



Youth Community Outreach Project



Table of Contents

Introduction	2
Project Background and Purpose	3
Planning	4
Letter to school contact	5
Pre-presentation survey	6
Program	7
Post-Program Evaluation	8
Post-presentation evaluation	9
Appendix: Being 18 Matters project	10

Introduction

The Youth Community Outreach Project was created as an Inn outreach project to high school seniors—students who are or will soon be legal adults—to educate them about their rights and responsibilities as young adults. The project works best if delivered in person by a few Inn members to a classroom of students. However, it can be adapted to an online presentation.

The Facilitator Guide accompanies the presentation materials and suggests how an Inn might execute the project from start to finish. In this guide, you will find guidance, sample evaluations, and ideas for how the Inn can expand on the project. Accompanying this guide are downloadable presentation materials, handouts, and presenter notes for the following subject matter areas:

- [Civic responsibilities: voting, military service](#)
- [College: applying, financial aid, college alternatives](#)
- [Constitutional rights](#)
- [Criminal law: arrest, bail, court appearances](#)
- [Underage sex: statutory rape, child pornography](#)
- [Employment: applying, accepting a job, maintaining a job](#)
- [Family: marriage, children, divorce](#)
- [Finance: debt, credit, budgeting](#)
- [Health: substance abuse, mental health, health insurance and resources](#)
- [Internet safety](#)

Overview

- Jury duty
- Voting
- Taxes
- Military service

Responsibility

Financial Aid and Loans

FAFSA

STUDENT LOAN

What is Credit?

VERY POOR POOR FAIR GOOD EXCELLENT

Credit Report

Your Credit Score: 760

Score Range: Excellent

Youth Community Outreach Project

Underage Sex, Child Pornography, and the Consequences*

UNDERAGE SEX

The law says that anyone under the age of _____ is incapable of giving consent. _____ But having sex with anyone under the age of _____ even if it is with your consenting _____-year-old girlfriend or boyfriend—is against the law. It would only be legal if the two of you were married. Otherwise, at age 18, you could be charged with statutory rape.

Depending on the circumstances, you could be in serious trouble.

However, if either participant is under the age of 18, traveling across state lines is illegal under federal law as explained below.

What could happen if I'm charged with statutory rape (unlawful sex with a minor)?

It depends on your jurisdiction and the age difference between the two participants. You could be required to register as a sex offender for life.

CHILD PORNOGRAPHY

Key takeaways:

- Child pornography is "any visual depiction of sexually explicit conduct involving a minor"
- Possessing child pornography is illegal under federal law, even if it is undeveloped film or video or electronically stored.
- It is a federal crime to carry or mail child pornography across state lines.
- A first-time offender convicted of producing child pornography could spend 15–20 years in federal prison, in addition to fines and prosecution by the state where the crime took place.

Read more: www.justice.gov/criminal-ccops/child-pornography

**It is recommended that you read this document in its entirety. Images of child pornography are also referred to as child sexual abuse images.*

"Federal law prohibits the production, distribution, importation, reception, or possession of any image of child pornography. A violation of federal child pornography is a serious crime and convicted offenders face fines and severe statutory penalties."

"Visual depictions include photographs, videos, digital, or computer-generated images indistinguishable from an actual minor and images created, adapted, or modified, but appear to depict an identifiable, actual minor. Undeveloped film, undeveloped videotape, and electronically stored data that can be converted into a visual image of child pornography are also deemed illegal visual depictions under federal law."

"Notably, the legal definition of sexually explicit conduct does not require that an image depict a child engaging in sexual activity. A picture of a naked child may constitute illegal child pornography if it is sufficiently sexually suggestive. Additionally, the age of consent for sexual activity in a given state is irrelevant; any depiction of a minor under 18 years of age engaging in sexually explicit conduct is illegal."

© 2014 American Inns of Court. All rights reserved.

Project Background and Purpose

The Youth Community Outreach project is an American Inns of Court initiative created to assist Inns in pursuing outreach activities to their local communities. Outreach activities extend the mission of the American Inns of Court by providing exposure to the broader community and offering opportunities for Inn members to represent the ideals of the American Inns of Court. Inns across the country engage in unique and varied outreach. The Youth Community Outreach project is merely one of many outreach activities that Inns could choose to undertake and is not meant to be proscriptive. Rather, it seeks to equip Inns that desire to do so to educate school-age young adults in their communities about their rights and responsibilities upon turning 18.

The project itself was informed and created by Inn members and legal professionals around the country representing different legal specializations, locales, and Inns. Each task force member also had experience delivering legal programming to students, either with his or her Inn or through other volunteer opportunities. From August 2020 to July 2021, the task force worked closely with American Inns of Court staff to develop presentation materials that could theoretically be delivered by any Inn in the United States. Because it was created during the COVID-19 pandemic, the task force developed the project so that it could be presented in person or virtually.

The following guide is intended to supplement the presentation materials, form letters, and program evaluations to help Inns maximize the program's impact. The topics covered in the program materials were chosen by the task force as topics that, in their experience, have benefitted students most. However, this guide is purely suggestive; Inns are encouraged to work with their local school systems to determine what would best suit students in their area.

To continue improving the program, Inns that use these materials are encouraged to fill out the evaluation (included at the end of this guide). Thank you in advance for your feedback.

If you have any questions about the Youth Community Outreach project, the program materials, or the American Inns of Court, please contact programlibrary@innsofcourt.org.

Thank you,

The Youth Community Outreach Project Task Force

Task Force Members

Alexandra Fong, Esquire, Leo A. Deegan American Inn of Court

Judge Raul Gonzalez, Robert W. Calvert American Inn of Court

Lisa English Hinkle, Esquire, Central Kentucky American Inn of Court

Alexis A. Leventhal, Esquire, Judith K. Fitzgerald Western PA Bankruptcy American Inn of Court

Lydia Salladé, Central Kentucky American Inn of Court

Sherron Williams, Esquire, Henry V. Booth-Judge Henry A. Politz American Inn of Court

Planning

CONTACT LOCAL SCHOOLS

The following letter (p. 5) provides sample language the Inn may opt to include in its initial communications with faculty and staff at a local high school. Because coordinating a presentation like this can take time and require certain security measures to be taken in advance, it is recommended that the Inn send the letter several months prior to its preferred dates.

In its correspondence, the Inn should communicate:

- Its purpose (most non-lawyers will not know what an American Inn of Court is)
- Why it wishes to present to students
- How the presentation might take place (virtually or in person)
- How long the presentation will be
- The Inn's primary contact person for the program

DETERMINE TOPICS

It is important not to overwhelm students with information, and schools may not be able to accommodate a lengthy presentation. Therefore, we recommend keeping the presentation to an hour total, including time for Q&A. Each topic should be addressed at a high level, incorporating any important state-specific laws as appropriate.

Before the presentation date, the Inn should ask the school if it can send students a pre-presentation survey. This survey (sample on p. 6) should list possible topics and ask students for their top three choices. You may also ask students to suggest their own topics. In a one-hour presentation, we estimate that the Inn could cover up to three topics, taking 15 minutes per topic and allowing 15 minutes for review and Q&A.

Some of the potential presentations address sensitive topics, such as mental health and substance abuse, and child pornography and underage sex. Be transparent with the school about this and ask the school if there are permission forms that can be distributed to students who will be under 18 at the time of the presentation.

PREPARE THE PRESENTATION

Once the Inn has heard from students about which topics most interest them, the Inn should choose two to three members to present the material. While the templates provided rely primarily on PowerPoint, the Inn can include a variety of media in its presentation. Preparing a presentation to young adults is similar to presenting an Inn program:

- Use visual aids and keep the text on PowerPoint slides to a minimum.
- Incorporate short activities into the presentation to keep students engaged, such as polls and small-group discussion.
- Provide handouts (physical or electronic) with additional information from the presentation.

Letter to School Contact (sample)



Dear [contact's name]:

My name is [your name], and I am a [local attorney/judge/etc.] in [city]. [Include any additional link to the school: are you an alumnus, does your child attend the school, etc.?] I am a member of the [Inn name] American Inn of Court, which is a local organization of judges, lawyers, law students, and law faculty that promotes professionalism, civility, and excellence in the legal profession. You can find out more about our Inn at [Inn's website URL—if the Inn does not have a website, say, "You can find out more about the American Inns of Court at www.innsocourt.org"].

Our Inn desires to make a positive impact in our community. One of the ways we seek to do this is through educating high school seniors about their rights and responsibilities as legal adults. We have created a one-hour presentation, which we can deliver virtually or in person, to do just that. Two or three Inn members would present on up to three legal subjects especially pertinent to young adults, giving students ample opportunity for interaction and Q&A. We have additional resources that students can reference for further information, as well.

I am contacting you to ask if [school name] would be interested in having a few of our members present to a class of high school seniors. I am happy to answer any questions you may have and discuss details. I can be reached at [contact information].

Thank you very much for your consideration.

Sincerely,
[signature]

Pre-Presentation Survey (sample)

YOUNG ADULT RIGHTS AND RESPONSIBILITIES

In preparation for the [Inn Name] American Inn of Court's presentation, please tell us what topics you would be most interested in knowing more about.

1. Which topics are you most interested in knowing more about? *Choose up to three.*
 - a. Civic responsibilities: voting, military service
 - b. College: applying, financial aid, college alternatives
 - c. Constitutional rights
 - d. Criminal law: arrest, bail, court appearances
 - e. Underage sex: statutory rape, child pornography
 - f. Employment: applying, accepting a job, maintaining a job
 - g. Family: marriage, children, divorce
 - h. Finance: debt, credit, budgeting
 - i. Health: substance abuse, mental health, health insurance and resources
 - j. Internet safety
2. Are there any other topics you'd like to discuss that aren't listed here?

Thank you for answering this questionnaire.

Program

Once the topics and presenters have been identified, the Inn should determine if it will deliver the program in person or virtually. If the Inn presents in person, presenters should coordinate with the school regarding what audiovisual equipment will be available and how best to present the material. The PowerPoint presentations and accompanying materials are suggestions for how the Inn might present each topic. The presentations are designed to be primarily visual, with talking points included in the notes section of each slide. Each topic is meant to be covered at a high level, within 15 minutes. The Inn can edit the slides as it sees fit to adapt the presentation to its audience.

It is recommended that the Inn also provide resources with more information than can be covered during the presentation. These can be as simple as copies of the slides with room to take notes, or the Inn could create other follow-up materials providing more information about the topics presented.

Presenters should draw on their own experience as appropriate to connect the students with the information being presented. Additionally, incorporate some activities into the presentation to encourage student engagement. Some possible activities include:

- Text-in polls
- Small-group discussions
- Role plays/skits
- Quizzes
- Try-it-yourself exercises (e.g., creating a budget for the finances topic, or doing a cost-benefit analysis for the college topic)
- Q&A

Within the notes section of each PowerPoint presentation, the task force has suggested activities and talking points, but the Inn is highly encouraged to make this presentation its own.

Post-Program Evaluation

CIRCULATE A SURVEY

The Inn should circulate a post-program evaluation to get students' feedback on the material. This helps the Inn improve its presentation for the future. Additionally, the Inn can send its feedback to the American Inns of Court to inform future iterations of the program.

A sample post-program evaluation is included on page nine. If the Inn decides to create its own, we recommend asking about the following:

- If students' familiarity with each topic has improved because of the presentation (was it understandable)
- If students felt engaged with the presentation (was it interesting)
- If students have any additional questions about what was presented (was anything missing)

The evaluation should be short and take fewer than five minutes to complete. Online tools such as SurveyMonkey make it easy to circulate a link after the presentation, but paper surveys will also suffice.

COLLECT AND ANALYZE RESULTS

Look for any patterns in students' answers. What did students find most helpful? What did they find least enjoyable? Use this information to prepare for the next presentation.

PREPARE FOR THE NEXT PRESENTATION

Just as the post-program evaluation encourages students to reflect on the presentation, Inn members should also take time to reflect on the program. How was the presentation received? Was the planning process smooth? Were expectations—the Inn's, the school's, and the students'—met? What would the Inn do differently in the future?

Part of what makes the American Inns of Court experience unique is its emphasis on mentorship. While a formal mentoring relationship may not be possible between Inn members and high school students, the Inn can make its members available to answer follow-up questions about the presentation and pursue an ongoing relationship with the school to deliver presentations to a new class of students each year.

After taking time to consider these questions, please send the American Inns of Court your feedback using this survey: www.surveymonkey.com/r/youthcommoutreach.

Post-Presentation Evaluation (sample)

YOUNG ADULT RIGHTS AND RESPONSIBILITIES

Thank you for attending this program presented by the [name] American Inn of Court. So that we can continue to improve the program, please complete the following survey.

It should take no more than five minutes.

We appreciate your feedback. If you have any questions, contact us at [contact info].

1. Please rate your agreement with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understood the purpose of the presentation.					
The presentation covered relevant topics.					
The information was presented in a way that I could understand.					
The information was presented in an interesting way.					
I better understand my legal rights and responsibilities after attending this presentation.					

2. What is one way we could improve the way the information is presented?
3. What is one thing you learned from the presentation that you did not know before?
4. Do you have a question about your legal rights and responsibilities that was not answered?

Appendix

BEING 18 MATTERS PROJECT: HOW THE CENTRAL KENTUCKY AMERICAN INN OF COURT BUILT A WEBSITE WITH STUDENT ASSISTANCE

The following testimonial by Lydia Salladé and Lisa Hinkle, Esquire, of the Central Kentucky American Inn of Court is meant to demonstrate how an Inn could build upon a community outreach project to students in order to establish an ongoing relationship with its local school district.

The Central Kentucky American Inn of Court in Lexington wanted to partner with the local Fayette County School District to educate high school students about their rights and responsibilities as young adults. This project, called Being 18 Matters, covered topics such as marriage and divorce, mental health, financial well-being, and more. Because there was so much material to cover, we decided a website would be useful as a repository for the information, but we wanted to include high school seniors in the website creation process.

We began this project by reaching out to our contact at the local public school board, Ms. Chatfield. After agreeing that our project would be beneficial to students, she suggested we contact the local high school, Bryan Station, which happens to have a magnet program specializing in teaching technology. Ms. Chatfield provided us with a contact, Ms. Eppley, who served as program coordinator.

Ms. Eppley set up a meeting with one of the program teachers, Mr. Lane, who teaches website design. During our meeting with Mr. Lane, we decided that his class would take on the challenge of creating a website and a mobile app to showcase the material for the Being 18 Matters project.¹

Mr. Lane divided his class into small groups and assigned his students to build the websites and apps from scratch. The original plan was for the student groups to present their projects after about four weeks (p. 12) to representatives from the Inn group working on this project. The Inn members would rate the websites and make comments on a Website Score Card (p. 13) we created. Unfortunately, during the middle of our project, the pandemic hit and many of our in-person meetings had to be held virtually and our timelines had to be adjusted. However, the students were able to complete their projects. The students took feedback from Inn members and Mr. Lane and presented their final projects via Zoom. Inn members voted on the best website and discussed their final thoughts on the website with the students and Mr. Lane. The students polished the final website as a class and provided us with the final product.²

After the website was completed, the Inn promoted the finished product on the school system's YouTube, Facebook, Instagram, and Twitter pages, and the superintendent's office sent an email blast to all of the high school seniors with a link to the website as a graduation resource. The Central Ken-

1 Students were able to build a free .org website because the Inn is a nonprofit organization. We provided them with a 501(c)(3) letter from the Inn to show this. However, the Inn decided to pay for some features, so the Inn approved and paid for incurring and preliminary costs.

2 The Inn gave permission to purchase the being18matters.org domain. Then, Mr. Lane transferred the domain registration to an email account we set up.

tucky Inn decided to make a financial donation to the technology program at the school as thanks for the program's assistance. The Inn also offered to give the students professional recommendations for their excellent work on the project.

The goal is to continue this relationship with Bryan Station High School. While the initial scope of the project was to create a basic website to house the materials from Being 18 Matters, the Inn and Mr. Lane decided that future magnet program students could add to the project. We discussed that in the next iteration of the project, students could add videos to the website, post questions, update the material, add an upcoming events section, and upgrade the graphics.

Our project ended at the end of the spring 2020 semester and has been on hiatus due to the pandemic and the challenges of teaching students remotely. We plan to revive the project once in-person learning resumes and the Inn is able to meet and establish goals for the next phase of the project.

Being 18 Matters Project Timeline

TASK	DATE
Establish timeline for project	February 26–28, 2020
Finalization of written materials	March
Initial project meeting between Inn Team H and class	March
Progress meeting with class—discuss graphics, layout and design	April
Class presentations and evaluations	End of April
Project goes live online	May

Being 18 Matters Website Score Card

Team: _____

Initial Reaction and Imagery:

Describe your initial reaction to the website. Is the website aesthetically pleasing? Do you like the graphics? Do you like the color scheme, font, and font size of the text? What elements grab your attention?

Additional Comments:

Score: _____

Content:

Does the website provide all the educational material provided? Is there missing material or concepts? If so, what needs to be added? Is the material accurate?

Additional Comments:

Score: _____

Format:

Does the website provide easy access to the material? Do you feel that you can find what you need if you were looking for something specific? Is it easy to find the material using the menu? Are there any confusing parts of the homepage?

Additional Comments:

Score: _____

Total Score: _____ (see scoring rubric below)

Scoring Rubric

POINT VALUES	DESCRIPTION
1	Minimal effort, missing components, inaccurate information, and/or is not suitable for project
2	Met some expectations, may have missing or inaccurate information, needs more work
3	Met expectations, contained all necessary components with accurate information, and suitable to be used as a final product with minimal additions/edits
4	Exceeds expectations, impressive, and suitable to be used as a final product with minimal additions/edits



225 Reinekers Lane, Suite 770
Alexandria, Virginia 22314
703-684-3590
www.innsforcourt.org