

JUDGE JODHI

Grade 3



Judge Jodhi is a 20-lesson curriculum for children in Grade 3, designed to develop and stimulate critical thinking skills while instilling critical 21st-century competencies such as empathy, compromise, social responsibility, and a basic understanding of the rule of law.

Based on the animated series, the program follows 12-year-old Jodhi Joshi, who has set up a courtroom in her backyard to resolve neighborhood disputes. From personal disagreements and contract breaches to online slander, disability rights, property damage, and even unsolved mysteries, no case is too big or too small for Jodhi. Assisted by her younger brother Mani and their clever tricolor beagle, Chili, she presides with wisdom and fairness, making the exploration of justice both engaging and empowering.

Sample Lesson Plan: *Face Paint Fiasco*

Target Lessons: Admitting mistakes, apologizing, assuming liability and repaying your mistakes.



Face Paint Fiasco



Story Summary

Court Case: Brigid charges that Lorna painted her face green with permanent marker, causing her to miss the violin concert that she had been practicing hard for. Lorna argues that Brigid gave her permission to paint her face and she didn't use permanent marker on purpose – her brother must have mixed up the permanent markers with her face-paint markers.

Home Story: Jodhi agrees to help her mom by taking one of her patients (a goat) back to its home. Mom warns that the goat has to be brought home by 1 o'clock, or else they will need to keep it over the weekend. Jodhi loses track of time and now it's too late to take the goat home.

Verdict: Jodhi explains that admitting mistakes can be difficult, but it's often the best thing to do. Lorna apologizes and takes responsibility, admitting that she should have checked the markers before using them. Brigid accepts the apology. They go back to being friends and start planning upcoming performances. Back at home, Jodhi confesses her mistake to her mom. She offers to make up for it by taking care of the goat for the rest of the weekend, now that they're stuck with him until Monday.

Educational Objectives

This lesson addresses the following goals for social-emotional learning:

- Encourage children to admit mistakes, even if doing so is challenging.
- Inspire children to make amends when their mistakes have negative consequences for another person.

In addition, the lesson touches on the following legal concepts, thus planting seeds for future civics learning:

- Assuming liability
- Restorative justice.

Pre-Viewing Discussion (approximately 5 min.)

Before watching the episode, ask children to name some mistakes they have made. They might suggest something like dropping a dish, oversleeping, or saying something hurtful. If they're not comfortable giving examples, offer an example from your own life, or suggest a made-up example, such as forgetting to feed a pet, making errors on a quiz or test, putting too much soap in a bathtub, etc.

Discuss what it feels like to make a mistake. How does it feel when someone is understanding about the mistake, instead of getting angry? What are some positive ways to respond if a friend makes a mistake?

That's what today's episode of *Judge Jodhi* is about: admitting mistakes and taking responsibility for our actions.



Watch or Read Episode

(approximately 20 min: 9-10 min for the episode
+ 10 min for the discussion)

During Viewing: What Would You Decide?

Stop the recording just before the scene in which Jodhi gives her verdict. This moment is after Jodhi says, "You're a wise goat, Cornelius! You just gave me an idea on how to wrap up my case!" Lead a short discussion with the children to reflect on the arguments that each side made, and to predict what they think Jodhi's verdict will be. You can use the following questions as a guide:

Brigid was the plaintiff, who had a complaint. What did Brigid complain about? Why did she think that what Lorna did was wrong?

(Discussion: Brigid complained that Lorna painted her face with a permanent green marker. It made Brigid miss an important music concert she had been practicing for.)

Lorna was the defendant, who defended herself. Why did Lorna think what she did was ok? Why did she think her actions weren't wrong?

(Discussion: Lorna had asked Brigid's permission before practicing the makeup skills on her. She thought that the markers could easily be washed off. She didn't know that her younger brother had mixed the regular face makeup pens with the permanent markers.)

How do you think Brigid felt about being accused of making Lorna look like a frog and miss her music concert? How do you think Lorna felt when she discovered that she could not remove the permanent green marker?

(Discussion: Brigid was surprised because she felt she didn't do anything wrong. She had asked Lorna's permission to paint her face, and she didn't know the markers were permanent; it was an accident. Lorna was surprised and mad. She not only had permanent marker on her face, but also missed an important music concert that she had been practicing hard for.)

Whom do you think is right -- Brigid, Lorna, or something in between? Why? What do you think Jodhi will decide?

(Discussion: Solicit children's opinions, but do not comment on whether you agree or disagree until after the end of the TV episode.)

After the discussion, show children the rest of the episode, with Jodhi's decision.

while Lorna didn't mean to use permanent markers, she still had to take responsibility for her mistake, so Lorna apologized and made Brigid the star in her play. After Lorna said that she was sorry, she and Brigid made up and went back to being good friends.)

When Brigid realized her mix up with the markers, what should she have done?

(Discussion: She should have apologized as soon as she discovered that she accidentally used permanent markers. If Brigid had told Lorna right away about the mistake and said she was sorry, then maybe they could have avoided an argument.)

Why did Jodhi admit her mistake with the goat?

(Discussion: Jodhi knew that she did something wrong and needed to admit and apologize for it. She felt better by taking responsibility for her mistake and agreed to look after the goat for the entire weekend.)



Post-Viewing Discussion

(approximately 10-15 min.)

After the episode ends, lead the children in a discussion about Jodhi's verdict and the themes the story raises:

In the end, what did Jodhi decide? Why?

(Discussion: Jodhi explained that there's a difference between harming somebody on purpose and by mistake. Harming somebody on purpose is worse. But,



Take It Further: In-Class Activity

(approximately 20 min.)

In today's story, Brigid and Lorna had a problem and argued because of a mistake that Brigid made. But what if both kids made mistakes that caused a problem?

Have two volunteers pretend to be the kids in a new case. One will pretend to be the plaintiff, and the other will be the defendant. Each will act out his/her side of the case.

The Case: At a neighborhood barbeque, Kid #1 is carrying a big tray of everyone's hot dogs, and puts it down on a low, flat rock, then goes to play with the other kids. Meanwhile, Kid #2 ties his/her pet dog's leash to a folding chair to keep it away from the food, and goes to play with the kids too. When no one is looking, the dog pulls the chair over and eats everyone's hot dogs.

Kid #1: This is all your fault! You should have tied your dog's leash to something heavier, so that it couldn't get away and steal everyone's food.

Kid #2: My fault? It's your fault! The only reason my dog was able to eat the hot dogs is that you put that platter of food so low to the ground. If you put it somewhere up higher, my dog couldn't have reached it and wouldn't have eaten the hot dogs.

Encourage the two volunteers to come up with their own points to support their positions too.

Once the volunteers finish, it's up to the entire class to form their own opinions about the case, and what they would decide if they were Judge Jodhi.

First, ask students: How is this case similar to the one in the episode? How is it different?

(Discussion: In both cases, two kids have a disagreement based on mistakes. But in the episode, one kid -- Brigid -- made a mistake with the markers. In this case, both kids made mistakes: Kid #1 should have put the hot dogs somewhere safer, and Kid #2 should have tied the leash to something heavier so that the dog wouldn't get away.)

Then, have students come up with their own verdict as a group. Whom do they think is right: Kid #1, Kid #2, or is it something in between? Why?

(Discussion: Responses will vary. During the discussion, try to bring out issues regarding fairness, ownership, sharing, and consideration for other's feelings and needs.)





Take-Home Activity: "I'm Sorry" Letter

Writing a short letter is a great way to admit a mistake and let someone know you feel bad about it. But, sometimes, it can be hard to know where to begin.

The next time you make a mistake and want to tell someone you are sorry, use this form as a guide. Ask your family to help you get the words just right.



Dear: _____

I'm VERY sorry for _____

I understand if you feel _____ or

Please let me know what I can do to make up for

I hope you will forgive me.

From: _____

