

GROUP ENDORRO

GUIDELINES FOR GROUP SESSIONS

INTRODUCTION

We start the group session by reminding the children of the roles they will later play in the trial:

1. First, the children will become the **PROSECUTORS** and their jobs are:
 - They will accuse Endorro of committing a crime (doing something wrong).
 - They will ask Endorro to explain his action (hear his defence).
 - And if need be, the children will then argue their case with him.

Note:

This process of prosecuting the defendant will all be done one child at a time, using a microphone, in front of the courtroom.

2. Then, along with the other children from the other groups, the children will become the **JURY**, deciding whether Endorro is guilty or not.
3. After that, along with the other children from the other groups, they will decide what punishment Endorro will receive (if found guilty).

But before the children can go to the courtroom, they will first need to prepare their case. The following steps should prepare them for that.

SPOTTING THE CRIME

- 1) Starting from now, the children have officially become the prosecutor. Their first task is to investigate and identify what crime (if any) Endorro have committed. To do this, start by asking the children what bad things Endorro has done. Make as much accusations as possible (at least 6). Aim and direct the children so that they can come up with:
 1. Endorro, by escaping from prison, you did not fully serve your punishment time.
 2. Endorro, you killed flies and spiders.
 3. Endorro, you lied to Dewala into taking charge of the rainforest.
 4. Endorro, you paid Jabrig below the minimum wages standard.
 5. Endorro, you worked Jabrig over the working time limit.

6. Endorro, you ordered the chopping down the rainforest.
7. Endorro, you burned down the rainforest.
8. Endorro, you put the animal in danger, and some died.
9. Endorro, you used violence against Dewala.

A Reminder of what Endorro did in *The Lost Forest Story*

- He escaped from his underground prison when he realised that the Earth had become softer.
- He hated bugs, flies and spiders etc and liked to kill them.
- He tricked Dewala into letting him become the forest warden.
- He tricked Jabrig into working for him for very little money.
- He forced Jabrig to work hard without proper breaks.
- He organised mass chopping of the rainforest to sell timber / make products to make money.
- He used violence against Dewala and didn't care about the animals.
- He also organised mass burning of the rainforest to use the land for other things – such as growing trees for palm oil, and for soya products and for cattle to graze and create cheap burgers.
- He was greedy and did things without caring what anybody else thought, thinking that rich people can do what they want.

- 2) Now that all their crimes are listed, we then distribute them so that each child has a crime to work on. If we find that there are not enough crimes for all the children, then we pick the most important crime and assign it to more than 1 child.
- 3) Next is to make a sentence based on the above **accusation**. The sentence should consist of:

Endorro, you are accused of (the crime).

After being given pen and paper, the children should come up with sentences:

- Endorro, you are accused of not fully served your punishment.
- Endorro, you are accused of killing and burning the animals.
- Endorro, you are accused of employing Jabrig below the minimum wages standard.
- Endorro, you are accused of making Jabrig working over time.
- Endorro, you are accused of ordering the chopping down of the rainforest.
- Endorro, you are accused of burning down the rainforest.
- Endorro, you are accused of using violence against Dewala.

UNDERSTANDING THE CRIME

It is important that the children understand the importance of this prosecution process, as it is a way to see the circumstances and facts surrounding the crime, so that later, when deciding what verdict will be given to Endorro, the jury will have learned enough to decide the appropriate verdict. **For this purpose, the prosecutors should make a list of questions.**

1. Regarding their accusation, the children must then carefully examine it; they must doubt it; and they must question: is their accusation accurate? Is their accusation right? What if there are other scenarios behind the reason why the crime happened? What if-----?

To satisfy any doubt so that they do not mistakenly sentence Endorro, they will now need to ask Endorro for his explanation. Make a list of questions by using the following key words:

- **WHY** – To seek reason/motives for the crime
- **WHERE** – To find the Location
- **WHEN** – The time of the crime (and for how long)
- **HOW** – What methods used (could be used to help)
- **WHO** – To find out others responsible, or who could help

Case example, on their first accusation:

Endorro, you are accused of not fully served your punishment.

The questions to Endorro would be:

- Endorro, why were you sentence to prison?
- Endorro, why did you escape from prison (motive)?
- Endorro, where were you imprisoned?
- Endorro, how long were you sentence for?
- Etc.

- 4) After making a list of question, select one which is most relevant and important to the accusation. If there are children working on the same accusation that end up with similar question, decide which child has which question, so that **each child reads a DIFFERENT question** at the hearing.

GETTING READY TO PRESENT THE CASE IN THE COURT

Now that the children have finished making their case, let's get them ready for the trial:

- **PUT THE CHILDREN PRESENTING THEIR CASE IN THE ORDER OF THEIR IMPORTANCE. LESS IMPORTANT ACCUSATIONS GO FIRST, FOLLOWED BY MORE IMPORTANT ONES.**
- **GET READY AS PART OF THE COURTROOM AUDIENCE & WAIT FOR THE JUDGE TO CALL THEM TO APPROACH THE MICROPHONE.**