Workshop Instructions: Cross Examination

In today’s workshop, your group will be responsible for developing cross examination questions for one of the school’s witnesses: the School Official. At the end of the workshop we will hold a simulated hearing, and your group will conduct the school official’s cross examination. The following instructions should help guide your work.

➢ Start by skimming the section titled “c. Drafting Cross Examinations” in the attached excerpt from the Advocacy Guide. If you have a chance, do this even before reviewing the case materials (witness statements, interview notes, etc.).

➢ Develop your theory of the case. Skim the attached “Case Theory” excerpt from the Advocacy Guide. Use the Hearing Prep Form to assist you in considering the potential evidence favoring your client -- and the school.

➢ Based on your theory, identify the facts that need to be adduced through cross examination of your witness. (Usually you would do this by drafting your closing statement first.)

➢ Draft your cross examination questions. Remember to anticipate the witness’s direct testimony and to write leading questions.

➢ Revise / refine your questions. Practice on each other with someone in the role of the witness to try and identify weak spots.

➢ Decide how your group will conduct the cross examination of your witness during the simulated hearing. (I.e., select one person to be the advocate; or, assign a few questions to each person.)

➢ If you have time, read over the section titled “d. Conducting Cross Examinations” in the attached excerpt from the Advocacy Guide.
**Workshop Instructions: Cross Examination**

*In today’s workshop, your group will be responsible for developing cross examination questions for one of the school’s witnesses: Ms. L. At the end of the workshop we will hold a simulated hearing, and your group will conduct Ms. L’s cross examination. The following instructions should help guide your work.*

- Start by skimming the section titled “c. Drafting Cross Examinations” in the attached excerpt from the Advocacy Guide. If you have a chance, do this even before reviewing the case materials (witness statements, interview notes, etc.).

- Develop your theory of the case. Skim the attached “Case Theory” excerpt from the Advocacy Guide. Use the Hearing Prep Form to assist you in considering the potential evidence favoring your client -- and the school.

- Based on your theory, identify the facts that need to be adduced through cross examination of your witness. (Usually you would do this by drafting your closing statement first.)

- Draft your cross examination questions. Remember to anticipate the witness’s direct testimony and to write leading questions.

- Revise / refine your questions. Practice on each other with someone in the role of the witness to try and identify weak spots.

- Decide how your group will conduct the cross examination of your witness during the simulated hearing. (I.e., select one person to be the advocate; or, assign a few questions to each person.)

- If you have time, read over the section titled “d. Conducting Cross Examinations” in the attached excerpt from the Advocacy Guide.
Workshop Instructions: Cross Examination

In today’s workshop, your group will be responsible for developing cross examination questions for one of the school’s witnesses: R. At the end of the workshop we will hold a simulated hearing, and your group will conduct R’s cross examination. The following instructions should help guide your work.

➢ Start by skimming the section titled “c. Drafting Cross Examinations” in the attached excerpt from the Advocacy Guide. If you have a chance, do this even before reviewing the case materials (witness statements, interview notes, etc.).

➢ Develop your theory of the case. Skim the attached “Case Theory” excerpt from the Advocacy Guide. Use the Hearing Prep Form to assist you in considering the potential evidence favoring your client -- and the school.

➢ Based on your theory, identify the facts that need to be adduced through cross examination of your witness. (Usually you would do this by drafting your closing statement first.)

➢ Draft your cross examination questions. Remember to anticipate the witness’s direct testimony and to write leading questions.

➢ Revise / refine your questions. Practice on each other with someone in the role of the witness to try and identify weak spots.

➢ Decide how your group will conduct the cross examination of your witness during the simulated hearing. (I.e., select one person to be the advocate; or, assign a few questions to each person.)

➢ If you have time, read over the section titled “d. Conducting Cross Examinations” in the attached excerpt from the Advocacy Guide.
**Workshop Instructions: Cross Examination**

In today’s workshop, your group will be responsible for developing cross examination questions for one of the school’s witnesses: A. At the end of the workshop we will hold a simulated hearing, and your group will conduct A’s cross examination. The following instructions should help guide your work.

- Start by skimming the section titled “c. Drafting Cross Examinations” in the attached excerpt from the Advocacy Guide. If you have a chance, do this even before reviewing the case materials (witness statements, interview notes, etc.).

- Develop your theory of the case. Skim the attached “Case Theory” excerpt from the Advocacy Guide. Use the Hearing Prep Form to assist you in considering the potential evidence favoring your client — and the school.

- Based on your theory, identify the facts that need to be adduced through cross examination of your witness. (Usually you would do this by drafting your closing statement first.)

- Draft your cross examination questions. Remember to anticipate the witness’s direct testimony and to write leading questions.

- Revise / refine your questions. Practice on each other with someone in the role of the witness to try and identify weak spots.

- Decide how your group will conduct the cross examination of your witness during the simulated hearing. (I.e., select one person to be the advocate; or, assign a few questions to each person.)

- If you have time, read over the section titled “d. Conducting Cross Examinations” in the attached excerpt from the Advocacy Guide.