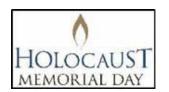
# Janusz Korczak: hero of the Children



Set-up the world's first national newspaper for children by children.

Ran orphanages that were democratic, based on children making decisions.



Ran a democratic orphanage in the Warsaw Ghetto.

Wrote, broadcast & campaigned for children's rights.

Died, with his children, in Treblinka Concentration Camp.

UN Charter of Children's Human Rights based on his work.

Year of the Child, 1978, named after him.



Learn how his Children's courts were run, Town Hall, Thursday 26<sup>th</sup> January 10:30-2pm. Workshop run by George Greens School Students and Michael Newman based on resources created in partnership with Jewish Museum. Exploring children's courts and restorative justice.

A Guide to Running a Day at the Town Hall, Mulberry Place, exploring Justice and Children's Courts through Janus Korczak as part of Holocaust Memorial Day

Delivery team to arrive at 9:30am so that they can rehearse, and become familiar with the building.

# As Part of Holocaust Memorial Day

# **Justice & Resolving Conflict**



# Thursday 26<sup>th</sup> January 2017 10:30-2pm Tower Hamlets Town Hall

#### Programme

10:30 Bingo

10:40 Introduction to the day.

10:45 Children's rights and Korczak

PPt slides then diamond nine, and presentations of top rights.

11:15 Circle time and justice

Being hurt – what do you need? Hurting someone – what do you need? Compare the two needs.

#### 11:45 Fairtrade break

12:00 Korczak courts

Introduce court working. Get volunteers, an accused, 3 judges. Role play courtroom.

#### 12:30 Lunch [packed lunches]

1pm Summerhill meetings.

Introduction of meeting, video clip, stealing £10. Role play meeting. Proposals and votes. Show end of clip.

1:30pm Debate: should culprits be punished? Small group discussion, then whole conference debate.

2pm Ends

# Children & Justice Bingo – Find someone who...

Go round your group and ask the following questions to find someone who has done any of the things; if they say yes, find out their name and put it in the box. If a person answers 'no', move on to another member in the group. Shout 'bingo' when all 12 boxes are completed.

Has bought Fairtrade chocolate	Worked as a member of a team	Voted to help make a decision
NAME:	NAME:	NAME:
Member of a school council	Proposed an idea to make a change in their school	Has taken part in circle time
NAME:	NAME:	NAME:
Has helped to stop someone from being bullied	Knows who the Mayor of Tower Hamlets is	Shared something with a classmate
NAME:	NAME:	NAME:
Knows what happens at the Town Hall	Has helped someone at school who was upset	Knows about Children's Rights
NAME:	NAME:	NAME:

### 10:30 am Bingo [10 mins]

Handout bingo sheets and pens.

Explain: each of you will have a bingo sheet, you must go around finding people you do not know who can answer yes to the questions. Write the letter for their first name. Once it is full shout out bingo!

If children are not talking together encourage them, if they do not understand the instructions you can get them to ask you a question that you can answer with a yes and get them to write your initial, and then get them to go up to other people.

If some of the questions are too difficult remind them they can ask the adults and older students.

On shouting bingo the activity ends, and the child gets a fairtrade chocolate.

### 10:40am Welcome to the Town Hall [5 mins]

Short statement from Michael Newman welcoming everyone to the Town Hall and introducing the theme of the day, Korczak and Holocaust Memorial Day.

### 10:45 am Children's Rights and Korczak [30 minutes]



The children need to be put into groups, as it is the town hall chamber, this is more difficult to do than a normal workshop room.

Check the room out before the event starts, and see where you may have to put chairs, so that children can sit facing each other, if possible.

Groups should be four/five students, and it is normally best to mix up the schools, so they get to work with students they do not know. This could be done with

colour dots on their name stickers.

On the following pages there are cut out cards of most of the main rights that Janus campaigned for children. Under the simple statement about the right is a quote from Korczak, these can be explained to the students. For Korczak this was not a simple list it was how we should live and learn with children.

These rights, and his work, helped the United Nations, later, after his death, to create the UN Convention on the Rights of the Child.

#### **Activity with cards**

1. Introduce Korczak and his set of children's rights. There are a few powerpoint slides.

- 2. Hand out the cut up cards, a set to each group of children. Get the children to read them out and to ask questions if they do not understand them.
- 3. The children choose nine of them and create a diamond nine, with the most important at the top, then the next two, then a middle three... (see diagram). They must do this as a group, discussing and agreeing, or voting on the decisions.

Most important	
Least important	

- 3. They could be given blank sheets so that if they think a right is missing they can add one.
- 4. The groups need to create a speech/presentation on their top three. This should include what it is, why is it important, and what is needed to make sure children have the right. They also need to nominate three speakers, one for each right.
- 5. The groups, in turn, present their rights. If there is time they could all vote at the end on which rights are important to them.

This is important to restorative justice in two ways. Firstly one of the rights is that of restorative justice – every school should have a children's court. And secondly restorative justice is founded on rights.

Time	Action	Notes
10:45am 3mins	Get children into groups of four.	"We are going to work in groups. Get into groups of four."
10:48 4mins	Introduction – instructions. Each group have an envelope of cards, each card has a right written by Korczak. "You must sort them into a diamond. The most important at the top, then the two next important"	Envelopes handed out with rights cards. Show slide of diamond nine.
10:52 10 mins	Groups discuss and put rights into diamond nine.	
11:02	Groups present their top three rights and why.	
13 mins	If time they can present the bottom right.	
11:15	End	

# Script for workshop – Children's rights and Korczak

Children's rights and Korczak 10:45

#### Introduction:

Korczak believed that all children had a right to be children, that they should be loved by all, and that society should be based on these rights.

This was just over one hundred years ago, many years before the UN wrote its Convention on the Rights of the Child. Korczak is seen to be one of the fathers of the convention.



Beneath the uniforms beat a hundred different hearts, each with its own strength, its own fears and its own anxieties."

- Korczak

#### 1959 - UN

- Universal Declaration of Human Rights - Declaration on the Rights of the Child (not legally binding)

> 1979 - UNESCO 'The Year of the Child' 'The Year of Janusz Korczak' (centenary of his birth)

You have them in your envelope, cut into cards. The words in speech marks are statements by Janus Korczak.

In your groups we want you to read them to each other, then sort them into the most important ones, and the least. Create on your desks a diamond nine, like this [show powerpoint of diamond nine].

He worked on the streets and in orphanages with the poorest of children, who could not survive outside the orphanage. During the second world war he and his children lived in the Warsaw Ghetto surrounded by starvation and violence. Some of his rights therefore link to life and death.

These are his rights [show on the powerpoint].

#### KORCZAK' S RIGHTS OF THE CHILD

- The child has the right to receive love The child has the right to respect.
- The child has the right to live in the present.
- The child has the right to be himself or herself. The child has the right to make mistakes.
- The child has the right to fail.
- The child has the right to criticise.

  The child has the right to be taken seriously.
- The child has the right to be appreciated for what he is. The child has the right to protection. The child has the right to have secrets.
- The child has the right to respect for his belongings The child has the right to education.
- The child has a right to 'a lie, a deception, a theft'.
- The child has the right to a future on this planet. The child has the right to forgiveness. The child has the right to protest an injustice.

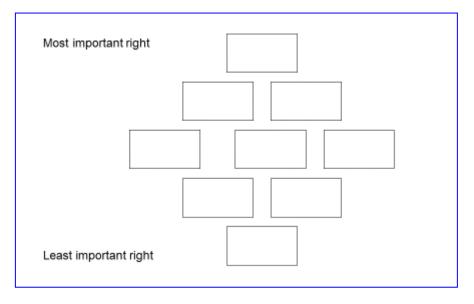
- The child has the right to happiness.
  The child has the right to respect for his grief.
  The child has the right to judge and be judged by his peers.
- The child has the right to die prematurely (if all else fails).
  The child has the right to be defended in the juvenile justice court system.
  The Child has the right to commune with God.

The most important right at the top, then the next two most important, and then three, and at the bottom the least important.

You have ten minutes to do, after which we will get you to tell the whole room, your top three, with reasons. If we have time we will then look at what you put on the bottom.

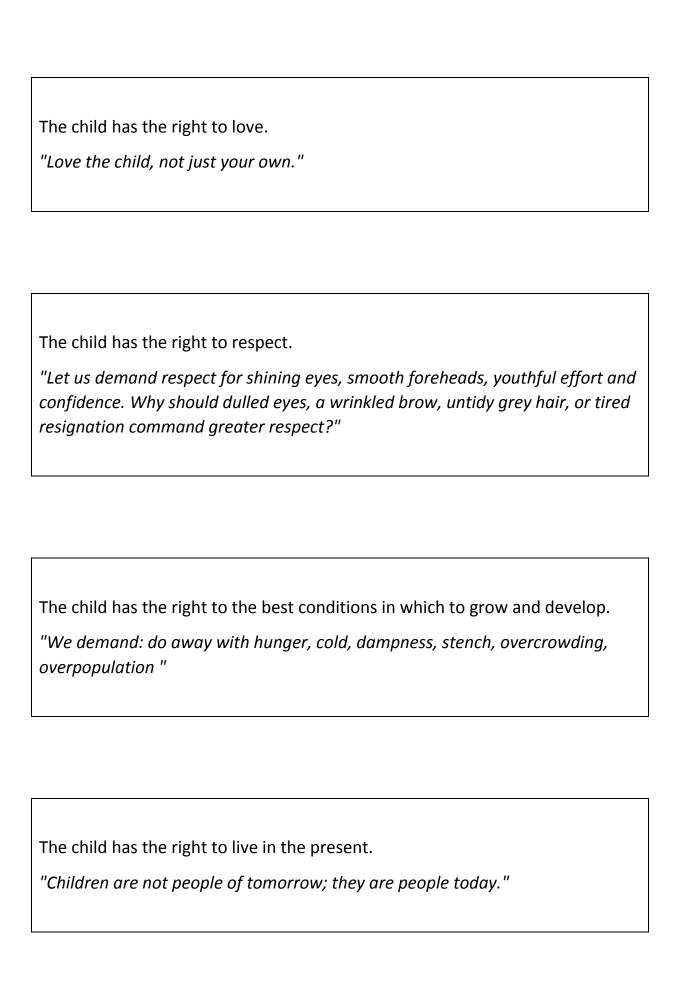
Start now, you have ten minutes.

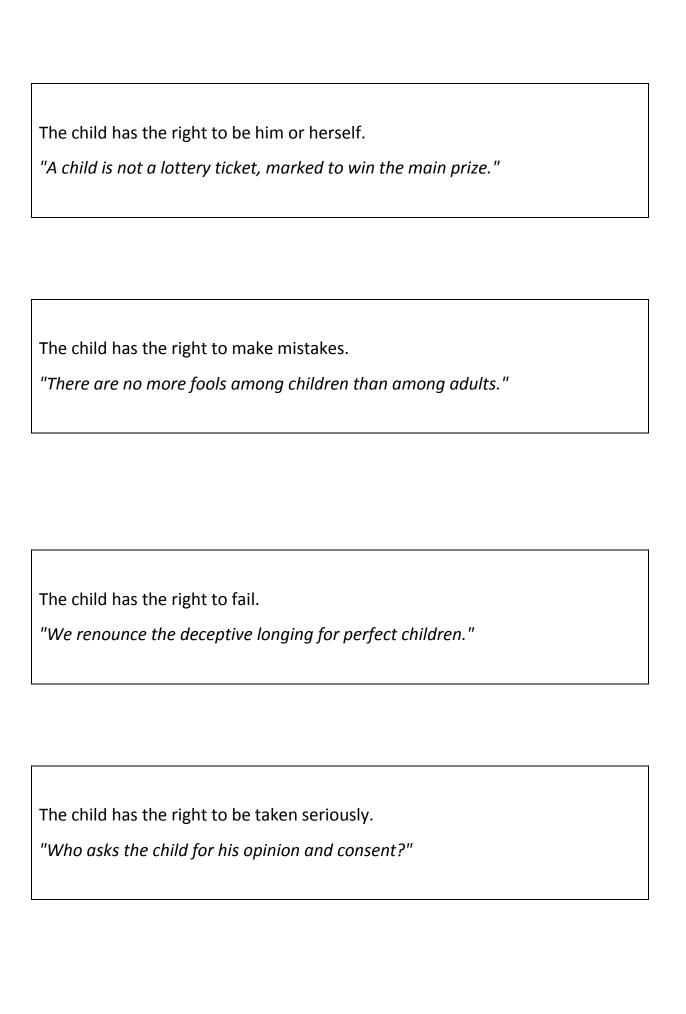
[10 minutes of group discussion, check that groups are nearly finishing and thinking about what to present at 7 minutes]

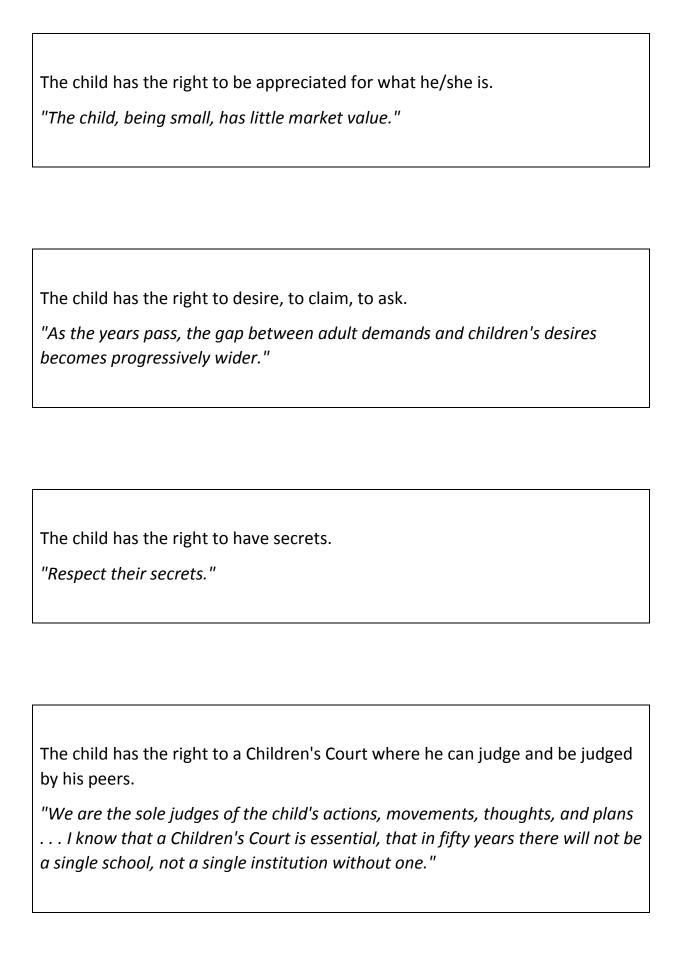


Right stop what you are doing. We are now going to ask each group to present their top three rights. [go around each group].

If there is time see what was the least popular right to each group.







### 11:15 am Circle time [30 minutes]



Explain; Two children have had a problem, one child has been calling the other names. You are organising a meeting between the two children to talk about what has happened, and help both children.

Split the groups into two, down the middle of the room.

Explain; The groups on the left will think about what the child needs to help solve the problem who is the victim, who has been upset by the

name calling. Come up with a list of things they need so that they can feel better.

The groups on the right should think about what the child needs at the meeting who was the bully, who was calling the other child names. How will they feel going to the meeting? What will they want from the meeting?

Give them about ten minutes to come up with lists in their group. Listen in to the groups to help those that are having trouble to start, and those off task. After seven minutes check that all are nearly finishing.

Stop the chatter, and go around each group, asking for one need, start with the victim, and have someone write them on a poster. In the next column write the needs of the culprit. Compare the lists. You should be able to pair them, both want an apology, one wants to make it, the other wants to receive it; both want to be understood; both want to be listened to; both have a story to tell...

Use the slide for Justice for Schools, with the table.

#### What do I need when I' ve What do I need when I've been harmed? harmed someone else? An apology · To apologise An empathetic listener Someone to talk to Amends made · Time to put things right The other person to · To make it up to them understand what has · A chance to explain to other upset me person and myself To be respected To feel better about it To be allowed to have and about myself emotion · To be forgiven Support and positive To reassure them/myself it reinforcement won't happen again Reassurance it won't To get back on friendly happen again To draw a line underneath it

The conclusion is that both have similar needs to resolve the conflict. This is one of the foundation ideas of restorative justice. Restorative questions are different from traditional ones, which focus on



#### **Traditional Questions**

- · What happened?
- · Who is to blame?
- What is the appropriate response to deter and possibly punish those at fault, so they will not do the same thing again?

#### **Restorative Questions**

- · What's happened?
- · Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

who is to blame, and what is the best punishment. Restorative justice questions answer what people need. The five magic questions which are used as a framework or structure for restorative justice meetings are:



### The Five Magic Questions

- · What happened?
- · What were you thinking?
- · How were you feeling?
- · Who else has been affected by this?
- What do you need now so that the harm can be repaired?

Time	Action	Notes
11:15 4mins	Introduction – instructions. Each group will make a list of the needs of the victim or culprit if they are to meet each other to solve their problem.  The problem could be name calling.	Paper and a pen is handed out to each group.
11:19	Groups discuss and create a list of needs	
10 mins		
11:29	Groups Present, one group one need, write	"What do children notice about
10 mins	results in a table. Any needs missing?	the two lists?"
	Compare their lists with powerpoint slide.	Similar.
11:39	Restorative Justice Questions help to direct the	Slide: table comparing questions
6 mins	meeting between victim and culprit. These are a contrast with traditional justice.	Slide: magic questions
11:45	End	

# Script for workshop - Circle Time

10:45 Circle time to discuss conflict

Introduction: Two children have been having a conflict. One of them has been calling the other names, and has not stopped when asked.

# A student has upset another by calling them names.

Before holding a meeting between them to solve the problem we can ask, what do they need?

What do I need when I've been harmed?

What do I need when I've harmed someone else?

You are to organise a meeting between the two children to try and solve the problem. Before the meeting you want to think about what each child needs. What does the name caller need? What does the victim need? From the meeting.

Your group is to think about only one of them. This half, on the left can think about the needs of the person calling the other names. And the other half, on the right, can think

about the needs of the victim.

You have ten minutes to come up with a list of what they will need from the meeting, and then we will ask each group to give us one from their list, and we will write them on the board.

[ten minutes of discussion. At seven minutes check groups are nearly finishing]

Rights stop what you are doing and listen to what your groups have come up with. [whilst you go around each group for one need, your colleague writes them down in a table, do the needs of the victim first. If groups give the same need ask for another one from their list. At the end of going around the groups, ask if there are any missing.]

# What do I need when I' ve been harmed?

- An apology
- An empathetic listener
- Amends made
- The other person to understand what has upset me
- To be respected
- To be allowed to have emotion
- Support and positive reinforcement
- Reassurance it won't happen again
- To draw a line underneath it

#### What do I need when I' ve harmed someone else?

- · To apologise
- · Someone to talk to
- · Time to put things right
- To make it up to them
- A chance to explain to other person and myself
- To feel better about it and about myself
- · To be forgiven
- To reassure them/myself it won't happen again
- To get back on friendly terms

What can we notice about the needs for the victim and the person doing the name calling? [you are looking for them to say they are similar, or some of them are similar, give them time, but if they do not you can go through the table showing how the needs of the victim pair with the needs of the name caller]

This is what restorative justice is based on. It is based on the idea that the needs of everyone are the same, in a

conflict. And it is based on the rights of the child.

To ensure that the meeting is based on this ethos we can direct it with questions.

These are [show powerpoint slide] 'what's happened? Who has been affected? How can we involve all those who are affected in finding a way forward? Hoe can everyone do things differently in the future?'

These questions are very different from the traditional ones we think of in cases of conflict: 'what happened? Who is to blame? What is the best punishment to ensure the perpetrator does not do it again?'

#### Restorative Questions

- · What's happened?
- · Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

#### **Traditional Questions**

- What happened?
- · Who is to blame?
- What is the appropriate response to deter and possibly punish those at fault, so they will not do the same thing again?

The five magic questions used in restorative meetings are [show powerpoint slide]: what happened? What were you thinking? How were you feeling? Who else had been affected? What do you need now so that the harm cam be repaired?

The examples we are going to look at later of children solving their conflicts are based on restorative justice.

### The Five Magic Questions

- What happened?
- · What were you thinking?
- · How were you feeling?
- · Who else has been affected by this?
- What do you need now so that the harm can be repaired?

### 11:45-12:00 Fairtrade Break [15 mins]

### **12:00-12:30** Korczak Courts [30 minutes]

"the child has the right to a Children's Court where he can judge and be judged by his peers." Korczak



"If someone has done something bad, there is nothing better than to forgive him. If he did this bad thing because he did not know, then he now knows as the court has explained it to him. If he has done wrong accidentally, he will be more careful in the future. If he has sinned because it is very hard for him not to sin, he will try harder. If he has sinned because his friends put him up to it, he will not heed them again. The court must protect the quiet ones, so that the strong and aggressive shall not harm them... it must take care of order, for the first victims of disorder are the good, the quiet and the honest... the trial is not the embodiment of justice, but it must aspire to justice. The court is not the embodiment of truth, but it must seek truth. The judges might be mistaken, they might punish for deeds in which they themselves have failed. They are allowed to judge their own acts as well, but it is a disgrace to knowingly pass false sentence."

#### Janus Korczak

Any child could write on special notice board in the orphanage the issue they wanted to present, with their name, and the name of the defendant. That evening the secretary would copy the requests in a special book, and on the next day would gather testimonies from witnesses and those involved.



To role play the court you will need a case, someone who is the victim, the perpetrator and a few witnesses. You could create your own role play cards using any of the examples below.

Charges that were brought by children to Korczak's children's court included:

"name-calling, pushing, teasing, snatching someone else's possessions, banging doors, leaving the yard without permission, climbing a tree, breaking an inkpot, using

abusive language, making faces during prayers, not returning checker and lotto games to their places, locking someone out in the courtyard for fun, disturbing others at work, misbehaving during study hour, not washing one's hands, cheating at games."

An example of role play cards:

### **Victim**

You are upset as one of the children has been calling you a name, and does not stop when you ask them. The name hurts you but maybe not that important to others.

## Witness

You have seen the perpetrator call the victim names, and did not stop when asked. You saw the victim run away crying.

# Perpetrator

You have been teasing another child by calling them names. You have made them cry but think they are being silly as the name means nothing.

### Witness

You saw the name calling and think that the victim over reacted, and should not have been so sensitive.

It was very important to Korczak to be tried by the children, to be one of the them. "Korczak made a point of bringing himself to court five times over one six-month period. He confessed to boxing a boy's ears, throwing a boy out of the dormitory, putting a child in the corner, insulting a judge, and accusing a girl of stealing." He also slid down the stair banister and put a girl on top of a cupboard. It would be good to role play one of his cases.

### Korczak

You were annoyed at a girl who was being very silly and you decided to play a joke on her by lifting her up and putting her onto the top of a high cupboard. She cried.

You are the director of the orphanage, and your whole life is dedicated to helping children & promoting their rights.

## **Victim**

You were being silly and then Korczak picked you up, which you thought was fun, but then he put you on a tall cupboard, and when he walked away you got scared and cried.

In the actual court there would be three child judges, who were not being tried that week. There are several ways of doing the court. The best for the Town Hall and a group of over thirty children, is to have six volunteers.

Three are the judges, who control the meeting, encouraging the others to take part and ask questions, and asking their own. Then asking the rest of the group for advice on a verdict, asking for suggestions and then a vote. The other volunteers are the culprit, who should sit at the front facing the judges; the victim and a witness. These will need to be chosen, with help from teachers at break, and given their roleplay cards and be briefed.

The 'fines' or consequences that the court could give out were all awarded points, the higher the points the worse the offence. Each of the judges Judge

You have been chosen by the other children to control the children's court, you were not accused of creating any problems last week. There are three of you, and your job is to control the meeting, encourage people to take part, and try to ensure justice is done. You can make the verdict at the end, but you must ask the others what they think, and take a vote.

and all the children can have a tick list of the possible 'fines' and use it to help make a decision.

It will be interesting to see if your students are as forgiving as Korczak's. Restorative justice is about the discussion, the learning from all parties about what happened, and how people were upset or hurt. Restorative justice is about coming to a solution that will help everyone, though it can work with the idea of consequences, that is the perpetrator doing something to help the community or victim, even if it is a simple but serious apology.

Time	Action	Notes
Break	Choose six volunteers with the help of teachers, three will be the judges, and the other three will be the accused, the victim and a witness.	Role play cards given to volunteers and they are briefed.
12:00 4mins	Children sit in the chamber facing the front, as individuals.	
12:04 7 mins	Children's court is introduced, with slide of court.	Judges sit at front of chamber, alongside George Green's student. Sheets handed out of verdicts.
12:11 17 mins	Court role play. Victim is introduced and speaks. People can ask questions. Perpetrator speaks and witness. Discussion of case and verdict. Vote by show of hands.	If possible chaired by the judges with support from George Green's.
12:28 2 mins	Thank the volunteers. Emphasise that Korczak saw the process as the important thing, the striving for justice.	
12:30	End	

## Script for workshop – Korczak Court

12:00 Korczak Courts: There are two scripts for this workshop. The script to brief the volunteers, during the break, and the script for the role play.

#### Break 11:45-12:00 volunteer script

[At the beginning of the day, the teachers can be given a list of volunteers needed during different parts of the day. Your volunteers are three judges, a victim, a name caller, and two witnesses. Each has a role play card. With all volunteers together explain:]

The judges will sit at the front of the room, and will control the court. Their job is to help people to speak, control people if they do not behave, and to ensure that the stories of the victim and perpetrator are told, and that a fair decision is made. The verdicts are listed on a sheet of paper, with numbers, 1000 the worst and 1 the least.

The victim has been hurt by the name calling and by the fact that it has not stopped when they have asked. You have been really upset and have cried. You do not know how to stop it from happening again. You are afraid that it will happen whenever you meet the culprit.

The perpetrator is confident, and does not see what is so upsetting about the names, you think it is a game, and you have seen others do it. The victim should harden up.

The two witnesses have seen the name calling but have different feelings, one thinks it is upsetting and should stop, the other thinks it is a harmless game.

They should not read out their cards, but act the parts, they can make stuff up, but not too much. They need to talk loudly in the big room.

The culprit will sit facing in, front of the judges. And near to the victim and witnesses.

The other children will be the audience, they can express their opinions, even be witnesses if they want. After discussion of evidence, there needs to be discussion of outcomes, or verdicts. These can be discussed by the audience, and voted on, but the judges make the final decision.

### Korczak Court 12-12:30 script [all the audience have a verdict sheet]

#### Introduction:

Every Saturday there would be a children's court. They would have written on the noticeboard the problems and conflicts they were raising, with the name of the victim and culprit. The judges, there could be three children, all of whom had done nothing wrong the previous week and were chosen by the children control the meeting.

The victim, culprit and witnesses will sit in front of the judges. They will be invited to speak by the



judges. After discussion verdicts would be based on the lists you have in front of you, numbering to 1,000 the harshest verdict, being thrown out of the orphanage.

These are our judges [introduce themselves by name], here is our name caller, our victim and two witnesses.

Right, let us start.

[only interrupt to keep things going, or control the meeting, or to ensure that they go to the next stage. Stages: victim tells story, culprit tells story, witnesses tell stories, Verdicts — tick the box you think should be the verdict, and write a statement beneath that you would need set to the coart.

1.99 state that the court does not pass judgement, once the debate is ended, it is as if nothing has happened, traces of guilt would pressure the accused to do their best not to repeat the deed.

1.00 — the court does not pass judgement and does not rebuke or castigate the accused but the case is added to the record of court punishments.

2.00 the accused did not act properly, and this is a share, although this could happen to anyone, the accused is requested not to do it again.

3.00 — the accused has acted badly. The court finds him guilty and filmly demands that this act is not repeated.

4.40 — great guilt. This is the last attempt to save the accused from diagrace. Last warning.

5.00 — the accused is found guilty and is demounced for not respecting himself and his friends in the crphanage. The verdict, noting the full name of the accused is published on the first page of the orghanages never last published in the nevoletter.

5.00 — accused is found guilty, is denounced and the verdict is placed on the notice board for one week as well as published in the nevoletter.

7.00 - same as 600 but the contents of the verdict are also brought to the attention of the family as a warning that the accused stands in danger of being expelled from the instanction.

8.00 — is addition to 700, it will be stated that the stall is of no use, it maybe that punishments in other previous institutions had worked but these are not practiced at this orghanage. The accused is allowed one week to think albot their actions and mending their ways, this verdict is published in the revolution rule orghanage. He can stay only if he can find a guardien to verwith for him. The court will hold the guardien responsible for the child's actions.

people from audience add comments and ask questions, audience suggest verdicts, vote on the proposed verdicts, judges make judgement, case closes – ideally these are prompted by instructions from the judges]

Judges: what is the case we are going to hear, what has the victim got to say?

Judges: what would the name caller like to say?

Judges: Witnesses, what do you have to say?

Judges: Any comments, questions from the audience?

Judges: Any opinions as to what should happen? Any proposals for verdicts? [George Green's student writes down the proposal]

Judges: We will let you vote on the verdict and take that as advice. Hands up if you agree with verdict A. Hands up if you agree with verdict B [George Green's student writes down the results]

Judges [after talk amongst themselves decide a verdict] we decide the verdict is...

'I hope that in fifty years there will not be a single school or institution without one.'

- Korcza

To conclude: Korczak believed that all people learn about morality, what is right and wrong by making decisions and taking part in justice. He wrote that all schools would have such courts in 50 years time. This idea of everyone taking responsibility for each other and learning justice together was the opposite of what was happening around the orphanage in the Warsaw Ghetto created by the Nazi's. They believed

in authority, people doing as they are told, people obeying orders. Soldiers were

ordered to arrest all the children and Korczak and take them to die in Treblinka as part of the Holocaust.

Lets thank our volunteers [applause].

'When war broke out and I was starving and ready to do anything, I didn't, because something of Korczak's teachings stayed with me.'

(Orphan)

# **Korczak Children's Court Judges Script**

Script [to be given to the three volunteers] to remind judges of the structure of their role play:

Judges: what is the case we are going to hear, what has the victim got to say?

Judges: what would the name caller like to say?

Judges: Witnesses, what do you have to say?

Judges: Any comments, questions from the audience?

Judges: Any opinions as to what should happen? Any proposals for verdicts?

[George Green's student writes down the proposal]

Judges: We will let you vote on the verdict and take that as advice. Hands up if you agree with verdict A. Hands up if you agree with verdict B [George Green's student writes down the results]

Judges [after talk amongst themselves decide a verdict] we decide the verdict is... case closed.

# Verdicts – tick the box you think should be the verdict, and write a statement beneath that you would read out to the court.

1-99 state that the court does not pass judgement, once the debate is ended, it is as if nothing has happened, traces of guilt would pressure the accused to do their best not to repeat the deed.
100 – the court does not pass judgement and does not rebuke or castigate the accused but the case is added to the record of court punishments.
200 the accused did not act properly, and this is a shame, although this could happen to anyone, the accused is requested not to do it again.
300 – the accused has acted badly. The court finds him guilty and firmly demands that this act is not repeated.
400 – great guilt. This is the last attempt to save the accused from disgrace. Last warning.
500 – the accused is found guilty and is denounced for not respecting himself and his friends in the orphanage. The verdict, noting the full name of the accused is published on the first page of the orphanages newsletter.
600 – accused is found guilty, is denounced and the verdict is placed on the notice board for one week as well as published in the newsletter.
700 - same as 600 but the contents of the verdict are also brought to the attention of the family as a warning that the accused stands in danger of being expelled from the institution.
800 – In addition to 700, it will be stated that the trial is of no use, it maybe that punishments in other previous institutions had worked but these are not practiced at this orphanage. The accused is allowed one week to think about their actions and mending their ways, this verdict is published in the newsletter, on the notice board and the family is told.
900 – Despair at changing the persons behaviour is expressed, accused is banished from the orphanage. He can stay only if he can find a guardian to vouch for him. The court will hold the guardian responsible for the child's actions.
1,000 – Expulsion from the orphanage. The accused is permitted to ask to return after three months.

### 1pm Summerhill meetings (30 mins)



Summerhill is the oldest school in the world that is run democratically by children and teachers together. It has only 70 children aged 5-17, and most of these live at the school. There are some 14 teachers and staff. The school meets twice a week, on Mondays and Fridays. These meetings create the laws of the school, organise events and projects, make changes in the school, and act as its children's court.

If you have a problem with someone you can 'bring them up' at the meeting. You tell them that you are 'bringing them up' for name

calling or bullying or stealing, and they have to come to the meeting. Before the start of the meeting everyone with a case queues up in front of the secretary, and asks for the number of cases they want. The cases about the younger children are taken first. The secretary writes down the list and then writes down a report of the meeting, with all votes written down.

If you are new or shy then you can get an older child or friend to do the case for you. There are also elected ombudsmen, boys and girls, who act as conflict mediators, and they will bring cases to the meeting they cannot solve, or that are important.

The case is started by the person bringing the case, making a complaint, and describing what happened. Witnesses speak, the perpetrator speaks, people discuss evidence and effects of actions, and then make proposals as to what they think should happen. These are voted on by a show of hands. The chairperson is normally a child elected for the week by the community. They have absolute power, and choose who speaks, can move people, can ask people to go out and bring them to the meeting, can close the meeting down.

The cases, as well as being tribunal ones, that is about how people behave towards each other, can be about creating new laws, or organising events or projects or changing the school.

The role cards are below, these link to the story told in the CBBC film. The role play cards should be given to volunteers with the help of teachers during the lunch break so that the can think about their roles.

### Victim: Maddie

You are a new kid and left £10 on your cupboard. Ryan, a new boy, snuck into your room, at night and took the money.

#### Witness

You saw Ryan holding a £10 note, and saying he was going to buy something downtown.

# Culprit: Ryan

You are a new kid and snuck into Maddie's room at night and took £10, that you then showed to people and spent downtown.

### Witness

You heard Ryan saying yesterday that he had no money to spend.

## Chairperson

You control the meeting. You are elected by the community for a week. You decide who talks by taking hands. You ask for witnesses if there is a problem of evidence. You tell people to be quiet. You can move people, or send them out. You can fine them 5p for talking or disturbing the meeting. You keep the case going and decide when it should end, with a vote of the proposals.

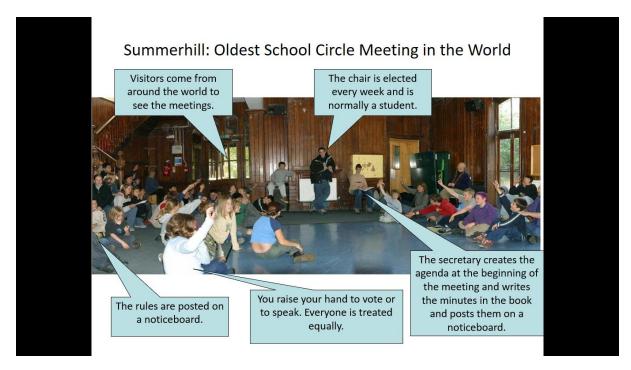
## Secretary

Your job is to write down the proposals, and when it comes to a vote to red them to the Chairperson. You then write down which was decided. This report is displayed on the noticeboard in the school dining room for people to check or to read if they were not at the meeting.

After the introduction on Summerhill by Michael, the meeting case can be introduced by playing the video of the start of the meeting, in which Ryan is accused of stealing. Then the Chair should ask the victim to present their case. Then the culprit and witnesses can speak, and people can ask questions or express opinions.

See how the children talk about the case. If there is a silence after the witnesses have spoken, and the chair waits, you could suggest they think about proposals, what should be done?

After the vote the rest of the video can be shown and a comparison of the decisions made. Ryan is 'fined' to pay back the money by regular small payments from his pocket money. There is no moral outrage or judgement of Ryan, indeed the children empathise with his behaviour, they were the same when they were new.



The CBBC film uses artistic licence in its portrayal of the meeting. Adults talk a lot, and there is a lot of talking without taking hands. In rea; ity the chair would tell the adults off and threaten to fine them.

Time	Action	Notes
1:00	Children sit in the chamber facing the front, as	
4mins	individuals.	
1:04	Summerhill School is introduced focusing on its	Slides.
7 mins	community meetings and life.	
1:11	Case is introduced through video.	Video.
17 mins	Video clip of start of case, the stealing of £10	
	What happens next? Role play meeting.	
1:28	Show rest of film, with discussion of evidence and	
2 mins	proposals and vote.	
1:30	End	

# Script for workshop - Summerhill Meeting

1pm Summerhill Meeting: There are two scripts for this workshop. The script to brief the volunteers, during the break, and the script for the role play.

#### Lunch 12:30-1:00 volunteer script

[There are six volunteers, the victim – Maddie; the culprit – Ryan; two witnesses; a chairperson and a secretary. The chairperson has total authority of the meeting, so must have a sense of authority, of control. The secretary writes notes, just the proposals, and so must be a confident writer.]

You are to be characters in the role play of the Summerhill meeting. This is the oldest school democracy and court system in the world, created in 1921. Your characters will be introduced by a video clip from the BBC, showing the start of the case. Then we will have the chairperson start the meeting by asking Maddie what happened, then asking Ryan what he wants to say, and then the witnesses. The audience are then encouraged to join in by putting their hands up for comments, and any ideas of what should happen. It will be great if you are a bit emotional, the victim is upset that their money was taken and Ryan strongly stating his innocence.

#### 1:00 Summerhill meeting script

[powerpoint picture of Summerhill meeting]

#### Introduction:

We are playing out a meeting case from Summerhill School, this is the oldest school in the world based on democracy and children's rights. It has been going for nearly 100 years with the same ideas as Korczak's orphanage. The school lives

Summerhill: Oldest School Circle Meeting in the World



together, and the staff and children are treated as equals in the community, making decisions together about the laws of the school, how it is run, and its justice.

Unlike the Korczak court the judges are all the members of the community. They meet twice a week on Mondays and Fridays. Children and adults can bring cases to the meeting, and do so just before the beginning, by telling the meeting secretary, who lists them.

The chairperson is all powerful, and can fine people in the meeting, can move them, tell them to be quiet, and even throw them out.

George Green's student: To start this case we will see a part of a film clip from CBBC's

drama about the school.

[show clip]

George Green's student: Our Chairperson is...

Let's begin.

Chairperson: What is the case Maddie?

Chairperson: Ryan do you have anything to

say?

Chairperson: Witnesses?

Chairperson: any comments or ideas?

Chairperson: Any proposals?

Chairperson: Lets vote on the proposals. All in favour of proposal A? All in favour of proposal

В...

Chairperson: Proposal ... is carried.

George Green's student: We shall end this workshop with the rest of the clip from the BBC and compare their discussion and decision with yours.

[show final section of clip]



In episode 1 a case against Ryan for stealing money from Maddey. https://vimeo.com/album/1566776/video/22205368 from 21:22 minutes.

In episode 2 a special meeting against Ryan for hitting a child, will he be sent home? <a href="https://vimeo.com/album/1566776/video/22210766">https://vimeo.com/album/1566776/video/22210766</a> from 3:15 minutes

# **Chair of Summerhill Meeting Script**

Script [to be given to the volunteer who is the chairperson] to remind chair of the structure of their role play:

George Green's student: To start this case we will see a part of a film clip from CBBC's drama about the school.

[show clip]

George Green's student: Our judge is... Let's begin.

Chairperson: What is the case Maddie?

Chairperson: Ryan do you have anything to say?

Chairperson: Witnesses?

Chairperson: any comments or ideas?

Chairperson: Any proposals?

Chairperson: Lets vote on the proposals. All in favour of proposal A? All in

favour of proposal B...

Chairperson Proposal ... is carried.

George Green's student: We shall end this workshop with the rest of the clip from the BBC and compare their discussion and decision with yours.

[show final section of clip]

### 1:30pm Debate: should culprits be punished? (30 mins)

If all goes well then the last half hour could be used to address the question raised by the case studies and restorative justice, that of punishment.

The last half hour is problematic, some schools may need to leave early, also it can be seen as flexible time, if any of the previous activities have overrun then it may just be a quick discussion and feedback. Also the Mayor John Biggs has said that if he is available during the morning he may pop in to say hello. Talking to the Mayor could then take up this last half hour.

Time	Action	Notes
1:30 3mins	Introduce the question, should culprits be punished? This may have arisen at different times in the day, and this is a chance to explore it more.	
1:33	In small groups the children discuss what they	
5 mins	think.	
1:38	Everyone is stopped and children invited to	
15 mins	express their opinions to the room.	
1:53	A thank you to teachers and all children for	
2 mins	coming.	
1:55	Concluding remarks	
3 mins		
2:00	End	

## Script for workshop – Debate: should culprits be punished?

### 1:30pm Debate: should culprits be punished?

[Volunteers act as chairpeople to the discussion. They explain that they are in charge of the room]

#### Introduction:

We are in charge of this section. We are going to discuss 'should people be punished?' As most of this morning has been looking at examples of justice in which it is important to solve a problem rather than punish the culprit.

Let's begin with you talking to your neighbour about your views of punishment. Questions you can think about are. Why punish? Should punishment's hurt? How is punishment meant to work? Do you think it works?

We will give you 5 minutes to discuss with your neighbours. Then we will let the whole room discuss it. Let's start.

[5 minutes discussion with neighbours]

Right let's stop and listen. We are now going to discuss in this debating room what we think of punishment. Put your hand up if your want to speak. Anyone who wants to say something supporting punishment...

[discussion takes place, if there is time you can take a vote on punishment]

Thank you for being so good at debating. It has been fun.

# Or if the mayor arrives during the day:

[The team for the debate instead of controlling the discussion on punishment will run the session of children asking questions of John Biggs Mayor of Tower Hamlets.]

#### Introduction:

We welcome to our conference the Mayor of Tower Hamlets, John Biggs, who has kindly allowed us to use his town hall and this chamber today. He runs Tower Hamlets from this building, and this is where the Tower Hamlets council meet to ask him questions and help him make decisions.

He will introduce himself and then we will take questions for twenty minutes.

[take hands of questioners, and cut John Biggs off if he goes on too long saying 'let's move to another question'...]

Let us thank John Biggs for letting us be here and for spending time to tell us about his work. [applause].