NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

NASJE News

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Icebreakers: Tools for Creating a Comfortable Learning Climate

Maureen Lally

Webster's dictionary defines icebreaker as "a sturdy ship for breaking a channel through icebound waters." Similarly, icebreakers at education sessions are vehicles for "thawing" participants. Exercises are designed to get people talking, connecting, or engaging their cooperative spirit.

Warm-ups, icebreakers, get-acquainted exercises: there are many names for the techniques, but the goal is the same, to stimulate interest, motivate, and create transition into the lesson.

In addition to providing means for getting acquainted, icebreakers enhance communciation skills, promote creativity, increase cooperation, and build esprit de corps among participants.

Sue Forbess-Grenne states in the "Trainer's Introduction" of *The Encyclopedia of Icebreakers* that "icebreakers are tools that enable the group leader to foster interaction, stimulate creative thinking, challenge basic assumptions, illustrate new concepts, and introduce specific materials." Yet, in working with the judiciary, educators often shy away from using such techniques. Why? Judicial education specialists fear criticism of too many activities that are "touchy-feely." "Game playing is a big waste of time" or "judges wouldn't put up with such frivolity" are frequent comments. When such activities *are* planned and implemented, 99.9 percent of the participants become receptive and committed to them.

At many education sessions, five to ten minutes are allotted on the agenda for welcoming and opening remarks, meaning that people introduce themselves by name, organization, and, if time permits, why they decided to attend that particular session. Based on the theory that learning is best enhanced by an atmosphere of comfort and enthusiasm, warm-up techniques or icebreakers could be used instead. Judicial educators are depriving participants of teachable moments by not including these activities in the overall curriculum.

I have used the "Wanted Posters" listed in *The Encyclopedia of Icebreakers* for a conference for court managers in Washington State. The

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Maureen Lally is a judicial education specialist for the Washington State Office of the Administrator for the Courts.—ED

1994 Conference Highlights

Destination: *Philadelphia, the City of Brotherly Love*

The 1994 NASJE Annual Conference will be held October 8-12 at the Sheraton Society Hill in the heart of the Historic District and Waterfront Park. Here are some of the social and educational plans in the making for your exciting visit to Philadelphia, the first U.S. capital and the second largest city on the East Coast.

Saturday, October 8

The Philadelphia Hospitality Committee will be at the Sheraton to greet you and help you get acquainted with our wonderful city. Before and after the "Grantswriting Practicum" we will have sign-up sheets and suggestions for your evening activities. The registration desk will be open, and we will help you in every way we can to make this the friendliest city you have visited thus far.

Sunday, October 9

The conference registration desk will open from 1:30 to 7:00 p.m. Following the NASJE regional meetings there will be an orientation for new members. An evening reception will give you the opportunity to renew old friendships and make new ones.

Monday, October 10

Following breakfast and the annual business meeting, the 1994 NASJE conference will officially

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PRESIDENT'S COLUMN

Larry Stone

At last year's annual conference in San Francisco, NASJE members approved a number of sweeping changes to the NASJE constitution and bylaws. Based on ongoing strategic planning, the amendments approved reflect the wishes of the membership. They are the first major amendments made to the constitution and bylaws since NASJE was created almost 20 years ago, and, at least in some respects, mark a new beginning for our association. This summer—and at this fall's annual conference—NASJE members will participate in that new beginning by implementing a number of the changes approved.

Perhaps the most important matter members will be asked to participate in will be the nomination and election of officers and directors. *All* officers (except president) and regional director positions will be up for election this year, so the active participation of members in this process is extremely important. In succeeding years there will be an automatic progression through the offices of vice-president to president-elect to president. 1994 will be the only year a full slate of officers and regional directors will be elected. In addition, under the amended constitution and bylaws, the terms for president, president-

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Publications and the Judicial Educator

M. James Toner

Publishing is a fact of life for judicial educators. Brochures, benchbooks, faculty handbooks, topical monographs, updates, membership periodicals, newsletters, annual reports, seminar materials, and, of course, notebooks—the opportunities to publish abound.

How do judicial educators go about publishing? Who does the writing? What is the role of staff? How much writing will busy judges do? What kinds of publications eventually see their way to print? Do offices have separate publication departments? How does an office best use its resources? How much, if any, printing can be done "in house"? What advice do veteran judicial educators proffer?

NASJE members from six states and one national organization were interviewed on this subject. What ensues is a brief recapitulation of varying approaches and occasional suggestions.

Two of the six states, California and Michigan, have separate publication departments, as does the National Council of Juvenile and Family Court Judges. How are they constituted?

Separate Publications Units

The Michigan Judicial Institute has sponsored a publications department for approximately 13 years. The Michigan publications staff consists of a publications unit director, an attorney administrator (state funded), two research attorneys (funded essentially from grants), two part-time staff writers (funded in the normal state budget), and the desktop-publishing specialist (also grant funded). The Michigan Judicial Institute has received grants from the W. K. Kellogg Foundation, Office of Highway Safety, Michigan Criminal Justice Training Commission, and other entities for their publications. Brochures are not handled by the unit, although a monthly law letter is. Dennis Catlin, the Michigan Judicial Institute executive director, suggests that state offices "look for grant money" to develop, implement, and enhance publications work. Many of the Institute's publications are marketed and sold to the bar, other agencies, and the public. While approximately 80 percent of the printing is done outside the office, the printers are given camera-ready copy by the desktop-publishing specialists.

As for the types of publication materials, Dennis suggests to "focus on useful tools" judges need for their work and not extensive "research tomes." In elaborating, Dennis said most benchbooks contain quick reference aids such as checklists, scripts, and flowcharts. It should be noted that when asked if there was a particular "personality" to their department, Dennis said it was thoroughness and accuracy, and use of "plain English." To prove the latter, he cited the 1993 Clarity Award that was presented to their office by the Plain English Committee of the Michigan Bar Association.

Also of note is that a current grant from SJI enables the Michigan Judicial Institute to develop and produce electronic publications using hypertext technology.

In 1977, four years after its establishment, the California Judicial Education and Research Office (CJER) inaugurated its publications unit. Today the unit is managed by assistant director Ellen Matthews. Ellen is supported by one full-time desktop-publishing

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M. James Toner is associate director for training for the National Council of Juvenile and Family Court Judges, Reno, Nevada.—ED

Preparing for the Unpredictable

Maureen Lally

With the recent flooding in the Middle West states, earthquakes and aftershocks in California, hurricanes along the eastern and southeast seaboard, fire storms, tornadoes, bombing of the World Trade Center, and riots in Los Angeles, we're reminded that no place is safe from disasters. Knowing that sooner or later an emergency will strike, you perhaps need to ask yourself what is your emergency preparation strategy in the event of a crisis? How are your skills in true crisis management?

Sure, judicial educators have their share of unpredictable events such as scurrying around at the last minute to adjust the agenda when a faculty member cannot appear. Crises come in many guises, so preparing for the "what ifs" is critical. It's unlikely that you'll have to carry out emergency plans, yet such plans are invaluable when a crisis does occur.

You are relied upon to plan for the myriad details of curriculum, faculty, facility arrangements, and security, and yet, how do you eliminate the risks of participants becoming seriously ill, natural disasters occurring, protesters storming your conference, or an attendee death? Of course, you cannot eliminate the risks, but you can minimize them by arming yourself with accurate information. There are a number of areas where you can be proactive when you're selecting the site, gathering information for an attendee profile, providing safety information in the program materials, and establishing a crisis contingency plan.

Emergency preparedness goes beyond seeing that conference facilities have sprinklers, smoke alarms, and evacuation routes. Develop a complete contingency and disaster plan that covers natural and social disasters and medical emergencies.

In developing a crisis plan, focus on the following steps:

1) prevent a crisis,
2) manage during a crisis, and
3) regroup in the aftermath of a crisis.

Provide procedures for various kinds of emergencies. There are three guaranteed failures when a natural disaster strikes—communication, transportation, and utilities. Develop contingency plans for those transportation delays, communication snafus, and utility disruptions.

Brief your staff on the agency's position and clarify procedures for handling the press. Establish procedures for creating a calling tree (assuming the phones work). The San Francisco convention bureau staff discovered after that city's 1989 earthquake that their cellular phones worked while the ground phones did not. If your event has several locations, it is critical that staff carry cellular phones or walkie-talkies for crisis communication.

Your Staff

Ensure that employees are currently certified in first-aid training.

Designate people in charge and delineate their responsibilities.

Establish a chain of command, determine who is in charge at all times, and who is the alternate for certain functions. Inform staff where vital records such as registration data, floor plans, and contracts are located in case of evacuation.

Just as important as developing a plan is practicing the various components of the plan. A big test of your commitment once the plan is in place is to have periodic drills with your staff once every three months. And in your absence, your staff need to be well versed in the emergency plan so they can take charge.

Identify Contacts and Needs

Be proactive by anticipating what could go wrong and plan accordingly. Create an attendee profile by knowing the group demographics, which include:

- the age range of the participants
- their usual activity level
- attendees' medical conditions and disability requirements

Advance registration materials are useful identifiers of participants' health, medical, and language requirements. Disabled or other special required services such as hearing or sight needs should be noted on registration information. Also, ask about the needs of spouses or guests.

Request that all registrants indicate on the registration form a contact person and telephone number in case of emergency. Bring two sets of these forms to the program. You should carry one set with you at all times and keep the second set at the registration desk for easy access.

In addition to participants' emergency numbers, make a list of critical people and groups that have to be contacted in the event of a disaster. Include their telephone and fax numbers and addresses. Keep a backup list in another secure location (the registration area perhaps).

Site Selection

An important criterion in selecting a site is the ability of a facility to handle emergencies. During the site visit, assess how structurally sound the facility is. How secure is it? Does it have working emergency lights in the event of power failure? Have employees been trained in evacuation procedures and first aid? What kind of emergencies have the staff handled to date? Is the facility part of a disaster relief plan of the city, county, or another agency? How would you get attendees out quickly and safely in a catastrophe?

Ask what groups will be at the facility at the same time as your event. Ask about any local labor problems so you can plan for any slowdowns or strikes. Do not overlook contacting the police department about criminal activity in the vicinity of your program site.

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Preparing, *continued*

Once a site has been selected, learn the fastest way to reach the right person in the facility on a 24-hour basis—that's crucial in an emergency. Get a written copy of the emergency procedures of the facility and keep it with you at all times. Prepare an emergency information sheet and keep it with you. (See sample on pp. 11-12.) Have a second copy at the registration desk where folks often rush to in a crisis. Remember to distribute the completed information sheet to staff at the event as well as to key people "back at the office."

Participant Materials

Ask hotel staff if they have printed information that can be provided to guests for safety/ security issues. In the program materials include a diagram of the hotel floor plan highlighting emergency exits, stairways, and fire extinguisher locations. If the facility does not provide safety tips, include a brochure or handout in the attendee program materials that outlines emergency procedures. Do not forget to advise faculty on emergency procedures even if their stay is brief.

Not all cities have the 911 capacity. In this situation you can list police, fire, and hospital phone numbers on the back of participants' name tags. There is a "sure fire" way (and a pun I could not resist) to ensure that participants know about emergency preparedness and safety measures. During the opening remarks at your education program, explain where the fire extinguishers and exits are located.

Anytime you have reason to believe there is risk from street crime, give attendees a polite and suggestive warning. Alert them to the potential problems in writing and in advance of the program. Tell them what preventive measures they need to take before the education session, and list those prevention tips again in the program materials.

Keep an updated list of key personnel and their phone and fax numbers with you for the duration of the event. Keep a second copy along with a copy of the on-site medical information posted at the registration desk.

Hotel Contracts

Hotel contracts should include a cancellation or termination clause that spells out conditions beyond a group's control that may force program cancellation. Such conditions include acts of God (such as earthquake, hurricane), civil disorder, war, and labor strikes. Termination or cancellation clauses allow either party to cancel for reasons listed above through no fault of either party. They allow both parties to walk away without being liable for any out-of-pocket expenses.

At the Registration Desk

The following items need to be close at hand:

- a telephone and a cellular phone
- a flashlight
- list of emergency contacts
- list of participants' emergency contact names and numbers
- completed emergency information sheet(s)

Ask the facility to direct all calls for attendees to your registration desk. Assure attendees that incoming messages will be delivered to them. If an emergency arises, you could be faced with contacting family members. Remember to communicate quickly, calmly, and thoroughly with the meeting goers, facility staff, and families of the attendees.

Death

Another aspect to consider as part of your crisis plan is how to deal with a death of an attendee during a program. Although difficult to think about, it could happen. From earlier discussions with your staff and facility staff, select a "point person" for the organization who will consult with the general manager or director of security at the facility. In tandem, the point person and facility manager determine what is to be done and by whom, including who should notify the family of the deceased. Maintain a detailed record of the people, places, events, and times involved in the individual's death, in case the police become interested. Do not overlook other details—whether the deceased had a car parked at the facility, whether any personal items were placed in the hotel safety deposit box, or if rental cars and airline tickets need to be retrieved. Equally important, do not forget to provide other attendees an outlet to express their feelings and grief.

Weather

Sure, you cannot do anything about unexpected bad weather, yet adequate preparation and awareness helps minimize its effect. What do you do if the airport runways close? What happens if your participants get stranded at the program site? Are you prepared to negotiate with the facility for extended stays for those participants?

Icy conditions make attendees anxious to get on the highways. Judicial educators around the country deal with disruptions like treacherous road conditions and air flight delays. These disruptions affect learners' attention spans, and concern for families back home creates added urgency for attendees. Some participants have additional worries about their property, farms, and livestock. All these distractions affect the learning process, and you need to adapt the curriculum accordingly.

Missouri's weeklong state judicial education leadership conference had a rocky start in August of 1993. The education staff had to change hotels the morning of the conference when the original hotel was flooded by the Missouri River. Another hotel on higher ground was secured at the last moment. Then, the Jefferson City bridge went out, which meant attendees who lived in the northern part of the state would be stranded unless they left the conference immediately. Amazingly, the conference continued, although with fewer participants. Ron Larkin, chief of operations at the Missouri AOC, said as planners they had to determine when "to fish or cut bait." Equally important, they kept attendees informed of what was happening with the flood conditions by hourly updates. The frequent updates lent some certainty in uncertain and changing conditions. During the lunch hour, televisions were brought into the dining room to keep people apprised of the situation. There was an increase in the number of people calling home or office, so programming needed to be flexible to accommodate participants making phone calls.

False information given by the media also sparked some problems for the Missouri conference goers. The televised newscasts incorrectly reported that the capital city was flooded. That information fueled unwarranted concern for attendees by those loved ones back home who were unaware that everything was OK. Several phone calls later, the misperception was corrected and the program continued.

Mr. Larkin spoke of two other Missouri conferences that occurred during disasters. During an orientation for new judges in 1991, the U.S. bombed Iraq. Televisions were on every evening in the hospitality room where the judges watched Operation Desert Storm unfold. During the day sessions, one-minute updates were given once every two hours. Possibly due to that historical event, those particular judges formed a close bond, more so than any judicial orientation group to date.

Another Missouri conference took place when the San Francisco earthquake occurred. That event drew participants together. They, too, wanted to be kept informed what was happening in San Francisco, so periodic updates were given.

The Missouri experience should be followed. Keep attendees aware of any tornado or hurricane watches or warnings by giving periodic one-minute weather updates. Accurate information provides (some) certainty and keeps attendees in the education session focused on the subject at hand. Missouri planners also allowed longer break times for attendees to place calls to home and office.

Jerry Beatty, Iowa judicial educator, reported that a weeklong institute was affected by the Midwest flooding last August. The planners still were not sure where to hold the institute up to two days before the start date. Why? The flooding caused power and water outages at various facilities. The hotel they wanted to use did have its own generator so electricity for air conditioning was not a problem, but the hotel did not have any water. So the planners turned to Drake Law School, which had restored its electricity, though the drinking water supply remained a question. The institute was held at Drake. As an aside, the hotel solved the water problem by trucking in potable water.

According to June Cicero, Minnesotans pride themselves in coping with any kind of fate Mother Nature hands out. Neither bitter cold nor flooding stopped the judicial education programs from taking place. Not only were programs held, there were no programming revisions. June spoke of 11 inches of rain that fell the first night of a conference. All the attendees stayed put. Weather factors were discussion items at the Minnesota advisory board meeting, yet the board agreed to make no changes. Staff at the Supreme Court Continuing Education Office initiated a new procedure. They now contact local courthouses with meeting announcements, which include the facility's telephone and facsimile numbers, should the court need to contact a particular individual.

The Hon. Louis Condon told *NASJE News* about the effect of Hurricane Hugo, which hit Charleston, South Carolina, on September 21, 1989. Yes, the townspeople had prepared themselves for the onslaught of the storm. Yes, they were forewarned; yes, they protected the windows and covered their records with plastic. But, they had not prepared for the aftermath. There was no water or electricity for nine to ten days.

The clean-up did not include a plan for who was supposed to do what. No one knew when activities would resume. Judge Condon emphasized the need to develop a plan from A to Z that takes into account the conditions before and after disaster strikes. Look at particular facilities, keeping in mind the direct and side effects if a disaster strikes. Every segment of the organization needs to prepare for disasters and life thereafter, which entails a coordinated effort with other units of the system.

Now is an excellent time for judicial educators to rethink their planning efforts with a keen eye toward disaster preparedness. If judicial educators pride themselves as strategic thinkers and thorough planners, then anticipating crises is a contingency that cannot be overlooked. ■

President's Column, *continued*

elect, and vice-president will change from two years to one year. The terms for secretary and treasurer will remain two years, as will the terms for regional directors, though the regional directors' terms will be staggered.

The new nominating process is detailed in article VII of the constitution and bylaws. Briefly, the nominating committee will ask members to suggest candidates for nomination for officers and directors this summer. At least 30 days before the annual conference and after researching each potential nominee, the committee will prepare a slate of candidates and distribute it to all members. Pertinent biographical information on each nominee will also be included in this mailing.

Elections will take place at the business meeting on October 10 at the annual conference in Philadelphia. Nominations from the floor will be accepted.

Cathy Springer, chair of the nominating committee, is working hard with the rest of the committee to ensure that the nomination and election process runs smoothly and keeps on schedule. I encourage members to respond in a timely fashion to requests from the committee and take part in this important election. ■

Publications, *continued*

specialist, one copy editor/publication coordinator, one half-time secretary, and several part-time attorney staff who write and check cites. The department also has the responsibility for the library. Writing is done essentially by staff and by contract work when grant funds permit.

Where do ideas for publications originate? Ellen suggests that in starting up a publications department, ideas for subject matter could come from needs assessments, augmented by analysis, to indicate judicial interest in areas of practice where there are no written materials. At CJER, judicial steering committees play an important role. Brainstorming, practical suggestions, ideas on forms, and procedural recommendations come from judge consultants and planning committee members. The actual writing is seldom done by judges themselves. With increased workloads and growing demands on judicial time, it is difficult to get judges to actually take on additional writing responsibilities.

Staff attorneys outside the publications department may have suggestions themselves, but they are "so overwhelmed with program responsibilities" that they have limited time for additional writing other than the compilation and editing of program training manuals. Fortunately, in California civil proceedings benchbooks are prepared under foundation grants. The foundation funds the writing. The texts are then made available through a joint venture with a legal publisher both to the bench and members of the bar, providing royalties to the foundation, which enable subsidizing future projects. Sales of publications to members of the bar also defray the per capita printing cost.

CJER used to pay for outside printing for its publications, but severe California budget crunches have changed the way CJER does business. Currently, CJER's publications are either "printed" on its large and sturdy Xerox 9400 or are printed by commercial legal publishers under joint venture agreements. Under these agreements, the text is produced at CJER and turned over to a commercial publisher who then provides CJER with free copies for California judges and defrays the cost by selling copies to attorneys. CJER has such joint venture arrangements with California Continuing Education of the Bar (CEB) and Bancroft Whitney.

As a membership organization, the National Council of Juvenile and Family Court Judges (NCJFCJ) has long had its membership periodicals. A separate publications unit handles its monthly caselaw *Digest*, quarterly *Journal*, and the quarterly newsletter magazine *Today*. Additional publications such as annual reports are likewise handled by the publications unit. Because NCJFCJ is essentially divided along project lines, numerous publications and monographs originate from these projects, most frequently grant funded. Thus, monographs on family violence, alcohol and substance abuse, permanency planning, serious offenders, and related topics originate in such projects. The publications unit is used as a resource solely for counsel and guidance. These monographs are sometimes developed by committee, sometimes written by staff and consultants, and sometimes by judge members themselves. Inevitably a committee is involved for input and oversight. Brochures and training materials are produced by project and not by the separate publications unit.

Integrated Publication Responsibilities

Cathy Springer, of Indiana, reports that the Indiana Judicial Education Office does not have a separate publications department. Individual departments within the Center take care of their own publication needs, including conference announcements, training material, benchbooks, etc. Benchbooks are produced through the committee process, with extensive assistance from staff attorneys. While the effort is a joint one, frequently the division of labor depends on the committee chair and committee members. The majority of the publications are produced in-house. Cathy suggests that offices should develop publication guidelines to standardize format, production, and distribution procedures.

Like Dennis Catlin, of Michigan, Jerry Beatty, of Iowa, is a former NASJE president. With a small office, Jerry nonetheless finds time himself to do two or three newsletters a year, intermittent brochures, an annual report, and an annual update for the magistrate manual and the clerk's manual. The judicial benchbook is updated by a lawyer outside the office. In the past they paid the consultant, but for the last three years they have paid him nothing for the updates because they now sell the benchbooks to lawyers as well. The revenue received eliminates the need for the judicial office to pay the consultant any additional fee. To curtail cost, printing is done by a state printing office.

When the Institute of Continuing Education in Georgia updates its benchbooks, it contracts out the work. Law students are paid by the hour; lawyers and judges receive a flat fee by the project. Richard Reaves, the Institute executive director and the third NASJE past-president interviewed, reported some incentives for timely updates of the magistrate and probate court benchbooks. Since the probate court benchbook is also sold to members of the bar, there is motivation for annual updates. Rich requires faculty in the magistrate-judge training programs to use and reference the benchbook in the recertification process.

The Georgia office collects teaching outlines and drafts for potential monographs. Editing resources are not available, however. Since benchbooks are to be used as "quick reference manuals," Rich cautions judicial educators not to go down the road of publishing benchbooks unless they are "willing to make a commitment" and "have the capacity for updates."

In Florida, the judicial education office publishes a course catalog, faculty handbook, and updates to an extensive judges manual. The update is handled by project attorneys on staff, but there is no publications unit as such.

In reviewing publications practices in this limited review, we find that judicial education staff appear generally to be involved in the staffing, writing, and updating of benchbooks and updates in particular. Consultants and part-time attorneys help with writing, but the role of judges in actual writing seems to be reduced. The role of judges is to serve as a source for ideas and committee oversight. Budget monies for a specialized publication person are sometimes available from state appropriations, but also from grants for particular projects with a publication component. Grants are available in-state and from national and federal resources. In addition, benchbook sales to members of the bar may reduce consultant and writing costs. Practical publications are necessary.

The Judicial Education/Adult Education Project (JEAEP) Technical Assistance Consulting Service monies may also be availatble to states seeking consultation on addressing their judicial education publication needs. JEAEP may provide consultation assistance. Please contact the project office at the University of Georgia, Athens, Georgia, (706) 542-2275, for assistance.

The Judicial Education Reference, Information and Technical Transfer Project (JERITT) also may provide judicial education consultation in this matter. Please contact its project office at Michigan State University, (517) 353-8603, for this assistance. SJI provides funding for both the JEAEP and JERITT projects. ■

Resource Center On Domestic Violence:

Child Protection and Custody Highlighted

A new resource for judicial educators recently came on-line. The National Council of Juvenile and Family Court Judges (NCJFCJ) and its Family Violence Project opened the Resource Center on Domestic Violence: Child Protection and Custody in March 1994.

Through the Resource Center, the National Council has assistance available to conduct judicial training on child protection and custody in the context of domestic violence. Resource Center staff can provide not only training but also assistance with faculty selection and curriculum development.

Ongoing technical assistance is another feature of the Resource Center. Reference materials, working materials from courts and programs, training aids, and a network of experts are available through this new resource.

NASJE member and judicial trainer Merry Hofford directs the center. Hofford has studied and developed innovative court practices for more than 15 years. In 1987 Hofford created the National Council's Family Violence Project to develop, test, and promote improved court responses to family violence.

"In addition to providing tailored assistance to those in the field, we will establish policy working groups to address some of the complex issues facing judges, advocates, and services providers," Hofford said. "And, we will publish a newsletter three times a year. Contact the Resource Center if you'd like to be on our mailing list."

This Resource Center is part of a network of four resource centers established to allow courts and communities to respond adequately to the issue of domestic violence. The other three resource centers in the network are:

- National Resource Center on Domestic Violence, housed at the Pennsylvania Coalition Against Domestic Violence, Harrisburg, Pennsylvania (1-800-537-2238);
- Resource Center on Domestic Violence: Health Care and Access, operated by the Family Violence Prevention Fund, San Francisco, California (1-800-313-1310); and
- Resource Center on Domestic Violence: Civil and Criminal Justice, operated by Minnesota Program Development, Inc., Duluth, Minnesota (1-800-903-0111).

The U.S. Department of Health and Human Services awarded a three-year grant to establish the Resource Center, while simultaneously awarding grants for establishment of the three other resource centers.

"We are proud to be able to provide needed technical assistance in the area of child protection and custody and domestic violence to professionals in the field," said NCJFCJ executive director and dean, Louis McHardy. "The vision of the Resource Center is to create improved national policy in an area heretofore lacking."

Resources of the Center are available through a toll-free phone line, staffed by an information specialist. For assistance, information, or to notify the Resource Center about resources you want to share, contact Maureen Sheeran, information specialist, at 1-800-52-PEACE or (702) 784-2695. ■

Icebreakers, *continued*

opening session was "Putting Your Best Foot Forward—Ensuring Public Trust and Confidence." I wanted to evoke new ideas from participants and to find out what activities they used to build public trust and confidence. So, to introduce participants and kick off the topic of perception, I asked them to take three minutes to describe on paper ("Wanted Poster") their perceptions of the qualities they exhibit to increase public service, trust, and confidence and what his or her own court is known for. I then used the Wanted Poster exercise to illustrate the point that court personnel may have a very different perspective of their court than the public at large. I listed what colleagues had to say about a gentleman by the name of Thomas Howard and then followed up with the public's description of the same individual, aka Jesse James. We hung the court manager posters (8.5" x 11") on the walls and left them there throughout the conference for all to read. Jim Toner, associate director for training at the National Council of Juvenile and Family Court Judges, used the same exercise for a "train the trainer" course.

Another icebreaking technique is a participant profile. On the program registration form, attendees answer a series of 12 questions. (See box on p. 9.) The responses are distributed at the beginning of the conference to help participants get acquainted and to facilitate networking.

Choosing Appropriate Exercises

Who will facilitate the exercise?

What is the total number of participants? Who will compose the audience—what are their characteristics; that is, age, cultural background, gender, education?

What are the audience's expectations, needs? What motivates them?

What are their attitudes and values toward the learning experience?

What is the length of the session—hours? days? weeks?

What is the purpose of the workshop? Is it knowledge or understanding? Skills or behavior patterns developed? Personal growth enhanced?

What pressures or constraints are at work?

Do most attendees know one another?

What is the physical layout—room size, seating arrangement, lighting, etc.?

What is the program sequence? What precedes and what follows your exercise? Will folks be in a plenary session or in tracks or choice sessions? At the end of the exercise, what configuration is desired? Consider the transition into the following time period.

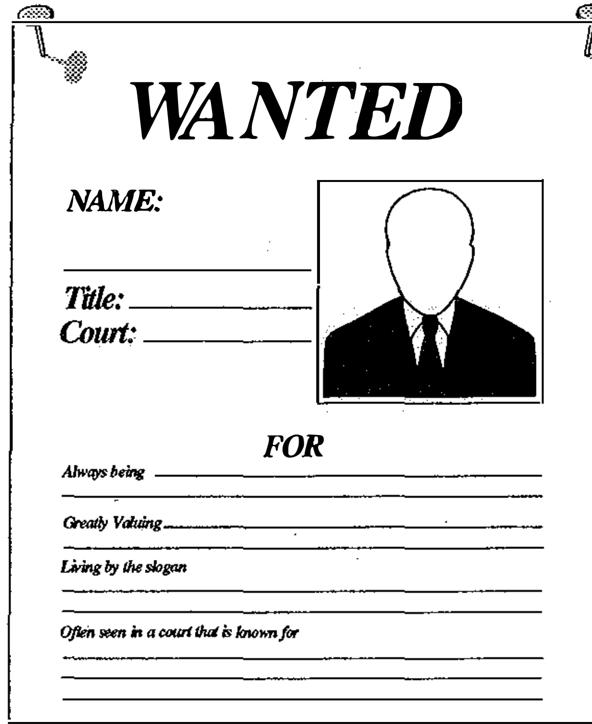
What time of day will the activity take place? First thing in the morning? After lunch?

What do you want to accomplish? Get people energized? Get acquainted? Reduce tension? Prepare for a more intensive session?

Are there desired objectives to be developed? What is the desired frame of mind or mood of the participants? What is the level of interaction/degree of openness?

Roles of Facilitators

Model what you are asking others to do by sharing your experiences first.



For the exercise to be successful, you must make a connection between the particular activity and what is to follow.

Help learners build associations between new information and what they already know.

Help participants debrief. Give them time to think about the meaning of the exercise. Help them translate the learning from the exercise to real world application.

Encourage learners to examine the process for information, values, or creative ideas.

Very much like the technique of brainstorming, certain ground rules apply:

1. Participation is voluntary. Individuals have a right to "pass," without coercion or pressure to participate.

2. Information obtained during the exercise should stay in the room. Participant responses are confidential and specific to that particular time and place.

Getting Folks into Small Groups

Have people group themselves by the primary color they are wearing. You will be amazed at the energy that is generated by this simple exercise.

Have people form a line in order of their birth month. People with January birthdays begin the line. Once people have assembled, folks count off to form groups of six, eight, or any other number you desire.

Getting Folks Talking

Use nametags or signs creatively to identify each person.

Use descriptive verbal introductions with emphasis on . . .

List workshop expectations, personal experiences, anxieties, etc., and form dyads or small groups to share thoughts. For example, subgroup people and ask them to brainstorm getting-acquainted ideas. They then select a representative who meets in the center of the room with other subgroup representatives to plan an activity. (The center of the meeting room can be used by the remainder of the group for group process observation.) After a break, the representatives conduct their design.

Another successful technique used at a statewide orientation for new court employees was to have the entire group generate a list of information that they would be interested in knowing about others at the program. Participants then told who they were in reference to selected items. People introduced themselves and stated their previous position and why they decided to work for the courts. Of particular interest to the group was discovering that most of new court employees came from the banking or insurance industries.

Try an energizer to prepare participants for the session. These should be nonthreatening and involve physical movement. Try relaxation, breathing, and meditative exercises such as "Whoosh." Have participants stand up, reach their arms up, and breathe deeply in unison. Then tell folks to bend forward at the waist, drop their arms as if touching their toes, and exhale the air from their lungs. Repeat several times.

Use values clarification exercises to facilitate prioritizing, assess needs, and plan strategically.

Try word association games as catalysts to free-up thinking.

Provide materials or play objects to induce a comfortable environment for sharing information.

We get so caught up in the tasks involved in group development that the process issues easily get brushed aside. In addition, games and role plays have gotten a bad reputation. So, call the techniques something different. Take people through "an activity," a "self-learning," or ask people to "try cooperative learning." Then be prepared to have an energized group that is ready to get on with the goals and objectives that brought them together in the first place!

Resources for Further Reading

Ken Jones, *Icebreakers: A Sourcebook of Games, Exercises, and Simulations* (San Diego, Calif.: Pfeiffer and Company). (619) 578-5900. $79.95 plus shipping.

Steve Sugar, *Games That Teach* (Amherst, Mass.: Human Resource Development Press). 1-800-822-2801. Book to be released in October 1994.

Andy Kirby, ed., *A Compendium of Icebreakers, Energizers, and Introductions* (San Diego, Calif.: Albrecht Publishing Company). (619) 622-4884. $59.95.

Sue Forbess-Grenne, L.M.S.W., *The Encyclopedia of Icebreakers: Structured Activities That Warm-up, Motivate, Challenge, Acquaint, and Energize* (San Diego, Calif.: Pfeiffer and Company). (619) 578-5900.

J. William Pfeiffer, ed., *The Encyclopedia of Group Activities: 150 Practical Designs for Successful Facilitating* (San Diego, Calif.: Pfeiffer andCompany). (619) 578-5900. ■

Participant Profile

Please answer the following questions. Your responses will be distributed at the conference and will be used to provide a participant profile and facilitate networking.

How long have you been in the court system?

What other positions have you held within the court system?

Who supervises you (title please)?

Unique programs that work in my court:

Tasks streamlined in my court:

Court accomplishments I'm proud of:

Court-related committees I sit on:

If I could have one additional item in my court, it would be:

Relating to my court, I'd like to be able to:

I'd like to discuss over coffee:

Specific areas of interest in court-related topics:

What's a favorite book you'd recommend?

Conference, *continued*

open with greetings from the conference host and the education committee chair. The opening speaker, Dr. David H. Baum, will discuss "The Future-driven Leader." The balance of the morning will consist of "What's Buggin' Me, " a program with scheduled breakouts. After lunch, the "Program/Project Fair" will offer four programs that you can replicate in your own state. Monday night's banquet should be a unique Philadelphia experience. Within walking distance of the hotel is the historic Dickens Inn. This famous tavern will be ours for the evening. With its original bars and special "English Fare," it will provide the setting for an exciting event.

Tuesday, October 11

Tuesday morning will begin with the Liberty Fun Run and Walk. Following breakfast we will have five all-day sessions, including "From Knowing to Doing: Designing Results-oriented Diversity Curriculum," "Ability-based Learning and Judicial Education," "Innovative Preparation and Delivery Methods for Adult Learners," "Active Learning and Effective Teaching," and "Technology for Judicial Education." Tuesday afternoon you can sign up for sightseeing, visits to wonderful Waterfront and South Street watering holes, and dining delights.

Wednesday, October 12

The 1994 conference will close with two concurrent half-day sessions, "Program Promotion," and "Automation Planning for Judicial Educators." You should have already received your conference announcement and registration forms. If you have not, contact Bunny Baum Cantor at (215) 560-6325. We hope to make this year the best ever. Your budget dollars will be well spent enhancing your judicial education programs and professional development. ■

How Do You Keep Participants Energized?

NASJE News asked this question of members at the annual meeting in San Francisco. Here are some of their responses, along with a few other ideas.

- Alternate substantive and nonsubstantive topics.
- Book meeting rooms with windows.
- Hold each session in a different room or change the direction tables and chairs face in the room. It changes one's view and possibly one's outlook.
- Schedule shorter sessions and break frequently. Or use the 50-minute hour teaching configuration with 10-minute breaks every hour.
- Entertain with disc jockeys and dances in the evening.
- Hold sessions in unconventional places; for example, have a discussion group meet while preparing an evening meal. Interaction begins while folks are chopping vegies for their meal; poolside or veranda locations provide fresh air and a change of pace.
- Encourage attendees to move their limbs during session breaks—take a short walk, lead folks in no-sweat stretching, use rubber tubing to work the muscles using resistance, pop in an aerobic or yoga video during free time. Remember that exercise increases comprehension, short-term memory, and intellectual functioning.
- Schedule a massage therapist to give on-site 15-minute massages, performed while the recipient is clothed and seated in a portable massage chair. Benefits are direct relief for neck, back, or headache, plus it relaxes and rejuvenates the recipient.
- Incorporate interactive teaching methods with participatory games such as the Grant Game that Ellen Marshall developed. This large board game, unveiled at the annual conference in Charleston, South Carolina, conveys information about the intricacy of the grant process.
- Select menus with foods high in complex carbohydrates (for both a quick energy boost and long-term energy) and low in fat, salt, and sugar. Protein, too, is essential for mental activity, so try having a yogurt break at one of your programs. That way, attendees will be more alert in the afternoon sessions.
- Work fitness breaks right into the program schedule with seat exercises and stretching. The "moves" can be used by the attendees at the conference as well as back home in the office or on the bench (now *that's* transition learning).
- Provide lower back (lumbar) support cushions for luxury in seated accommodations (if your budget allows). The cushions, placed on banquet chairs, help lessen fatigue.
- Include physical activity at the beginning and end of the day. This is especially critical when attendees are at a weeklong program. Pacing is important to consider both for content and exercise, so that people are not overloaded with information, overextended, or frazzled.

Have you considered that attendees may be dehydrated? In the United States, people tend to be slightly dehydrated, particularly in dry, air-conditioned meeting rooms. Dehydration causes fatigue and often results in dry mouth, dry skin, laryngitis, and increased susceptibility to infection. Increasing fluid intake means more restroom breaks, but this is a small inconvenience given the results of alert and energetic attendees.

Do not overlook the importance of recreation and competition at educational programs for keeping attendees invigorated. Games relieve bottled-up stress and break down social tensions. Provide options for play. Consider the group, setting, and purpose of the gathering, keeping in mind that golf and tennis are not sports that appeal to everyone. ■

Farewell, Bill

How do you say good-bye to someone who has become part of the family? How do you adequately thank someone for all they have done to enrich your profession? How do you adequately thank someone who did the dirty work? The NASJE News editorial committee is not really sure how to answer those questions when it comes to Bill Fishback. The newsletter has become a source of pride for NASJE members who have been involved in its publication, thanks in no small part to the efforts of its first professional editor, Bill Fishback. It seems inadequate to just say a simple thank you, but sometimes simplicity is the sincerest form of gratitude. Thanks, Bill, we truly could not have done it without you! ■

EMERGENCY INFORMATION

Ask the facility contact person to fill out this form. Make a copy of the completed information to carry with you on site. Keep a copy at the registration desk for all on-site staff and keep a copy with someone in your organization "back home."

Emergency information for: ______________________________
(name of facility, city)

MEDICAL

What is the procedure for medical emergencies? ______________________________

____

____

CONTACT

Da time contact person:	Telephone number(s) (beeper #, cellular #):
Alternate daytime contact person:	Telephone number(s):
Nighttime contact person:	Telephone number(s) (beeper #, cellular #):
Alternate nighttime contact person:	Telephone number(s):

NEAREST URGENT CARE FACILITY

Name:		Address:	
Telephone number:		Miles/Travel time:	
Payment: ☐ Insurance	☐Cash	☐ Credit Card	☐ Bill

NEAREST HOSPITAL

Name:		Address:	
Telephone number:		Miles/Travel time:	
Payment: ☐ Insurance	☐Cash	☐ Credit Card	☐ Bill

AMBULANCE SERVICE

Name:	Address:	Telephone number:

FIRE

Security office telephone number:	Is there a paging system that reaches all occupants simultaneously? ☐ Yes ☐ No
Do fire alarms alert the fire department directly? ☐ Yes ☐ No	Is emergency lighting on a separate power system? ☐ Yes ☐ No
Is there a first aid station in the facility? If yes, what are the hours of operation?	
Where are fire hoses and extinguishers located in the facility?	

Please Attach Diagrams of Emergency Exits, Stairways, and Fire Extinguisher Locations for each Meeting Room.

National Association of State Judicial Educators

SJI State Justice Institute

The editorial committee encourages contributions to NASJE*News* from judicial educators and other interested parties. Not every contribution will receive a byline. Articles will receive a byline under the following guidelines:

The writing is intended to reflect the opinion of the author;
the editorial committee finds it appropriate to give a byline to make clear that the writing does not reflect the opinion of the editorial committee; or
the writing reflects a substantial piece of work that occupies a prominent place in the newsletter and is at least one newsletter page in length.

In applying these guidelines the committee will resolve close issues against giving bylines to committee members and in favor of giving bylines to noncommittee members. When noncommittee members make contributions not otherwise credited, their names will be listed as contributing to that newsletter.

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