

GROUP JABRIG THE LOGGER

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 Jabrig of committing a crime (doing something wrong).
 - They will ask Jabrig 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 Jabrig is guilty or not.
3. After that, along with the other children from the other groups, they will decide what punishment Jabrig 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) Jabrig have committed. To do this, start by asking the children what bad things Jabrig has done. Make as much accusations as possible (at least 6).

Aim and direct the children so that they can come up with:

1. Jabrig, you accepted a very low salary for your hard work (fair trade and minimum wage standard).
2. Jabrig, you chopped down the trees.
3. Jabrig, you slept during your working hours (although this is not a bad thing considering his long working hours, but this can also be related to the issue of the minimum wage standard).

4. Jabrig, you did not stop Endorro from burning the rainforest.
5. Jabrig, you did not stop the fire from burning even more trees.
6. Jabrig, you did not try to save the animals from the fire.

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

- He took logs to market to trade them for chickens which became spicy roast chicken.
 - He agreed to work for Endorro and to chop down a lot more trees for very little money (but more money than he was used to).
 - He was forced to work hard all the time without being given proper breaks.
 - He worked harder than he had ever worked before, to earn some money for his family, but was always clumsy with the logs.
 - He felt sorry for the animals.
 - He eventually refused to burn the forest and left his job because he realised that the animals have families too.
- 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: Jabrig, you are accused of (the crime).

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

- Jabrig, you are accused of accepting low salary for your hard work.
- Jabrig, you are accused of chopping down the trees.
- Jabrig, you are accused of sleeping during your work.
- Jabrig, you are accused of not stopping Endorro burning the rainforest.
- Jabrig, you are accused of not stopping the fire from burning more trees.
- Jabrig, you are accused of not trying harder to save the animals from the fire.

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 Jabrig, 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 Jabrig, they will now need to ask Jabrig 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:

Jabrig, you are accused of **accepting a low salary for your hard work.**

The questions to Jabrig would be:

- Jabrig, why did you accept such a low wages (motive)?
- Jabrig, for how long did you accept this low wages for?
- Jabrig, what did you use your salary 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.**