

**Confronting Injustice: Investigating and Addressing Youth-Related Injustices  
in the School and Community**

*Name of organisation:*  
Anne Frank House

**globalteenagerproject**  
[www.globalteenager.org](http://www.globalteenager.org)



# **Confronting Injustice Teacher Manual**

**2007**

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## **Welcome to the project *Confronting Injustice*.**

Dear colleague,

This manual is intended for teachers who will participate in the project ***Confronting Injustice*** in the 2007 school year. The manual will describe the aims and objectives of the project, but more importantly the responsibilities of all those involved, the steps that need to be taken to make the project successful and the various activities that will make up the project.

The project in front of you represents a joint effort by the Anne Frank House and SchoolNet Africa. ***Confronting Injustice*** is a project that builds on earlier experiences with the international project *Understanding Diversity*, which took place in more than 19 countries, linking students and classrooms across the globe. The present project will take place in multiple countries as well, connecting communities with often times very different histories and cultures. During the project, each group of students will be connected with students elsewhere. Mariela Chyrikins, the day-to-day project coordinator, will provide all country coordinators with the pairing information.

*Confronting Injustice* also builds on the Learning Circle approach. Learning Circles are highly interactive, project-based virtual exchange programs among a small number of schools located in different countries. We have taken the strengths of this approach and added other interactive student-based methodologies to create a dynamic project that makes use of the many types of capabilities that students have, giving them the initiative in their learning. The activities are demanding and challenging, and will require collaboration among students within classrooms and across national borders. A difference in this project with the traditional learning circle approach is that students will be asked to go into their communities, conduct actual interviews, give presentations in class and create an on-line exhibition.

All activities will lead to a final product, which is an on-line exhibition focusing on what students think is the most appropriate response to injustices perpetrated by their peers and what steps they think could be taken to make their school and/or community a safer and better environment for all. These views will be translated into a strategy that they think will be effective in 'confronting injustice'. The strategy will be developed with the advice and recommendations of the partner school abroad. The internet will play a major role in the project. Students will communicate with each other to conduct research and develop materials themselves. It is important for all participants to realize that joining the project implies a commitment to meeting the various deadlines contained in the project. If these deadlines are not met, the final product will also remain incomplete. This would be de-motivating for the students and frustrating for your partner school.

The teachers in the project have been selected because of their commitment to students and the desire to expose students to exciting new ways of learning. Those selected have also shown that they are aware of the multicultural nature of the world today and the need to respect each other, irrespective of one's ethnicity, nationality, race, religion, sexual preference, etc.

We look forward to working with you and your students.

Your comments and suggestions are welcome at all times at: [mariela@annefrank.nl](mailto:mariela@annefrank.nl).

Sincere greetings,  
Barry van Driel, Mariela Chyrikins, Katie Ramp  
Anne Frank House

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## Introduction to the project

### The Project

You and your students are about to embark on an educational journey with an uncertain ending. One thing is sure: both you and they will learn a great deal during the many activities planned during the 2006-2007 school year. There will be no right or wrong answers in the project, no true or false statements or multiple choice assignments. Though you as a teacher might decide to test the students on their knowledge or grade them in some other way, the project will ask students to use all of their educational skills to arrive at a final product. This product will depend on the students' creativity, insight, communication, and investigative and collaborative skills. It will be the result of a team effort that involves you, your students and also students from other countries. The issues to be discussed in the project are real and effect students, some on a daily basis. However, the relevance of the topical matter also turns the students into experts who will be refining their knowledge, insights and skills.

### Participants

We use the word *class* throughout this manual in a very broad way. Some of you will indeed be working with one classroom of students. Others might choose to work with students from a computer club or draw from various classes. Some teachers will choose to do the project work in the classroom, during regular school hours, while others will elect to work after school.

### Materials

Check beforehand whether you have all the materials and resources you need to complete the project. All background resource materials will be contained on the **Confronting Injustice virtual campus** (<http://www.globalteenager.org/mambo>)

Before discussing the project more extensively, let us outline the various activities that will be taking place each week. We will describe them more fully later in the manual. Because of vacations that take place at different times in different countries, teachers should make sure that they communicate their schedules to both the country coordinators and the partner class abroad. This will allow each pair of classes to arrive at a feasible planning to complete the project in time.

**Though the project can be completed in 15 weeks, most pairs will elect to spend more time on the project to allow additional preparation, reflection, discussion and research. It is up to the partners to decide how much time they can spend on the project and what kinds of deadlines they want to set for themselves. In the table below, however, we give a sample schedule using the minimum of 15 weeks.** If you feel that you and your students do not have 15 weeks to work on the project, please contact Mariela Chyrikins ([mariela@annefrank.nl](mailto:mariela@annefrank.nl))

Mariela will be in touch with all country coordinators to monitor the progress of the participants and to monitor when classes start working, are on vacation, etc. For some pairs, the project will take 4 months, while for others it might take a couple of months extra. Most classes that participated in previous years needed 4-5 months to complete the project.

### Time involvement

We anticipate that the activities described in this manual will take 3-4 hours each week. This does not include homework that you might want to give students. Because part of the project involves communication with partners with a different schedule it works best if your group meets more than once a week, even if it is only briefly, to receive and read mails from the partner class.

### Certificates

All participants will receive an official certificate at the end of the project to show they have participated successfully.

## Overview of activities

(\*) 15 week programme (to be reviewed by teachers and GTP coordinators?)

(\*\*) starting date should be filled by school teachers

Week (*)	Date (**)	Phase	Activities
Week 0		Phase 0 Getting ready (page 10)	Gather information about local samples of injustices, discuss the topic of injustice with the students and prepare them for the project. Teacher letter sent. First informal chat session. Main Results: teacher letter sent
Week 1		Phase 1 Preparing a Class Letter (page 12)	Design Class Letter to be sent to the partner school. Discuss the topic with your students and include any information or programmes that the school has carried out concerning prevention strategies. Main Results: class letter sent to connected schools
Week 2-3		Phase 2 Reviewing and feedback injustice stories (page 15)	Students are introduced to the topic of justice and injustice, especially as it pertains to youth perpetrating injustice on other youth. This will be done by having students read examples of such injustice (First set of readings), both general examples prepared by the Anne Frank House and local examples prepared by the country coordinator and the participating teachers. The information will be contained on the Confronting injustice virtual campus. Main Results: readings studied and feedback is shared with the partner school
Week 4		Phase 3 Exploring personal experience with injustice (page 17)	Students discuss the issue of injustice perpetrated on youth by other youth with each other (both in class and with students in the paired school), also using exercises on rights violations. Students catalogue types of injustice, and identify what the main issues are with respect to such injustice. Main Results: feedback about the exercise is shared with the partner school
Week 5-6		Phase 4 Second set of readings: prevention and dealing with peer to peer injustice (page 19)	Students read selected texts on how injustice is sometimes dealt with (Second set of readings). Students then have initial conversations about why such injustice occurs, how it might be prevented and how such injustice should be dealt with. Class letter is sent to other school. Informal chat session with all participants. Main Results: new readings discussed, insight into local cases of injustice and feedback is shared with the partner school
Week 7- 8		Phase 5 Developing a research plan and doing background research (page 19)	Students in each country develop a research plan as to how they will delve deeper into this issue through interviews. They will be selecting a variety of people to interview about youth to youth injustice, especially individuals who might have different views on the topic. Main Results: research plan developed and sent to partner school
Week 9 -		Phase 6:	Students develop the questionnaires (and other research

10		Developing a Questionnaire and finding interviewees (page 22)	methods) they will use when interviewing 'experts' on the topic. They will focus on analysis, prevention and interventions after injustice has occurred. Students from partner classes give each other feedback on the questionnaires. Main Results: questionnaire is developed and sent to partner school
Week 11-13		Phase 7-8: Conducting and processing the interviews (page 25)	Students collect information in teams, using the questionnaires. After sub-groups have collected their information they analyze and summarize their data. This needs to be done in such a way that the other students can understand the main findings. Students discuss the main findings of each sub-group. They start to think about how to bring together the various findings into one final product. Main Results: interview information processed and results shared with partner school
Week 14-15		Phase 9-10: Developing an implementation strategy and creating an exhibition (page 30)	Students from each class translate their findings into a 'policy document' that contains recommendations for change. These are posted in an on-line exhibition that consists of web pages from each group. Each group will create 3-5 web pages. Student place the exhibition on-line. Main Results: policy documented presented to the connected school - hard copy of exhibition ready – online exhibition finished – certificates sent to the school

## Project Aims and Objectives

The Purpose of this manual is to help you and your students understand how the *project **Confronting Injustice*** works and what is expected of you and your students. Each chapter covers a different aspect of the project. We have tried to be as complete as possible, so that your job will be made easier. You may wish to deviate from the planning or approach we suggest. You have that freedom (after all, you know your students best), but please consult with Mariela Chyrikins beforehand so that the project organizers are aware of this.

Although technology plays an essential role in ***Confronting Injustice***, it is not the main focus of the project as such. The technology is a means to an end. It will help students collaborate and prepare a better end product.

The aims of the project for the students can be summarized as follows:

### GENERAL AIMS

The general aims of the project are to:

1. Help students gain knowledge and understanding of the injustices that youth experience in a different culture and the how those injustices are coped with and prevented.
2. Encourage students to foster problem solving, critical thinking and collaborative communication skills and use these skills to develop a concrete strategy for change.
3. Teach students how to use information and communication technology effectively to create an online exhibition.

### SPECIFIC AIMS

Share Individual, Societal, and Cultural Perspectives

- Promote intercultural and regional understanding and sensitivity around issues of youth-to-youth injustice
- Understand how experiences are similar and different

#### Gain knowledge

- Gain an understanding of issues relating to incidences of injustice, both locally and internationally
- Develop insight into the juvenile justice system and alternative ways of dealing with youthful perpetrators of injustice
- Understand that there is no single view of why youth-to-youth injustice occurs, how it can be prevented and how incidences of injustice should be dealt with to create a safe learning environment
- Realize that people in different roles and professions often view reality differently

#### Foster Problem-Solving and Critical Thinking Skills

- Engage students in thoughtful reflection
- Involve students in research as they attempt to understand issues
- Develop research strategies
- Develop students' ability to collect, interpret and present information to others
- Enhance students' tolerance for ambivalence
- Provide insight into various types of moral arguments

#### Enhance Communication Skills

- Encourage students to use writing to share ideas with others
- Provide opportunities to read, evaluate, and edit the work of others
- Promote writing across the curriculum
- Help students develop interview skills

#### Develop Co-operative and Collaborative Work Strategies

- Learn to work as members of a team with peers in other places
- Understand responsibilities that come with group participation
- Learn how to work co-operatively with partners in distant locations.

#### Learn to Use Information and Communication Technology

- Understand how computers are used to exchange information
- Gain experience in working with computers
- Be aware of 'Netiquette' in electronic communication
- Make presentations on-line

#### Learn how to Organize

- Learn how to organize group presentations
- Set up interviews with people in one's community
- Collaborate with others on the development of exhibition web pages

#### Learn to Process Information

- Learn how to process and summarize a great deal of information
- Gain experience in fitting together text, photos, statistics and illustration

#### Develop strategies

- Learn how to develop concrete strategies for change that can be implemented
- Understand strengths and weaknesses of certain strategies

Though the project will lead to an on-line exhibition as a final product, the process is in many ways much more important. Students will be engaged in the process of reflecting on their own reality and developing suggestions for change. There are no winners and losers in the project. It truly is how the students play the game that counts. Though the students will be working seriously on an often times quite serious issue, it is important that they have fun and remain motivated. In the end, every person in the project will win because together they have made the project succeed.

During this project, the final product will depend on the students. The more successful the collaboration among students is, the more successful the final product. How students interact with each other will make a world of difference. If they respect each other and listen to each other, they will not only gain new friends but they will learn a lot from each other as well. This means adopting an open attitude to differences of opinion and different perceptions of the world. Learning to compromise with peers who have different opinions is a key component of the project.

## Phase 0: Getting ready !!!

It is important to set aside some time before the beginning of the project for you and your students to become familiar with the project and to plan for your interaction. This guide will help you envision how the entire process will operate. To realize the maximum educational benefit from your participation, you will need to be ready from the outset to begin interacting with the project coordinator in your country, as well as the partner class in another country and the CI facilitator. Getting ready involves some planning by both the teacher and the students.

### Teacher preparation

Integrating the project activities with something you already have planned in the curriculum gives you the advantage of extending the learning by using your own teaching materials to connect to the project.

You and your students will need to work closely with teachers and students in another country. You can prepare for this interaction by reading this guide carefully so that you are ready to begin on the first day (out). Part of the excitement of participating in this project will be the open learning environment. No one can predict exactly what the outcome of the overall collaborative process will be. Your learning experience will evolve from the cooperative work of all.

Some steps that need to be followed if the project is to be a success. Because the time frame for the project is limited and a good deal of work needs to be accomplished, we have created a fairly strict timeline. If classrooms plan well, few problems should be encountered. Make sure that computer facilities are booked for when they are needed. Also, try to set a regular schedule for checking and sending mail and share this information with your partners

It can be useful to exchange emails as early as possible with the partner class to find out about holidays and other activities that might hinder communication. You may want to post the Project Timeline near the computer and in other handy places so that you and your students can refer to it as you begin work.

You should also make sure you are able to access the virtual campus before starting, since a good deal of information will be posted there. Some of the results from a similar project *Understanding Diversity*, which had a comparable end product, can also be found here. It can be helpful to see how different pairs of classes arrived at quite different end results. The virtual campus address is: <http://www.globalteenager.org/mambo> – Click on “**Understanding Diversity.**”

### Other Preparatory materials

Though the organizers at the Anne Frank House will provide the general reading, it will be up to you to provide readings that reflect the local situation. **This is critical! You should spend some time identifying local incidences in which injustice was perpetrated by youth upon other youth. This can be both in school and in the community.**

Examples are **name calling, bullying and other forms of verbal and physical violence**, theft, threats, property destruction, etc. But also denial of participation due to exclusion. Such incidences can often be found in the local media, the internet, police reports, human rights groups, citizen committees, school publications or from representatives of local minority communities. It can also be provided by the students themselves. If you have any doubts about any of this terminology, you will find an explanation of them in the [glossary](#).

You might want to provide your students in advance with such reading or visual materials. The more this already fits in with your curriculum the better.

#### Communication with the other class

Because of time differences (find out beforehand from your partner classes if there is a time difference) and scheduling problems, it is advised to develop a communication schedule with the other class.

 **For an example of communication, please see Appendix 1**

#### **The role of the teacher and designing group work**

Teachers have a critical role to play in this project. Computers and computer networking are very efficient tools for motivating, learning and publishing student work. However, they will never replace teachers and the valuable role teachers play in organizing educational experiences.

Much of this project involves group work. Some teachers are already familiar with group work.

 **See Appendix 2 for suggestions on group-forming**

## Phase 1: Preparing a Class Letter

### PHASE 1

**ACTIVITY: TO PREPARE A CLASS LETTER AND SEND IT TO YOUR PARTNER SCHOOL**


**TIME ALLOCATED: 1 WEEK**

**EDUCATIONAL OBJECTIVE: Students describe their own school and local community and exchange their first class letter with the connected schools**

**HOW? It is recommended to use collaborative group work and divide all groups into sub-groups**

**END RESULT: Class Letter sent and justice and injustice topic discussed by the students**

The **first work** you need to do with your students is to design a **CLASS LETTER** that can be sent to the partner school at the beginning of the project. This letter talks a little about who the students are in the class, what kind of a school it is, where it is located, what the city or town is like, etc. It is unlikely that your students will know very much about the place your partner class comes from. They will be very curious. Help them understand that the people in the other classroom are very eager to learn more about them, too. It should be a friendly letter that serves to introduce each partner. If you can set a positive tone here it will make all future communication much more pleasant. The partner now knows that you look forward to working with them.

 **For some ideas for what to include and how to structure the Class Letter, see Appendix 3.**

Since the topic of the project is injustice perpetrated by young people upon other young people and strategies to prevent this, your students might want to discuss any existing projects they are familiar with in the school that have been set up to combat such injustice, such as **peer mediation programs, educational campaigns, respect retreats, anti-bullying hotlines and campaigns, etc.**

### **Student preparation**

Your students also need to get ready for this new learning experience. It is useful to discuss their expectations about the project even before the project starts. Also discuss their concerns. Have they communicated with students from other countries before? Have they ever conducted an interview before? Have they ever seen one on television or read one in the newspaper? Have they ever visited an exhibition? Have they ever seen one online?

One of the aims of asking these questions is to find out what experiences the students have and to get them curious and excited about the project.

A **parent letter**, describing the project, introduces the project to students and their parents. You may find it useful to make copies of this letter to give to your students and their parents, or post it where your students can read it.

You can also get a head start on the project by devoting one session beforehand with your students to questions like:

- Are you familiar with the words justice and injustice (also these concepts translated into their own language if their mother tongue is not English?)
- Do you know what bullying is? Can you think of examples of types of bullying? Examples of other kinds of injustice that young people perpetrate on other young people?
- If you know your students well, you can ask them if they are *personally* familiar with instances of bullying in their environment. (later, we suggest an exercise that will get all students involved in thinking about concrete incidents).

Asking these questions will help you understand what the students already know and the kinds of common sense definitions they are working with when they think about issues such as bullying.

### **Keeping a journal**

It is a good idea for students to keep a journal as well during the project. They can write down things such as:

- Any questions they might have
- Expectations and concerns
- Things they have learned
- Things they need to remember to do
- Thoughts and impressions
- Their homework and schedule

### **Plan ahead**

If everyone is ready to get started when the project begins, there will be plenty of time for some very exciting interaction. Once the project starts the students will be working hard to meet the various deadlines. If it is not possible for you to work according to the schedule described, please let your connected class and the project coordinators know as soon as possible

### **Student to student messages**

Your students will be learning a great deal about students in other locations from their messages. Allowing new pen pals to communicate during project time should be discouraged. Please make sure that during the project time no messages are sent for a single person. .

Students who want pen or computer pals can list their postal or email addresses and communicate outside of project time..

### **Three classes from different countries working together**

Though each class will be connected to two additional classes in different countries during the project, only two will be communicating directly with each other (so one partner will remain more or less invisible Your communication partner will be assigned to you and you will receive all the necessary email information).

You will be communicating regularly with your partner class throughout the project. This will be done on a regular basis. A record of your communications will be kept on the **Confronting Injustice Virtual Campus** ([www.globalteenager.org](http://www.globalteenager.org))

## Getting Ready Check List

You are well prepared for the opening of the project when you have checked off each of the following steps:

### PHASE 1: Preparing a Class Letter Checklist:

- Read this Teacher's Guide and made a note of the deadlines
- Gathered local examples of injustice perpetrated upon youth by their peers
- Contacted all support staff needed
- Sent Teacher message to other school, received a reply
- Have booked computer lab or made sure access to computers is possible
- Know how to send and receive messages
- Introduced the project to the students and the parents
- Know the partner class and its contact person
- Made sure I can access the Confronting injustice virtual campus
- Both the students and I have a project journal we can write in
- Parent letter sent
- Class letter is ready to be sent to partner school
- Visited Confronting injustice virtual campus ([www.globalteenager.org/virtualcampus](http://www.globalteenager.org/virtualcampus))
- Arranged any kind of permission I might need (school, parents, etc.)
- I have given the students readings I think will prepare them better

## Phase 2: Reviewing the material and providing feedback about the injustice stories

### PHASE 2

**ACTIVITY: TO GETTING TO KNOW INJUSTICE STORIES AND SHARE FEEDBACK WITH CONNECTED SCHOOL**

**TIME ALLOCATED: 2 WEEKS**

**EDUCATIONAL OBJECTIVE:** To introduce the topic of justice and injustice by reading selected injustice stories allocated at the GTP virtual campus and provide their feedback to the partner classes

**HOW?** It is recommended to use collaborative group work and divide all groups into sub-groups. Following steps: 1. to read the stories 2. Each student write about their own expressions and perception about the stories 3. Share this information to the partner school

**END RESULT:** Feedback about justice-injustice stories discussed and sent by the students

In general, it is a good idea before each session with the students to explain what will be done that day and how much progress has already been made.

The main theme of the project ***Confronting Injustice*** is to explore injustice perpetrated by young people on other young people: to look at incidences of this, how to prevent such injustices, and what to do with people who commit such injustices. ***At the end of the project your students will develop an actual strategy that they think will be effective to deal with a type of injustice mentioned in class.*** However, they will first have to become somewhat acquainted with this topic before they can start to think about interviewing ‘experts’ who can shed some more light on the issue and before they can work towards a concrete strategy.

The first actual work is rather traditional. This is the time where the students quietly read the materials that have been selected by you (local stories) and the organizers at the Anne Frank House (more general stories). These constitute the first set of readings. Students can read these stories either at home or in class. This decision might depend on how much time you have to work with the students. It is preferable to have the students read the material in class because you will know that they have actually read it before proceeding with group work.

### **What material?**

A number of **injustice stories** have been selected for the students in advance that will help them understand the different kinds of injustice that young people can perpetrate upon other young people. You will most likely want to **select ONLY 2 or 3 stories** for your students to read, depending on time considerations. The Anne Frank House has brought together approximately a dozen stories. Reading all of them might take too much time, and you will hopefully have some of your own stories.

These stories have been placed on the Global Teenager virtual campus ([www.globalteenager.org](http://www.globalteenager.org) – Select Confronting Injustices). They have been selected in such a way that they show a variety of incidents. Some have occurred in schools, while others have occurred in the wider community. Also, some have occurred in a more distant past and some are more recent. As mentioned before, your own reading materials will make the topic come to life for the students. Some of your students may have direct experience with such injustice, either as a target of such injustice, a bystander, or even as a perpetrator. Many of us have been bystanders in the past.

### **When should they read it?**

As we stated earlier, students can read the material as homework or in class (or both). It will take about 1-4 hours to read all the stories (depending on the level of the students and language ability), depending on the language skills of your students and their familiarity with the topic, as well as the number of stories you have collected yourself. This is why we suggest you as the teacher select two stories. The material should be downloaded and printed (if possible) for each student beforehand. It helps if they can make notes in their journal while reading the material. By first studying the materials the students will know much better what kinds of experiences we will be talking about in the project.

### **How should we discuss it?**

The students are now ready to process the information they have read. Perhaps the least effective way of discussing the readings is to simply ask students if they have questions and then answer them. Students from lower status groups may be reluctant to ask questions or hesitate to speak up, even in a brainstorming situation. However, they might be the students with the most knowledge about the topic, sometimes due to their experiences. Do be aware that students with direct experiences with the kind of injustice we are talking about here might be reluctant to talk about these experiences if they do not feel totally safe to discuss such experiences with others. **They should be allowed to NOT talk about incidents that are too painful.**

 **For an example of how group work can be done see APPENDIX 4**

Once the preliminary work with the materials has been done, the students are ready to contact the partner class again. Each of the group reports about the material read and their feedback is sent by email to the other school. It is good to ask them to confirm they received the email and that they could open any attachment your class has sent. Remember that the students in the other school might have read other stories. Therefore, your students will first need to *summarize* the stories they are commenting on.

Your students are now ready to explore the issues discussed in the injustice stories in a more in-depth way, by conducting their own research. But first you should see if you and your class have indeed done everything on the checklist below.

### **Reviewing the Material Checklist**

- Located the material on the Confronting injustice virtual campus (Library section)**
- Downloaded and copied material for students**
- All students read material**
- Students have discussed materials**
- Students are writing in their journals**
- Feedback about injustice stories are sent to the partner school**
- Group reports written and sent to other class**
- Class letter and group reports received by other school**

### Phase 3: Exploring personal experience with injustice

<b><u>PHASE 3</u></b>
<b>ACTIVITY:</b> TO develop a Classroom exercise
<b>TIME ALLOCATED:</b> 1 WEEK
<b>EDUCATIONAL OBJECTIVE:</b> To explore personal experience with injustice
<b>HOW?</b> It is recommended to use collaborative group work and divide all groups into sub-groups
<b>END RESULT:</b> Feedback about justice-injustice stories discussed

Now that the students have read the pre-selected stories and reflected on them it is time to reflect on incidents they are personally familiar with in their direct environment. We suggest the following exercise, but you might want to use an exercise you are more familiar with.

<b>A classroom exercise</b>
<p><b>Step 1:</b> Students are divided into groups of four and given group roles (for instance as described above). These roles are displayed clearly on a wall or elsewhere so that students can always refer to them.</p>
<p><b>Step 2:</b> Give each student a sheet of paper with the following descriptions:</p>
<p><i>Perpetrator</i></p> <p>Perpetrators are those people who are responsible for harm done to other people.</p>
<p><i>Target/Victim</i></p> <p>This is somebody who suffers from discrimination, bullying, racism, violence, etc.</p>
<p><i>Helper</i></p> <p>A helper is a person who comes to the aid of another person who is being threatened in some way</p>
<p><i>Bystander</i></p> <p>A bystander is a person who does not get involved, does not intervene when somebody else is being harmed or threatened in some way.</p> <p>-----</p>
<p>Make sure the students understand the difference between these concepts</p>

**Step 3:** Each group draws a circle in the middle of a large sheet of paper. The students write the phrase 'examples of injustice' in the center of the paper. Alternatively, students create columns on a sheet of paper that allows them to list various examples of injustice. Each student gets a turn to describe an instance of injustice that he/she is familiar with in his/her immediate environment (especially school, but also neighborhood or local community) in which students or other youth were involved. As the student describes the incident, the writer in the group draws a line from the center circle and jots down the following on the line:

- Where the incident took place
- A summary of what happened
- Which 'roles' can be clearly identified (Perpetrator, Target, Helper, Bystander)
- Was the incident, in their view, resolved in a satisfactory way?

The students continue this process until they have a fairly full sheet (each student will have the opportunity to describe more than one example).

Step 4: The students categorize the kinds of injustices they have identified. There are no right or wrong categories. The discussion should focus on the different kinds of injustices that can be identified.

Step 5: Each group selects one incident from the ones they have identified. They are asked to select an incident that they think was NOT resolved in a satisfactory way, but that could have been (if certain steps had been taken, certain people had gotten involved or certain policies had been in place).

Step 6: Each subgroup discusses within the group how incidents of the type they have identified can best be prevented in the future. The recorder makes sure that he/she records any differences of opinion within the group.

Step 7: Each subgroup presents to the entire classroom. The discussion, led by the teacher can focus on questions such as: What are the pros and cons of each solution proposed? Who would be involved in implementing any changes? How can we guarantee that any change is sustainable?

Step 8 (continued from above): Students share the incidents and discussion they have identified with the school they are partnered with. Did they have similar solutions? Were the discussions the same?

## **Phase 4: Second set of readings: Prevention and dealing with peer-to-peer injustice: 2 weeks**

Now that the students have explored incidents of injustice it is time for them to read a second set of pre-selected articles. These focus on different approaches to preventing injustices from happening and also how to deal with the people who perpetrate such injustices when they occur. Again, you will most likely want to **select 2 or 3 examples** for your students to read, as well as some of your own. The Anne Frank House has brought together approximately a dozen examples here as well. Like the first readings, they can be found on the Global Teenager virtual campus.

### **PROGRESS CHECK**

If you are still on time and meeting deadlines, you can follow the guidelines for group work, presentations and reporting as described for the first readings. If you feel you are falling behind, a more simple class discussion about the second readings can suffice.

## **Phase 5: Developing a research plan and doing the background research**

<b><u>PHASE 5</u></b>
<b>ACTIVITY: TO Develop a research plan for the interview</b>
<b>TIME ALLOCATED: 2 WEEKS</b>
<b>EDUCATIONAL OBJECTIVE: to identify the topics for the interview and the interviewees; to gain insight into the causes and prevention strategies of such injustice</b>
<b>HOW? It is recommended to use collaborative group work and divide all groups into sub-groups</b>
<b>END RESULT: Research plan presented to the partner schools</b>

**Your students will now turn to conducting research on the kinds of youth to youth injustice they have identified and discussed.**

To gain insight into the causes and prevention strategies of such injustice, and also how people who commit such injustice should be dealt with, the students will interview a number of experts in their local community who will most likely have varying opinions on the matter. The final result will be the creation of 3-5 exhibition web pages on-line about strategies, in the form of recommendations, they think will be effective in 'confronting injustice' either in their school and/or local community.

For the interviews, the students will be focusing on experts such as teachers, school directors, police officials, (school) psychologists and counselors, social workers and prison officials. But also parents and other students will have opinions on the matter. Going online (anti-bullying websites), finding bullying experts, and then writing them, can be a very interesting approach as well. The Anne Frank House will provide some web addresses that might be useful on the project website.

**Since the focus is on incidents, but even more importantly strategies for prevention, the choice of ‘experts’ should reflect this.** Before setting out to do interviews, the students will have to discuss what kinds of people they would want to interview, and also how to locate these individuals. Finding these experts will involve using resources such as the internet and the local phone directory. Perhaps posters on bullying or violence in the school or in the neighborhood also list resources.

The students need to come up with a general research plan that they agree on. In general, this plan should include:

- What are the aims of our research?
- How do we accomplish these aims?
- What do we expect to find?
- Who can help us if we encounter problems?
- What sub-groups need to be created?
- What kind of information about this group of people would be helpful?
- How do we find this information?
- When do we do what?
- Who (which sub-groups) does what?
- How will we process all of this information?
- How and when will we discuss what we find?

This work will take one or two classroom periods and perhaps also involve some homework assignments.

Students should work together to create the most comprehensive and viable **research plan**. It is best if the teacher puts all the information together into a single plan once the students have agreed on the separate issues that have been addressed.

The **final research plan** should be sent to the facilitator, who will make sure they are placed onto the [globalteenager.org](http://globalteenager.org) site for all to see.



**For the importance of photos and documents, please see appendix 5**

### **Doing the preliminary research - Group work**

Perhaps the most effective way to conduct the preliminary research is to create separate research sub-groups, each consisting of several students. Part of the research plan will be devoted to what each of these research subgroups will do. Some examples of sub-group activities might be:

- Contacting the local police to see what kinds of materials they have, but also to see when and how they tend to get involved
- Contacting any anti-violence, etc. hotlines that may exist
- Contacting people working with youth offenders, such as judges or others in the criminal justice system

- Going through the local newspaper
- Following peer court activities in the community if they exist
- Contacting the school administration to see what kinds of incidents have taken place
- Internet research group that looks at local incidents
- Internet research group that looks at anti-racism and/or anti-bullying sites for information on e.g. perceived causes and solutions to bullying

The students will get quite excited when they realize they have found a person willing to meet with them. However, you will need to closely monitor any contacts the students will have with the outside world (emails, phone, letters). You can especially help them draft sensitive and respectful emails, for instance.

Students need to know beforehand that they will be presenting their results to the whole class. Presentations can take many forms. Some subgroups will prefer to give a little talk. Others might prefer to create a collage, etc. Choosing different presentational styles will help later when creating the exhibition web pages.

### **Presenting the results of their preliminary research**

Each group will need to present the fruits of their labor. This should take most of a classroom period. Some subgroups will obviously be more successful than others in finding information about their topic, and some will take more time for their presentations.

#### **PHASE 5 - Research Plan Checklist**

- Student created a first draft of research plan with my help**
- Initial research plan sent to partner class**
- Feedback received from partner class**
- Research plan from other class received**
- Feedback given on other classes' research plan**
- Final research plan completed**
- Student sub groups created for research**
- Research completed**
- Sub groups present their findings**

## Phase 6: Developing a questionnaire & finding the interviewees

<b><u>PHASE 6</u></b>
<b>ACTIVITY:</b> TO Develop a questionnaire and finding the interviewees
<b>TIME ALLOCATED:</b> 2 WEEKS
<b>EDUCATIONAL OBJECTIVE:</b> Students learnt how to develop a questionnaire
<b>HOW?</b> It is recommended to use collaborative group work and divide all groups into sub-groups
<b>END RESULT:</b> questionnaire presented to the partner schools

### What will we need to start?

At this point, your class has established a working relationship with the partner class. The students most likely have ideas about who to interview and how to find these people. In this phase your students will be devising a set of questions that can be asked of several people who live in your community, who attend school or who work in the school. Students will devote a good amount of time to this phase.

### What kind of questionnaire is most effective here?

There are many kinds of questionnaires. They vary in their length, how structured and detailed they are, and how they are administered.

Here we have chosen to have students develop what are called “semi-structured and open” questionnaires. This means that the students will ask some basic questions that will be more or less the same for each person to be interviewed, and then some unique questions that will depend on the person being interviewed. Some questions will come up during the interview because of certain information the interviewee reveals.

Also, students should try to keep their interviews to less than two hours each. This is already a long interview and makes processing the information time-consuming. On the other hand, many people take a little time to feel comfortable and truly get into a conversation.

 **For an example of one way to gather and order questions, see Appendix 6.**

### Types of questions

Generally speaking, the following types of questions should be avoided:

- Simple yes or no questions. One must always follow up with, for example, “why” do you feel this way or why do you think this. This will give the interviewee the opportunity to reflect and give a more elaborate answer.

- Confrontational questions or questions that cast doubt on the interviewee's intentions or intelligence.
- Leading questions. "How do you feel about this" is better than "don't you agree that"?
- Questions which are too personal and prying. Asking people to describe exactly how they were bullied, for instance, can be too painful to remember and will hinder the interview.
- Questions that might be insulting.

Good questions are those that:

- Allow the person to reflect.
- Show respect for the person, even when you have different opinions.
- Respect the person's personal space.
- Are clear and easy to understand.
- Draw out information about important dilemmas.
- Provide room for the interviewee to express his/her opinion.

Questionnaires should be sensitive to the specific roles that people play when confronting injustice: a questionnaire for a police officer will not have the same questions as one for another student.

### **Communication with the partner class**

It will be useful to share the questions that have been devised by the students with the partner class. For, instance, are the questions being asked of a school social worker in the two countries the same? If they are different, can questions be added or improved?

Make sure that you let the partner class know when you need their feedback. When your students give feedback they need to be respectful, but also clear in their comments and suggestions. If they do not like a certain question it is not sufficient to say: "we don't like this". A reason should always be given. Suggestions for rephrasing or improvement are especially useful for the other class.

This draft questionnaire should also be sent to the country coordinator. He/she will make sure it is placed onto the Confronting Injustice Virtual Campus site for all to see.

### **The final questionnaire**

Once the partner class has responded with comments, questions and suggestions, and your students have looked at the questionnaires online, the class can move towards a final version of the questionnaire.

This questionnaire should not be seen as a straight jacket! It is not there to force the students to ask certain questions. **Instead, it will help them as a guideline when they are actually interviewing a person.** It will remind them of issues they might otherwise forget to ask. On the other hand, the interviewers might discover very interesting information that they want to know more about during the interview. They should by all means ask an interviewee to elaborate further if it helps the interview.

It can be useful to identify five questions that should be asked of all interviewees, questions that relate directly to the aims and focus of the exhibition.

These five questions should not only be sent to the partner class, but also to the country coordinator. He/she will have these placed online for all project participants to see.

One sub-group in the class can be made responsible for contact with the other class. This means sending your classes' information, receiving their feedback, as well as leading a class discussion around the questionnaire they sent you and getting your classes' feedback on their questionnaire to them.

Another group of students in the class can be involved in creating the final version of the questionnaire, based on the feedback and what they have seen online.

### **Finding the interviewees**

Finding interviewees can be a difficult task, especially if they work outside the school. How do your students find 2-3 people that they can interview and that might have a different view on the topic? Sub-groups can be created that will try different strategies to arrive at a pool of potential people to be interviewed.

The students should try to come up with a list of 8-10 people total as their 'research pool.' They then must decide on **2-3** people in total to actually interview. This means they must prioritize whom they will interview.

### **Creating new sub-groups**

It is at this point that it is useful to divide the students into 3-5 new groups. Each group will be responsible for one or two interviews. Within each group, people should also be given roles. These can include:

1. **Manager:** makes sure everybody is participating and all the work is getting done on time; stays in touch with teacher.
2. **Interviewer:** Does the actual interview
3. **Organizer:** organizes the interview – place and time, contacts interviewee
4. **Note taker:** takes notes during the interview
5. **Material manager:** makes sure that all the material needed for the interview is ready to go
6. **Reporter:** responsible for reporting progress to the rest of the class

In smaller groups, various roles can be combined. Rotating roles in different phases of the project will prevent some students from only assuming less important roles.

All of the students should be involved in the processing of the interview since this is a good deal of work.

#### **PHASE 6: Questionnaire Checklist**

- Conducted brainstorm with students for suitable questions**
- Students created categories of questions**
- Sub-groups develop questions per category**
- First full questionnaire completed**
- Questionnaire sent to partner class for comments**
- Feedback from partner class received**
- Questionnaire from partner class received**
- Feedback given to partner class on their questionnaire**
- Final version questionnaire created**
- 2-3 Interviewees found**
- Student sub-groups created**

## Phase 7: Conducting the interviews

<b>PHASE 7</b>
<b>ACTIVITY: TO CONDUCT AND PROCESSING THE INTERVIEWS</b>
<b>TIME ALLOCATED: 3 WEEKS</b>
<b>EDUCATIONAL OBJECTIVE: To get in touch with expert dealing with justice and prevention programmes</b>
<b>HOW? It is recommended to use collaborative group work and divide all groups into sub-groups. Following steps: 1. to introduce the questionnaire 2. Prepare the interview 3. Conduct the interviews into sub-groups 4. Share this information to the partner school</b>
<b>END RESULT: Interviews made to the expert group</b>

### Planning the interview and contacting the interviewee

Once your students have located and contacted the interviewee(s) it is critical that they do the following:

- Discuss with this person the exact time that the interview will take place. Students need to make sure this time is convenient for everybody. They should also get your approval for this particular time and place, since an adult might need to accompany them.
- Discuss the exact place the interview will take place.
- Give the interviewee a contact phone number.
- Tell this person how many people will be present at the interview.
- Mention that the interview might take up to two hours.
- Remind the interviewee that any photos or documents the team can see would be helpful.

It might be necessary in some countries that the interviewee signs a so-called release form. This short form basically states that the person being interviewed agrees that what he or she says can be used for the exhibition. If such a form is necessary then it should be on school paper.

 **For an example of the release form, see Appendix 7.**

### Keeping track

Since each group is in charge of one or two interviews it will be useful for you as a teacher to monitor carefully when and where students will be conducting their interviews. An example of a sheet that can help you keep track is given below.

Students in interview group	Interviewee	Contact info interviewee	Interview details	Accompanying adult (if necessary)
<list of names and contact info>	<name>	<address, phone, email>	<Time and place>	<Information on accompanying adult>

## Getting ready for the interview – student checklist

Before setting out for the interview it is critical that the students check off all the things they need to remember. An example of such a checklist is given below. The manager of the groups should be responsible for keeping the checklist and making sure everything has been organized.

### PHASE 7: Students Interview Checklist

- Contacted person to be interviewed**
- Mentioned the need for visual imagery (copy of photo or document)**
- All students in the group are aware of where and when we will meet**
- Contacted the teacher with all relevant information**
- Know who to call in case of an emergency**
- Have recording equipment (if necessary)**
- Contacted adult who will accompany team (if necessary) about location of interview, drop off and pick up time**
- Have pens and notebooks to take notes**
- Have interview questionnaire**
- Have release form (if necessary)**

## What to wear

First impressions are important. The clothes that interviewers wear will immediately send a message to the interviewee. Both overdressing and under-dressing can make the interviewee feel uncomfortable. In some places, the school uniform will be the appropriate dress wear.

As the teacher you can best judge what kinds of clothes will be the most appropriate for the interview. This will vary from country to country and place to place. In most places, interviewers wear easy fitting, comfortable, yet nice clothes. Suits might be too much, but jeans are often frowned upon.

Make sure your students know what is expected of them.

## Doing a group interview – who does what?

It is impossible for everybody to interview the person at the same time. Students should try to stick to their roles as much as possible. For instance, one person manages what is happening (who gets to interview when), one person should be conducting the interview at any given time (this can rotate after some time during the interview). Yet another person should be taking notes and is responsible for watching the time. If necessary a student could be in charge of a recording device.

Make sure the roles are clear before the interview takes place. Any arguments during the interview will have severe negative consequences for the interview. Students, no matter what their role is, should at all times be respectful, but also show interest in what the interviewee is saying.

Students should **NEVER** do an interview on their own.

At the beginning of the interview the students should mention the release form, if this has been deemed necessary. It is at this point that the team manager should also reintroduce the project to the interviewee and thank him/her for taking the time to talk with them.

Before leaving students need to look carefully at any photos or documents that the interviewee might have and that might be useful for the exhibition. Which of these can they borrow so that they can be scanned? Again, students must be extremely careful with any originals.

Some teachers will prefer to invite the interviewees to the school to conduct the interviews, for reasons of safety or because the school might have better technical facilities. Another advantage is that there will be fewer disturbances (colleagues who interfere, a crying baby, a dog that needs to be walked or an incoming phone call). For the students it also means they miss the opportunity to see the person's surroundings, take photos of these, and ask questions about any objects they see or the interviewee can pull out of a drawer.

### **Trouble shooting and keeping it safe– solving problems during the interview**

If the interview is well-planned and everybody's role is clear, then this should be a very exciting encounter for the students. They will learn a lot during the interview and come back quite excited.

It is rare but always possible that something will go wrong. After all, we are dealing with human behavior. There are certain other measures that can be taken to avoid problems, in addition to the ones already mentioned:

- One or more students should have a mobile phone (cell phone) (if available) to call the teacher or the adult who escorted them. Students will need to know the adult's phone number. The phones should be turned off during the interview!
- Students can wear a little badge with their name and school on it. This makes everything a little more official.
- Students should stay together at all times.
- A responsible adult should know at all times where the students are.
- Sometimes, more than one person is present at the interview (for instance the person's colleague) and will decide to answer for the interviewee. This can be awkward. Students should make it clear at the beginning who they are interviewing. If somebody else interferes regularly, the manager of the team should politely remind everybody that for this project the team needs information from the person who has been contacted. Others can pitch in at the end of the interview, after the team has all the information it needs from the interviewee.

### **Strong opinions**

Students might have strong opinions about the topics being discussed. These opinions might even become stronger after their readings and discussions. This can pose a special challenge if the interviewee gives opinions that differ from those that the students share. For instance, an interviewee with a strong law-and-order and punishment approach might make students uncomfortable if they do not share these views. If the students decide to confront the interviewee too much, the students are violating some basic rules of interviewing (see above under "types of questions"). It is best if the student conducting the interview is a person who can remain poised and deferential, even when interviewing somebody who disagrees. You as the teacher will have the best idea as to which student(s) is best capable of undertaking this critical task.

## **Reporting back**

Once the interview has been completed the students should thank the interviewee and contact the teacher or accompanying adult.

If the students brought a release form they should make sure it was signed.

In the classroom, there will be a lot of bustle as students share experiences. Some time should be allotted for each group to talk about what their experience was like. Was it fun? Scary? Was the interviewee nice? Was the information interesting? Are the views of this person the same as other people who have been interviewed? What was the most striking thing about this person? It is a way for the students to let off steam after an exciting experience.

This is a good moment to report back to the partner school about how the interviews went. Students from the partner class will be especially interested in any positive or striking experiences the students had.

### **PHASE 7: Conducting the Interview Checklist**

- Student interview checklist created and given to team manager**
- All materials ready to go (such as release form, recorder, questionnaire, etc.)**
- All details of interview are clear**
- Form for keeping track of interviews created**
- Students know what is expected of them, what to wear**
- Trouble shooting issues clear to all**
- Students roles within team clear**
- Interviews completed**
- Report on experiences sent to partner class**
- Report from partner class received**
- Arrangements made with interviewee if necessary for scanning photos & documents**

## Phase 8: Processing the Interviews

<b>PHASE 8</b>
<b>ACTIVITY: PROCESSING THE INTERVIEWS</b>
<b>TIME ALLOCATED: 2 WEEKS</b>
<b>EDUCATIONAL OBJECTIVE: Students learnt how to gather and process information provided by the questionnaires</b>
<b>HOW? It is recommended to use collaborative group work and divide all groups into sub-groups</b>
<b>END RESULT: The content material ready to create the on-line exhibition</b>

The students now have 2-3 interviews in their possession. They have information on the questionnaire, on note pads and also perhaps recorded on a cassette. If they were lucky they have obtained a copy of certain photos or documents that can be useful for the exhibition.

Each group should transcribe their interview or make a very extensive summary of it. This will be many pages of text, and can be a time consuming process. There might be questions that your students have regarding references that the interviewee made or difficult concepts that were used. It is a good time to discuss these with the class.

### **What to do with all the information?**

The first thing students need to do is make a separate folder for each interview. This can contain the text, photos, copies of documents, drawings the students have made, etc.

Students should make a simple photocopy of each photo or document to help them with designing the web pages later.

In addition to the information about the interviewee, they also have the general information they were given earlier. In short, they have a wealth of information that now needs to be processed further.

The final phase of the project is in view and the students now need to focus on developing a strategy for their school and/or local community that they feel would make these a safer space for everybody - by preventing injustice and dealing with injustice in the most appropriate way. To guide them in this process it can be very useful to focus on the incidents they identified themselves (if you have done the exercise with them). Their prevention strategies might have undergone significant change after the interviews they conducted.

To get to this point, students need to summarize their interviews and present them to each other. This can easily take a few hours.

In addition to sharing the fruits of their interviews with classmates, students will need to make a summary for the students in the school they are paired with. Sharing the main findings from the

interviews with the other school can shed new light on the topic and help students get input from others who perhaps have a totally different frame of reference.

### **PHASE 8: Processing the Interviews Checklist**

- Interviews have been transcribed or lengthy summaries made**
- Photocopies made of all documents and photos**
- Student sub-groups have made categories**
- Students have discussed categories in class and made changes if necessary to those being used in the sub-group**
- Partner class contacted about progress and findings sent**
- Special case(s) of injustice they are familiar with selected by the group**

## **Phase 9: Developing an implementation strategy and Creating the Exhibition**

### **Developing an implementation strategy**

The students will have 3-5 web pages at their disposal, and this means difficult choices. But more importantly, it means that students need to discuss and try to reach agreement on what strategy would work best in their school or local community and why. It is not unlikely that the students in your group will disagree on the best strategy for creating a safe environment in the school or neighborhood, how to deal with perpetrators, or perhaps even what kinds of activities constitute injustice. Juxtaposing different opinions, whether they stem from the interviewees or the students themselves will make for interesting web pages.

When developing the strategy that will be put into the web pages, the students will need to reflect on the pros and cons of various aspects of their strategy. This might not be especially difficult since the people who they interviewed might have had very different perspectives as well. Students might want to incorporate these perspectives into their final presentation. They will most likely incorporate those perspectives they agree with.

Before creating the web pages, the students will benefit from sending their suggested strategy or strategies to the partner school for feedback. Would such a strategy work in the partner school (and/or the community it is in) as well? Can the other school see disadvantages to the strategy they have developed? Can they help resolve any disagreements among the students?

Adding statistics, images, photos, illustrations (even cartoons the students might have made) will make the web pages come to life and also make them more convincing.

### **What should be included in the strategy?**

Though students might have their own approach to outlining their strategy on the web pages, it would be useful for them to include:

1. A definition of the problem (why is a strategy even necessary);
2. What are the aims of the strategy (short term, middle term, long term) – try to be as concrete as possible (reference to “we all need to respect each other” is too vague);
3. Which views of the problem and solutions are supported with this strategy (for example reference to people interviewed) and which are not?
4. What are the most important steps in implementing this strategy;
5. Why is this strategy preferred over other strategies;
6. Who plays what role in its implementation;
7. What are possible obstacles for implementation and how might they be overcome – who needs to be convinced?
8. Are there any deadlines that will need to be met (for instance, by the end of the school year)
9. Are there any costs that the students can anticipate?
10. How feasible is the strategy and what makes it feasible?

### Creating the exhibition

This is what it has all come down to. Your students are ready to create the exhibition.

The first thing you will need to do is talk again with the support personnel in your school or with the ICT teacher. You will need this person’s help in this phase of the project. The ICT expert will have to help your students as they put the web pages together on the computer.

If the students have never seen an on-line exhibition you can show them a couple of online exhibitions so that they can orient themselves and see what this could look like. While looking at these exhibitions they should ask themselves the following questions:

- What kind of information has been put on the on-line web pages?
- What is the ratio of text to visuals?
- Where do they put the text?
- Do they use black and white or color?
- Do photos have captions?

Several exhibitions, created during the previous project, Understanding Diversity, can be found on the **Understanding Diversity virtual campus ([www.globalteenager.org/virtualcampus](http://www.globalteenager.org/virtualcampus))** Click on “Library”. Two other examples of sites with on-line exhibitions are:


[www.usmmm.org](http://www.usmmm.org) (on-line exhibitions)  
<http://motlc.wiesenthal.com> (virtual exhibits)

Again, we would like your students to produce approximately **3-5** web pages for their exhibition.

### Group work

It is perhaps best to create new groups here. Try to mix the previous groups as much as possible.

The guiding phrase in this part of the project is: *different abilities and different preferences---different tasks*. Each group will have a different task in converting all the information into an exhibition that will highlight the findings of your students.

 **To see an example of how to create appropriate groups for this phase, see appendix 9**

After the first versions of the main texts have been written, these are sent to the partner class for feedback. They can say whether everything is understandable for an international audience (are certain concepts country-specific). The partner school will provide some advice and opinions about the strategy.

### **How do we make the web pages?**

Making the on-line exhibition web pages can be a one-step or two-step process. Some classes will want to focus on making the on-line exhibition from the start. Others will want to make a rough draft of the web pages on large sheets of paper (a hard copy). Once this is finished, the students can transfer the rough draft to a digital version on-line. An advantage of working with sheets that can be placed on the classroom wall is that all the students can see them. It also creates an exciting visual effect.

The main problem to be expected is that the students will want to put too much information onto the web pages. Students will have to prioritize what goes onto the web pages.

The Global Teenager site will list the exact dimensions of the exhibition web pages, and the students should try to stick to these measurements.

### **How do we get it on-line?**

Once the first version of the web pages is ready, as a hard copy, all of the students in the classroom should discuss whether the exhibition gets across what the students found in their research and their interviews.

If the students can agree, then the programming group can work with the ICT experts to recreate the exhibition web pages on-line. To make this happen all text and illustrations need to be on the computer.

The finished web pages are sent to the country coordinator and the partner class first. The country coordinator will send it on. The web pages will start appearing on the **Confronting Injustice virtual campus** for all to see as they arrive. This is of course what everybody has been waiting for.

#### **Creating the Exhibition Checklist**

- ICT specialist available**
- All information on the computer**
- Students put in sub-groups**
- Sub-groups are co-operating with each other**
- First version of text sent to partner class**
- First version of partner class received**
- Feedback given to partner class on their first version**
- First hard copy version of exhibition finished**
- Exhibition created on-line**
- Exhibition sent to partner class and country coordinator**

## Phase 10: Closing the project

All good things have to come to an end. It's time to say goodbye to the partner class. Any class or group who has worked closely together to accomplish a task will feel some sadness when the work is done and the group disbands. After working together for several months, you will see that a lot of friendship has developed within your (virtual) classroom. So to make the closing activity personal: conduct another final student chat session with your partner class. The exhibition will be available for a period of one year after the project ends. You might also want to print out the entire exhibition for your classroom. This can stimulate further classroom activities.

### Grading the Students

Grading is an optional part of the project. It is not easy to give grades in such projects, since there are no yes or no, or right or wrong answers. So much depends on the collaboration of the students. However, some teachers will want to give (individual) grades to their students. Parents and schools often want to see a grade that reflects how successful a student has been as well. If you do decide to grade the students, one way to do this is as follows:

Commitment to project	30%
Taking responsibility for his/her tasks	30%
Co-operation with other group members	30%
Quality of final project	10%

### Project Certificates

After you have successfully finished your participation in the project you will receive from your Country Coordinator a Project Certificate.

### Moving On...

We hope you and your students enjoyed your participation in *Confronting Injustice*! You might decide to use the full exhibition as a new learning tool. It should contain a wealth of information. We also encourage you to take part in the next learning program which will build on this one. Your experience with this project is very valuable to us. Within two weeks after the end of the project, your Country Coordinator will send you an evaluation questionnaire for you and your students. We hope you will fill it out. The Anne Frank House and SchoolNet Africa welcome your comments and suggestions for future development of the *Confronting Injustice* project. Please send them to one of the following addresses:

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