreed or deliver the right number of cars to the dealership. Other civil cases involve people who were hit by cars or fired from their jobs. If the person being sued loses a civil case, that person may have to pay money or repair whatever damage they caused.

- Facilitate a discussion about whether everyone should be guaranteed a lawyer in all civil cases, some civil cases, or no civil cases.
  - Tell students that the right to counsel is not guaranteed in civil cases.

- Have students use what they know about the right to counsel in criminal cases and write 2-3 sentences on why the right to counsel should or should not be guaranteed in civil cases.

- Other possible topics for discussion:
  - Do you think people accused of misdemeanors (less serious crimes where the punishment is less than one year in jail) should be entitled to free lawyers if they can't afford them?
Attachment A
Exercise #1: Police Report

Instructions:

Materials needed:
Copies of the police report for all students in the class.
Copies of question sheet for all students in the class.
Copies of Icelandic dictionary sheet for half the students in the class.

1. Activity
   a. Give all students a copy of the police report and a question sheet.
   b. Give half the students in the class an Icelandic dictionary sheet.
   c. Give students 5-10 minutes to answer the questions based on what they learn from the police report.

2. Unless this is the last activity you are doing with the class, do NOT debrief immediately. Instead proceed to the next activity.

3. Once ALL activities are completed, debrief
   a. Review the questions with the students:
      i. Ask the students to reveal their answers.
      ii. Ask students to raise their hands if they answered the question correctly.
      iii. Correct Answers:
         1. B
         2. A
         3. B
         4. D
         5. C
      iv. Make a note on the board of how many questions the students who received the Icelandic phrase sheet answered correctly and how many questions the students who did not receive the phrase sheet answered correctly.
   b. Ask students to identify the difference between the two groups of students.
   c. Ask students if they thought they thought it was fair that one group was given a phrase sheet with definitions on it.
      i. Have students identify the reasons why it was or was not fair.
   d. Teachers should ensure that one concept discussed is that it is unfair when one group understands the words and phrases used in an activity and the other does not.
On June 3, 1961, at 10:31 am, the Panama City Police Department received a call from Ira Strickland, owner of the Bay Harbor Pool Hall. Mr. Strickland reported að laug höll hans var brotist inn.

Mr. Strickland stated that someone had gersemi glugga in his pool hall. Panama City Police Officers arrived on the scene by 10:37 am. Officers inn í laug forstofa, staðfest að glugginn var brotinn, og að glymskratti og sígarettu vél var brotist inn.

Officers later spoke with vitni Henry Cook, 22 years old. Mr. Cook stated he saw Clarence Earl Gideon, 50 years old, inside the pool hall around 5:30 a.m. Mr. Cook said he watched Mr. Gideon yfirgefa bygginguna með flósku af víni in his hand and his pockets bulging með breytingum. Mr. Cook also said he saw Mr. Gideon use the payphone, and then fara í leigubíl nokkrum mínútum síðar.

After conducting a search, officers found Mr. Gideon at a bar in Panama City, Florida, and arrested him. At the time of arrest, Mr. Gideon had mynt í vasa sínum. Mr. Gideon said he vann breytingu í pókerspili.
<table>
<thead>
<tr>
<th>Icelandic Dictionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fara í leigubíl nokkrum mínútum síðar</td>
</tr>
<tr>
<td>að laug höll hans var brotist inn</td>
</tr>
<tr>
<td><strong>Vitni</strong></td>
</tr>
<tr>
<td>Yfirgefa bygginguna með flösku af víni</td>
</tr>
<tr>
<td>Bulging með breytingum</td>
</tr>
<tr>
<td>Pried opna sígarettu vél og Jukebox</td>
</tr>
<tr>
<td>Stal 65 dollara í breytingum</td>
</tr>
<tr>
<td>Mynt í vasa sínum</td>
</tr>
<tr>
<td>4 flöskur af víni vantaði</td>
</tr>
<tr>
<td>Inn í laug forstofa, staðfest að</td>
</tr>
<tr>
<td>glugginn var brotinn, og að glymskratti og sígarettu vél var brotist inn.</td>
</tr>
<tr>
<td>Vann breytingu í pókerspili</td>
</tr>
</tbody>
</table>
Police Report Question Sheet

Instructions: Please circle the best answer for each question.

1) What did Mr. Strickland report to the police on June 3, 1961?
   a. His pool hall was set on fire.
   b. His pool hall was broken into.
   c. His pool hall was the scene of a shooting.
   d. His pool hall was covered with graffiti.

2) What did the police officers do when they arrived at the scene?
   a. Confirm the events.
   b. Question witnesses.
   c. Look for fingerprints.
   d. Arrested the pool hall owner.

3) What did Mr. Cook say he saw Mr. Gideon do after leaving the pool hall?
   a. Run away from the building.
   b. Depart in a taxi.
   c. Drive away in his pick-up truck.
   d. Walk into the restaurant next door.

4) Did Mr. Gideon have anything in his pockets at the time of his arrest?
   a. Yes, three one hundred dollar bills.
   b. Yes, a serrated knife.
   c. No, but he had a hammer hanging from a work belt.
   d. Yes, coins.
   e. Yes, two false identification cards.
   f. No, his pockets were empty.

5) What did Mr. Gideon say to the police when they arrested him?
   a. He confessed to committing the crime.
   b. He told the police Mr. Cook was a relative of his and they had recently had a falling out.
   c. He told the police he recently played a poker game.
   d. He refused to answer any questions and asked for a lawyer.
**Exercise #2: Maze**

**Instructions:**

Materials needed:
- Maze
- Blindfold (i.e., bandana)
- Marker to trace route through maze

1. **Activity**
   
   a. Use an overhead projector or smart board to display the maze sheet on the whiteboard or chalkboard. *If no projector or smart board is available, draw a simple maze on the whiteboard or chalkboard* OR print two copies of the maze and divide the students into two teams, with one copy of the maze per team.
   
   b. Ask for a volunteer from Team #1 and a volunteer from Team #2 to complete the maze. Blindfold each student, give the student a marker, and orient the student toward the board/maze.
   
   c. Instruct the remaining students on Team #1:
      i. When the student using the marker to solve the maze draws a line into a wall or goes outside the maze borders, students in the class should shout “Wall” [teachers can also assign this responsibility to just one student]
      ii. Be explicit: the ONLY word this team can say is “Wall.”
      iii. Ask the students to otherwise remain quiet and say nothing while the first volunteer attempts to solve the maze.
   
   d. Instruct the remaining students on Team #2:
      i. When the student using the marker to solve the maze draws a line into a wall or goes outside the maze borders, students in the class should assist by shouting “Wall” OR any other words (i.e., directions) they want.
      e. Tell both students to try to solve the maze by drawing a line from the maze’s entrance to the maze’s exit.
      f. MONITOR Team #1 to make sure the only spoken word is “Wall.”

2. Unless this is the last activity you are doing with the class, do NOT debrief immediately. Instead proceed to the next activity.

3. Once ALL activities are completed, debrief

4. Ask students to identify the differences between the experience of the volunteer from Team #1 and the volunteer from Team #2.
   
   a. Ask students if they thought it was fair that volunteer #2 received unlimited verbal help from others, while volunteer #1 received very limited help.

5. Teachers should ensure that one concept discussed is that it is unfair when one person receives help from another who knows what steps must be taken to complete the task, and the other person has to figure out the steps on his/her own.
Copied from “Design You Own Maze” website.
http://gwydir.demon.co.uk/jo/maze/design/index.htm
Exercise #3: Rolling Dice

**Instructions:**

Materials needed:
- 4 dice (4 coins will also work but may be less effective in conveying the principle)

1. **Game**
   - a. Divide students into two teams, Team A and Team B
   - b. Give Team A and Team B four dice each
   - c. Each team should pick one “Big Roller” (the person who will roll the dice)
   - d. Tell each team: “Your roller must shake the dice in his/her hands and then drop them on the desk. The roller must do this until the four dice all display the same number.”
   - e. Separate the two Teams
   - f. Hand one person in Team B the “Dice Instructions” below
   - g. Instruct the teams that there will be a prize (extra credit/homework grade/???) for the team that completes the activity first.

2. Depending on the outcome and time allotted, consider playing the game 2-3 times to ensure the anticipated result (Team B wins)

3. Unless this is the last activity you are doing with the class, do NOT debrief immediately. Instead, proceed to the next activity.

4. Once ALL activities are completed, debrief
   - a. Ask students what happened during the Dice game
   - b. Ask students if what happened was fair. Why or why not?
     - i) Students should reveal or notice that Team B adopted a different strategy for winning (only re-rolling 1 or 2 dice after the first or second roll while Team A likely re-rolled all 4 dice every time)
     - ii) Teachers should review the rules with the students (Team B complied with the rules and won the game according to the rules)
     - iii) [In the event that Team B did not win or did not follow the suggested method, Teachers can still lead a discussion about whether it was fair that Team B received special strategy tips]
   - c. Teachers should ensure that one of the concepts discussed is that when two teams are playing the same game but one team is given a strategic advantage that the other team is not, the game is not being played fairly.
**Dice Instructions “How your team can win”:**

Your Big Roller must roll the dice until all four dice show the same number (i.e., four sixes—“6” “6” “6” “6”—or four fours—“4” “4” “4” “4”).

BUT: your Big Roller does NOT have to re-roll all four dice every time. Thus, if your Big Roller rolls two fours (“4” “4”), one five (“5”), one three (“3”), your Big Roller can leave the two fours (“4” “4”) and just re-roll the third and fourth dice until one of them also comes up as a four (“4”), giving your team three fours (“4” “4” “4”). Repeat with the 4th die until you have four fours (“4” “4” “4” “4”).

You should TELL your Big Roller this information quietly so the other team does not overhear you. Do NOT show this instruction sheet to anyone from the other team.
Exercise #4: School Board Discipline Hearing.

Instructions:
Materials needed: Copies of attached role assignments for students.

1. Activity
   a. Read the attached “Opening Script” to all students.
   b. Select students to fill the following roles and hand out the role assignment slips. Tell students to keep their assignment slips private.
      i. Fight participant A
      ii. Fight participant B
      iii. Student Advocate A
      iv. Student Advocate B
   c. The rest of the class will serve as the School Board.
   d. Students will have five minutes to prepare for the discipline hearing.
      i. Student Advocates have the option to meet with and talk to the fight participants they will represent at the hearing.
      ii. School Board members will each write three questions to ask the Student Advocates at the School Board Discipline Hearing.
   e. Discipline hearing begins.
      i. Student Advocate A will present his/her argument to the school board.
      ii. The School Board will ask Student Advocate A questions about his/her case.
      iii. Student Advocate B will present his/her argument to the school board.
      iv. The School Board will ask Student Advocate B questions about his/her case.
      v. The School Board will meet quietly to deliberate and decide the sentence of the two students. School board will reveal the sentences to the fight participants and student advocates.

1. Unless this is the last activity you are doing with the class, do NOT debrief immediately. Instead, proceed to the next activity.
2. Once ALL activities are completed, debrief
   a. Ask the students what happened during the School Board Discipline Hearing.
   b. Ask the students to identify the differences in the presentation of Student Advocate A and Student Advocate B.
   c. Ask Student Advocates to reveal the “Rules of Advocacy” they were given.
   d. Ask students if they think the representation was fair, now that they know the “Rules of Advocacy.” Why or why not?
   e. Teachers should ensure one of the concepts discussed is that it is unfair that one fight participant was given a Student Advocate who had no incentive to do a good job defending the fight participant.
Opening Script
Today we will be conducting a School Board Discipline Hearing because there was a fight in the school cafeteria last week. The fight was serious and the principal would like to suspend each fight participant for 60 days. The School Board will determine whether the students will be suspended for 5 days or less, 10 days, 30 days, 60 days, or not suspended at all because the School Board is not convinced that the student participated in the physical altercation. At the Discipline Hearing the alleged fight participants are each represented by Student Advocates. The Student Advocates are graded based on how well they represent the fight participants.

Rules of Advocacy: Student Advocate A
You have five minutes to prepare an argument on behalf of the student you are representing. You will present this argument to the School Board and then they will ask you questions. You will be graded based on how well you represent Fight Participant A. If the student you represent is suspended for 60 days, you will fail this exercise. If the student is suspended for 30 days, you will receive a C, if the student is suspended for 10 days you will receive a B, if the student is suspended for 5 days or less you will receive an A on this assignment.

Rules of Advocacy: Student Advocate B
You have five minutes to prepare an argument on behalf of the student you are representing. You will present this argument to the School Board and then they will ask you questions. You will be graded based on your representation of Fight Participant B. To get an A in this exercise all you need to do is be present at the School Board Discipline Hearing and say something about your client.

Fight Participant A
When you speak with your Student Advocate, you should explain that you were not involved in the fight. You were present in the cafeteria at the time of the fight, but you were simply walking back to your table when the fight broke out. Your lunch tray was knocked out of your hands because someone else knocked into it. It made a loud crash, so all the teachers looked your direction and saw you near the fight. You may make up additional information to explain why you were not in the fight.

Fight Participant B
You may NOT tell your Student Advocate about the following alibi unless the Student Advocate asks you directly if you have an alibi, or if you were physically present during the fight.

You were not in the cafeteria when the fight happened. You were on the football field helping your coach prepare for football practice when the fight broke out. There is another student with the same name as you, who is also in your grade, and has the same lunch period as you. The other student was in the fight not you. Your coach has agreed to write a letter on your behalf to the school board telling them you were not involved.
Exercise 5: Athletic Board Hearing

Materials:
11 copies of “Today’s Student Cases” handout
- Leave 10 sheets intact
- Cut 1 sheet into individual strips (one client story per strip)
1 copy of the Earl State Counsel Rules per student

1) Activity
2) Divide the students into 3 teams: A, B, C
   a) Team A will be the Earl State Athletic Council.
      i) Distribute a copy of the Earl State Council Hearing Rules to each student advocate
      ii) Distribute a “Today’s Student Cases B + C” handout to each Hearing Officer and ask him/her to come up with one question per student case. The Council members can brainstorm together to develop questions for each student case.
   b) Team B will be the first set of advocates
      i) Distribute a copy of the Earl State Council Hearing Rules to each student advocate
      ii) Distribute a “Today’s Student Cases B” handout to each student on Team B. Advise the students that they have 5 minutes to prepare to argue on behalf of their clients [each advocate on Team B will be responsible for ALL the student cases on their sheet]
   c) Team C will be the second set of advocates
      i) Distribute a copy of the Earl State Council Hearing Rules to each student advocate
      ii) Cut the “Today’s Student Cases C” sheet into individual slips with one student’s case on each slip. Give each student 2 slips of papers (representing 2 individual student cases). Advise the students that they have 5 minutes to prepare to argue on behalf of their clients [each advocate on Team C will only be responsible for 2 student cases]
   d) The hearing
      i) Convene the Earl State Athletic Council and call Team B before the counsel.
      ii) Each advocate from Team B should present their arguments on behalf of each of their 11 clients. The Council should be asking questions. Allow 3-5 minutes total for these presentations, whether all members of Team B present or just volunteers
      iii) Ask the board to make a final ruling on each student’s request
      iv) Team C should go next and present their arguments on behalf of their 2 clients. The Council should be asking questions. Allow 3-5 minutes total for these presentations, whether all members of Team B present or just volunteers
      v) Ask the board to make a final ruling on each student’s request
3) Unless this is the last activity you are doing with the class, do NOT debrief immediately. Instead, proceed to the next activity.
4) Once ALL activities are completed, debrief:
   a) Ask students what the differences between the two presentations were.
   b) Teachers should guide students to the concept that Team C was much more successful because they had a smaller number of students and arguments. Guide students to the understanding that giving people significant number of arguments, details and individual situations to memorize in a very short period of time leads to poor results for those clients and an advocate that looks unprofessional and unprepared.
Earl State Council Hearing Rules

1) The Council is holding their semi-annual open session to respond to requests from student athletes, typically presented by student advocates to make the process run more smoothly and effectively.

2) The Council will hear 15 cases today and usually approves student requests in 50% of their cases.

3) The Council always asks at least one question about each student's request and may ask up to 5 questions in their search for more information.

4) The Council has had problems with student advocates reading long and complicated statements in the past so the Council does NOT allow anything typed in the hearing room. Advocates may bring handwritten notes.
Anequa C was the starting point guard for the Earl State women's basketball team. She was a unanimous All Big West selection last year, her fifth year at Earl State. Anequa wants to come back for a sixth year and thinks Earl State could get a waiver from the Big West Competition Committee based on how many games Anequa missed in her 2nd and 3rd seasons due to her struggles with Lyme Disease.

April J just learned that she was invited to the HK Open, the most recognized international Table Tennis competition for Under 18 Females in the world. April already used her allotted team travel money to fund her trip last month to the Lakeland SemiFinal rounds, where she qualified for the Hong Kong Open. April wants to use her share of the money from next year’s travel expenses to pay for her trip to the HK Open. The Earl State Table Tennis Team has not received any information about next year’s budget but says that if there is travel money, April should be permitted to use her share now as the HK Open only happens once every three years.

Ben T was voted Most Improved Player after throwing for 32 touchdowns and only 4 interceptions as first team quarterback for the scout team last year. Ben was a preferred walk-on when he came to Earl State and took out loans to finance his own education while working in the Corner Café cafeteria to pay living expenses. The head football coach wants Ben to put more time into competing for the starting position and encouraged Ben to apply for an academic achievement scholarship even though Ben only has a 2.9 gpa.

Bethany W has never won a race at the collegiate level but was an All-American in the 1500 meter twice during high school. Bethany is now in her third year at Earl State and did not attend 6 practices over the winter for “personal reasons.” Bethany never explained these reasons despite being asked by her dorm rector and the Associate Athletic Director. Coach Traynor wants Bethany put on probation and part of her scholarship revoked.

Brent T was suspended from his first two universities for violating their honor codes after unspecified late night activities with the rugby team. He withdrew from each school and spent the last year doing community service work with a group that mentors unemployed veterans. He has been in regular counseling with a mental health expert but still refuses to admit that he violated either school’s honor code. He would like to be admitted to Earl State and eligible for a full scholarship despite Earl State’s policy on not awarding scholarships to students kicked out of and previous institution on ethical grounds.

Bryan D is a wide receiver on Earl State’s football team. Last year, he caught 18 touchdowns and averaged over 110 yards per game in receiving. Bryan is also an honors student and chair of the Student Grievance committee. Bryan would like to request an exemption from Earl State’s policy requiring all student athletes to live on campus through their junior year. Bryan states that his mother is becoming less able to care for herself and needs someone besides his father and younger sister to care for her properly.

Courtenay J won a Gold medal at the 2012 Amateur Games in Women’s discus throw. She recently had a child and took 8 months off from training and school. She is now working out in Arizona with Team Throw and wants to join the Pro Throw Tour with guarantees of two weekends off per month to spend with her daughter but is concerned about whether Earl State will let her take another year off and still keep her scholarship.

Ericka A won the women’s shotput competition at this spring’s Big West track competition. Ericka has been seeing a therapist for 4 years and recently publicly announced that she is transgendered. Ericka plans on seeking medical advice and treatment to complete her full conversion to a biological male and wants to continue competing on the men’s track team. Ericka wants confirmation that her four-year guaranteed scholarship will still apply once she begins her transition process. There are only two scholarship shotputters on the male team and Ericka’s distances would presently rank her 17th on the male team.

Jordan R has been tumbling and doing competitive cheer events since he was 8. He has been recruited to join the All In East Coast Tumblers but it would mean relocating and leaving his current
position as a manager of a local pharmacy. Jordan is willing to move to join All In but wants to be able to complete his three remaining Business Law courses online.

Marc E won two bronzes in the Men’s 110M Hurdles at the Amateur Under 21 East Coast Track Time Trials in February of last year. Marc was suspended from collegiate athletics two months later after traces of an illegal weight loss supplement were found in his blood. He was required to return all his medals but has not yet done so. Marc wants Earl State to negotiate so he can keep at least one of his bronze medals and return the other bronze, along with this silver and gold medals.

Montana M coached for 14 years at CCW and was twice named CCW Coach of the Year. After a dispute with CCW over the length of her contract, Montana has left CCW and wants to move to the NVV or the Big West (Earl State’s league) to coach freestyle or slalom skiing and wants a contract that lasts at least 5 years with performance incentives that could extend the contract to 8 years guaranteed.

Pete A is the second string closer for the Earl State baseball team. Pete came to Earl State as a highly sought after recruit but damaged his throwing shoulder playing tackle football during the offseason. Pete never recovered his velocity and has only recently begun pitching more than 2 innings per game. Pete recently acquired an opinion from Dr. DeFosse stating that with corrective surgery and rehab, Pete would have a 50/50 chance of recovering full movement in his throwing arm. Pete would like Earl State to approve and pay for this surgery as Earl State’s staff doctor, Dr. Kaori, refuses to operate on the grounds that any surgery could permanently damage Pete’s ability to use his throwing arm at all.

Jerry F was on the Earl State 4x400m relay team two years in a row when the team won medals, but this year was disqualified from competing due to poor academic performance. Jerry still helped the team train during a few practices when the regular coach was out of town because he was still good friends with his former teammates. Jerry observed the other team members using illegal performance enhancing drugs. During hearings the team admitted to using the drugs and that they had been using them for the past two years, including the time when Jerry was on the team. The other members of the team were required to surrender their medals. Jerry believes he does not have to surrender his medals since he was not on the team during the hearings.

Monica S transferred to Earl State from CCW in order to play on the women’s volleyball team. While at CCW Monica was placed on academic probation and removed from the volleyball team because her grade point average fell below 2.75. Earl State academic requirements are stricter than CCW’s. Any student who was on academic probation for during any semester is disqualified from playing sports. Monica believes she should be able to play volleyball at Earl State because she was not on academic probation while a student at Earl State.

Michaela P won the national gold medal in swimming for Earl State last year and set the world record in the 200 meter freestyle. It was the first time the gold medal for swimming was won by an Earl State student. After the season ended she was caught in her dorm smoking marijuana. She was found guilty and as part of her sentence the school is seeking to have her gold medal taken from her. She argues that the smoking incident was not during training or related to her competition, and she should be allowed to keep the medal.

Rob S was voted most valuable player for three years in a row on Earl State’s hockey team. This year the hockey coach has refused to name Rob MVP, even though he was voted MVP by his teammates, because he was suspended from three games for fighting. Rob claims that fighting is encouraged in major league hockey games by team sponsors, and fans so he should be named MVP.

**Today’s Student Cases B**

Anequa C was the starting point guard for the Earl State women’s basketball team. She was a unanimous All Big West selection last year, her fifth year at Earl State. Anequa wants to come back for a sixth year and thinks Earl State could get a waiver from the Big West Competition Committee based on how many games Anequa missed in her 2nd and 3rd seasons due to her struggles with Lyme Disease.

April J just learned that she was invited to the HK Open, the most recognized international Table Tennis competition for Under 18 Females in the world. April already used her allotted team travel money to fund her trip last month to the Lakeland SemiFinal rounds, where she qualified for the Hong
April wants to use her share of the money from next year’s travel expenses to pay for her trip to the HK Open. The Earl State Table Tennis Team has not received any information about next year’s budget but says that if there is travel money, April should be permitted to use her share now as the HK Open only happens once every three years.

Ben T was voted Most Improved Player after throwing for 32 touchdowns and only 4 interceptions as first team quarterback for the scout team last year. Ben was a preferred walk-on when he came to Earl State and took out loans to finance his own education while working in the Corner Café cafeteria to pay living expenses. The head football coach wants Ben to put more time into competing for the starting position and encouraged Ben to apply for an academic achievement scholarship even though Ben only has a 2.9 GPA.

Bethany W has never won a race at the collegiate level but was an All-American in the 1500 meter twice during high school. Bethany is now in her third year at Earl State and did not attend 6 practices over the winter for “personal reasons.” Bethany never explained these reasons despite being asked by her dorm rector and the Associate Athletic Director. Coach Traynor wants Bethany put on probation and part of her scholarship revoked.

Brent T was suspended from his first two universities for violating their honor codes after unspecified late night activities with the rugby team. He withdrew from each school and spent the last year doing community service work with a group that mentors unemployed veterans. He has been in regular counseling with a mental health expert but still refuses to admit that he violated either school’s honor code. He would like to be admitted to Earl State and eligible for a full scholarship despite Earl State’s policy on not awarding scholarships to students kicked out of and previous institution on ethical grounds.

Bryan D is a wide receiver on Earl State’s football team. Last year, he caught 18 touchdowns and averaged over 110 yards per game in receiving. Bryan is also an honors student and chair of the Student Grievance committee. Bryan would like to request an exemption from Earl State’s policy requiring all student athletes to live on campus through their junior year. Bryan states that his mother is becoming less able to care for herself and needs someone besides his father and younger sister to care for her properly.

Courtenay J won a Gold medal at the 2012 Amateur Games in Women’s discus throw. She recently had a child and took 8 months off from training and school. She is now working out in Arizona with Team Throw and wants to join the Pro Throw Tour with guarantees of two weekends off per month to spend with her daughter but is concerned about whether Earl State will let her take another year off and still keep her scholarship.

Ericka A won the women’s shotput competition at this spring’s Big West track competition. Ericka has been seeing a therapist for 4 years and recently publicly announced that she is transgendered. Ericka plans on seeking medical advice and treatment to complete her full conversion to a biological male and wants to continue competing on the men’s track team. Ericka wants confirmation that her four-year guaranteed scholarship will still apply once she begins her transition process. There are only two scholarship shotputters on the male team and Ericka’s distances would presently rank her 17th on the male team.

Jordan R has been tumbling and doing competitive cheer events since he was 8. He has been recruited to join the All In East Coast Tumblers but it would mean relocating and leaving his current position as a manager of a local pharmacy. Jordan is willing to move to join All In but wants to be able to complete his three remaining Business Law courses online.

Marc E won two bronzes in the Men’s 110M Hurdles at the Amateur Under 21 East Coast Track Time Trials in February of last year. Marc was suspended from collegiate athletics two months later after traces of an illegal weight loss supplement were found in his blood. He was required to return all his medals but has not yet done so. Marc wants Earl State to negotiate so he can keep at least one of his bronze medals and return the other bronze, along with this silver and gold medals.
Montana M coached for 14 years at CCW and was twice named CCW Coach of the Year. After a dispute with CCW over the length of her contract, Montana has left CCW and wants to move to the NVV or the Big West (Earl State’s league) to coach freestyle or slalom skiing and wants a contract that lasts at least 5 years with performance incentives that could extend the contract to 8 years guaranteed.

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