

## Logistics of doing the Domestic Violence Problem

1. Reading: students are assigned the DV reading in the casebook and the text of the state injunction statute for a domestic violence injunction (so this is particular to each state)
2. Supplemental reading or additional tools are provided in a separate document—how to construct a safety plan; a dangerousness/lethality assessment; and an ACEs assessment. ACEs have previously been discussed in the class; all else is new.
3. Prior to the discussion of the Problem, the students have been given the following: the Problem; the photos associated with the problem; and the 911 call.

Each student has also been assigned one of the following roles:

Prosecutor

Public Defender

Civil Attorney for the Father

Civil Attorney for the Mother

Attorney for the state children's services agency (in Florida, the DCF attorney, for Department of Children and Family Services)

4. The students are told that they will have time to consult with the other students in the same role before the discussion begins on the primary question: how will they approach this problem from the lawyer role that they have been assigned? We encourage them to print out a copy of the facts as they may want an annotated version for the discussion.
5. When we get to this problem in class, and students are advised what the focus of the problem is, we also always provide support to potential survivors in the class.