



## CONSTITUTION DAY PROGRAM OVERVIEW

### SAMPLE PROGRAM:

This represents an outline of a Constitution Day program held at the Florida Supreme Court. This model can be modified and replicated in courtrooms or classrooms throughout the state. Review thoroughly to determine its applicability to your local Constitution Day program needs.

- **12:15 pm** Arrival / Registration  
Participants proceed to registration.
- **12:45 pm** Pre-event Announcements  
Participants will be given pre-program instructions, including housekeeping instructions and directions on the flow of the program.
- **1:00 pm** Welcome / Introduction & Opening Exercise  
Introductions of hosts and guests. Overview of activities.

### INTRODUCTION:

After the welcome, the facilitator may make brief remarks about the state of civic knowledge in the U.S. and will provide the students with an opportunity to demonstrate what they know. The facilitator will lead participants in a series of Constitution trivia questions (see below) to break the ice and get students use to using the option finders. This exercise will transition into the opening exercise.

### TRIVIA QUESTIONS:

Facilitator or panel members will read the assigned trivia question and the choices for each. Students will vote using option finders if available and the facilitator(s) will reveal the correct answer, which is indicated in **bold** print.

1. 1(A) What are the names of the Three Stooges?
  1. Jim, Joe, Bob
  2. Athos, Porthos, Aramis
  3. Homer, Bart, Herb
  4. **Larry, Moe, Curly**
- 1(B) What are the three branches of government?
  1. State, Local, Federal
  2. Republican, Democrat, Independent
  3. **Legislative, Executive, Judicial**
  4. State, National, International



2. 2(A) Which of these individuals is an American Idol judge?
  1. Jessica Simpson
  2. **Paula Abdul**
  3. Regis Philbin
  4. Ryan Seacrest
  
- 2(B) Who is the Chief Justice of the U.S. Supreme Court?
  1. **John Roberts**
  2. Dick Cheney
  3. Jed Bartlet
  4. Barack Obama
  
3. 3(A) In what city is the zip code 90210 located?
  1. South Beach
  2. **Beverly Hills**
  3. Manhattan
  4. Honolulu
  
- 3(B) In what city was the U.S. Constitution written?
  1. **Philadelphia**
  2. Washington, D.C.
  3. Wilmington
  4. Roanoke
  
4. 4(A) Who is known as the father of the computer company Microsoft?
  1. Bill Mahar
  2. **Bill Gates**
  3. Bill Clinton
  4. Bill O'Reilly
  
- 4(B) Who is considered the father of the Constitution?
  1. Benjamin Franklin
  2. Thomas Jefferson
  3. **James Madison**
  4. George Washington
  
5. 5(A) What late night talk show comedian is known for his top-10 list?
  1. Jay Leno
  2. **David Letterman**
  3. John Stewart
  4. Jimmy Kimmel



5(B) What is the name of the first ten amendments to the U.S. Constitution?

1. **Bill of Rights**
2. Preamble
3. Last Will and Testament
4. Group of Ten

6. 6(A) What are the first three letters after http:// on almost every web site?

1. mmm
2. **www**
3. rrr
4. bbb

6(B) What are the first three words in the U.S. Constitution?

1. **We the People**
2. We hold these
3. These United States
4. Life, liberty, happiness

7. 7(A) How many dwarfs are in the fairy tale Snow White?

1. four
2. eight
3. **seven**
4. nine

7(B) How many rights are in the First Amendment?

1. two
2. **five**
3. four
4. three



### **OPENING EXERCISE:**

The facilitator will then transition the group into the opening exercise. If available, use option finders to record votes. Instruct students to vote based on their personal response to the following statement: "I am willing to give up some of my rights protected by the U.S. Constitution if the government says it will make my life safer." A yes or no response will be elicited. Results will be shown on the screen if using the option finders. If not, record votes on an overhead through a show of hands.

Participants will then vote on a series of questions based on several constitutional rights; these questions are designed to increase participants' interest and to show applicability of those rights to their personal lives. No discussion will take place of these questions at this time; these questions will be built upon during the breakout sessions.

1. Is it constitutional for a school to monitor your MySpace account to see what you are saying about the school?
2. Is it constitutional for a school to prohibit a student from wearing a T-shirt to school that protests the war in Iraq?
3. Once you set out the trash on the curb, is it constitutional for the police to search it (without a warrant) if they believe you are selling drugs?
4. Is it constitutional to use the death penalty against someone who is an adult but was a minor when a murder was committed?
5. Is it constitutional for the government to deny a lawyer to a criminal defendant who doesn't have money for one?
6. Is it constitutional for a school to drug test students who play sports?
7. Is it constitutional for a school to punish a student for using obscene language during a speech at a school assembly?

The results will be shown to the group at the end of each vote.

Next, students will be asked to look at the list of rights (from the "Invaders" activity sheet) and individually vote on which five rights they consider most important, choosing one at a time.

The preliminary results will be displayed to the entire group. Next, transition into smaller breakout sessions if needed to make the groups smaller for the interactive segment using the Invaders activity. No more than 30 students should be in each breakout group to do the Invaders activity. During the activity each group of thirty will be broken in to smaller groups of five for decision making activities.



### **BREAKOUT SESSION PROCEDURES:**

1. Ask participants, "What is a right?" Have participants respond verbally.
  2. Ask participants where our rights are listed (U.S. Constitution; Florida Constitution).
  3. Ask participants what the first ten amendments to the U.S. Constitution are called (Bill of Rights). Point out the copy of the Bill of Rights located at each participant's seat.
  4. Refer participants to the white copy of the "Invaders" sheet, also located at each participant's seat. Facilitate a discussion of each right listed, pointing out which amendment each right comes from. Limits on each right should be highlighted. Discussion for each right should last no more than **3 minutes**.
- Note:** To assist facilitators in preparing for this, a guide containing significant cases for each right has been provided. There is a summary of each case included on the Web site.
5. After discussing each right, participants will be presented with the following scenario:

It's the year 2020. The government has decided that we have too many rights, saying that since Americans don't know what their rights are anyway, it won't matter if the government takes some of them away. Participants must either choose five or the government will choose for them.
  6. Participants will then be asked to individually choose which five rights they want to keep and they should check off their choices on the "Invaders" sheet. Give participants **2 minutes** to make their individual selections.
  7. Once each participant has completed his or her individual selections, the facilitator will break participants into groups of five and each group must come to a consensus on which five rights to keep. Each small group should be given a yellow copy of the "Invaders" sheet on which to write the group results. Small group discussion should last **7-10 minutes**.
  8. Following the discussion, a spokesperson from each small group will present the results to the entire breakout group. The rights that receive the most votes from the small groups will be the five rights that the whole breakout group retains. The facilitator or assistant should tally the small group results on the enlarged, foam board copy of the "Invaders" sheet, and circle the top vote-getters. This process should last no more than **5 minutes**.
  9. Debrief to balance out the importance of the rights which were not selected. This process should last **2-3 minutes**.
  10. Return to full group.



- **3:00 pm: Closing Exercise**  
Review breakout group decisions and tally all responses.

Next, participants will look at the group results from the combined breakout groups, highlighting the 5 rights selected by the entire audience. If we were the entire country, these are the rights that we would retain. Debrief as noted in the Invaders activity. Feedback may be solicited from a few students.

Participants will re-vote on the following statement: "I am willing to give up some of my rights protected by the U.S. Constitution if the government says it will make my life safer." Results will be compared to/contrasted with the opening exercise results.

Closing remarks.

- **3:30 pm: Dismissal**

**Note: If you have any questions about the Breakout Session procedures, please contact Annette Pitts (850-386-8223) or Robert Thompson (850-414-6106).**