# Criminal Justice parent guide

You do not need to be an expert to read this book together. Your job is to ask how the explanation works and give the learner room to think.

## What this book helps explain

Separate allegation, evidence, procedural decisions and a finding of guilt.

## Three short conversations

First, ask: Does an arrest establish that someone committed the charged offense?

Next, read “A headline is not a verdict” together. Ask the learner to draw the idea and explain one unfamiliar term. Use the glossary rather than guessing.

Then use the activity below. Let the learner try before reading the answers on the next page. Ask what information would change the answer.

## Try it together

In a fictional bicycle case, a camera shows someone near a rack, a witness reports a missing bike, and a person says they had permission to borrow it. Make columns for observations, inferences, disputed questions and decisions. Do not decide guilt from the short scenario.

1. What does the camera observation establish by itself?

2. What additional questions matter?

3. Why must the decision and its legal standard be named?

## A small activity at home

Discuss a fictional story rather than family cases or classmates. Allow learners to opt out of personal or distressing discussion.

# Criminal Justice conversation notes

## Answers to discuss

1. It places someone near the rack, subject to the recording's reliability and identification. It does not alone establish all elements of an offense.

2. Identity, ownership, permission, conduct, intent where required and the reliability of each item of evidence.

3. Different procedural decisions have different purposes and standards. A charging decision is not a trial verdict.

## Listen for this distinction

This book gives a general US orientation. Procedures vary by jurisdiction; no classroom scenario is legal advice.

## Useful follow-up

Write a neutral headline that reports an allegation without announcing guilt. Identify the source and procedural stage.

## When the explanation is unclear

Ask “Which part are we sure about?” and “Can you show me with a smaller example?” Say when you do not know. Read the relevant chapter together and check its sources if the question goes beyond the example.

## Signs of understanding

The learner can explain the idea in their own words, use a diagram or example, and say one thing the example does not prove. Repeating the book word for word is not the goal.

## Keep the conversation comfortable

Use fictional people and amounts. Do not require personal disclosures. Short sessions are enough; stop before frustration turns reading into a test.

## Reading route

A headline is not a verdict; A standard belongs to a decision; The grand jury does not decide guilt

Companion to Criminal Justice: NOW It Makes Sense by Sonny Saggar. First edition. This guide uses original supplementary teaching examples.