THE POWER OF THE STORIES WE TELL

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"Words and pictures are yin and yang.
Married, they produce a progeny more interesting than either parent"

Dr Seuss

Abstract

This action research project saw ten Year 5 and 6 boys at The Scots College, Sydney work on creating a globally-themed multimodal text in order to engage more strongly with children's rights. The project was designed to attempt to heighten student engagement, so the boys would be more willing and able to show depth in their responses to the classroom unit: *Global Connections,* and perhaps take meaningful steps towards becoming global citizens. During the action, the boys undertook a process of researching, designing and writing a multimodal text. In this initial iteration of the action research cycle, the boys benefited greatly from the writing process; showing greater engagement, interest and understanding of children's rights. By the end of the project, it became clear that it is not enough to merely 'teach' children's rights. Instead, by having boys develop their own projects inspired by a genuine audience, greater understanding, engagement and empathy is engendered.

Introduction

Falk (1993) considers global citizenship a five-fold series of overlapping images: a global reformer, a man of transnational affairs, a global manager of economic and environmental, a regional integrator and a transnational activist. With such a complex and multifaceted notion, is it even feasible for boys to become global citizens in the way that Falk imagines? Indeed, are they developmentally equipped to consider the needs of others before their own?

For four years, I had seen Year 6 boys at The Scots College [Scots] learn about human rights without showing the kind of depth of empathy and understanding that could come from engaging meaningfully with this global issue.

I had become increasingly concerned by a prevalence of 'Competent' grades and very few 'High' or 'Outstanding' grades in a unit called *Global Connections,* in which the boys are challenged to develop a sense of their place in the world and become more aware as global citizens. I had observed that the boys were unable to go beyond a superficial grasp of the issues that were discussed, and, as a result, their assessment responses lacked depth and detail. The disadvantaged people living in poverty, war and violence seemed so distant to the boys.

As an experiment, we began to use the text, *We Are All Born Free* (Amnesty International, 2008) and it was highly successful. This text explores the articles of the Universal Declaration of Human Rights in picture book format. Anecdotally, it seemed to me that the book's multimodal approach supported accessibility and stimulated student engagement (Jacobs, 2007). Inspired by this success, I wanted to confirm if 10 to12 year-old boys at Scots could engage more strongly with global issues through the use of a multimodal text, and thereby take meaningful steps towards becoming global citizens.

The challenge was to find out if multimodal texts were the key to heightened engagement with real-world global issues. In addition, I wondered if, by switching from a study of human rights to examining children's rights, it might be more relevant to the boys and serve to deepen engagement. Consequently, I decided that the action would involve producing a book *by children about children's rights for children.*

For this action to be meaningful, the boys needed to undertake a project that would lead them not only to reflect on their own role as emerging global citizens, but also to develop an understanding of the needs of other people as a result. Therefore this project was also inspired by the United Nations Millennium Goals (Economic, 2008) and focused on Goal Two: Achieve Universal Primary Education. By producing a book to illustrate and support the notion of universal education, and by using the final product both locally at Scots to increase engagement with children's rights, and internationally as an educational tool that could give a voice to children who cannot speak up for themselves, I hoped to contribute to the movement towards universal primary education and provide an authentic audience and real purpose for the boys' product.

To connect the boys' imaginative texts to the global issue of children's rights, *The Charter for Children's Rights* became central to the project. The boys analysed its key principles and endeavoured to incorporate those principles thematically into their texts.

The question that underpins this action research was: *How might the process of creating a globally-themed multimodal text foster 10 to 12 year-old boys' engagement with universal children's rights*?

Literature Review

Engaging boys in learning can be a challenging task and there is some evidence to suggest boys are underperforming at school (Collins, Kenway, & McLeod, 2000; Skelton, 2002; West, 2004). Anecdotally, during a Year Six unit, *Global Connections*, I observed a number of boys underperforming and showing little evidence in terms of obvious engagement with global issues. Boys were passing the assessments without really showing the kind of deeper understanding that tends to come from strong engagement (Carini, Kuh, & Klein, 2006; Munns et al., 2012).

As part of the unit, the boys were exposed to the multimodal text *We Are All Born Free* (Amnesty International, 2008). This learning experience was, in contrast, much more successful in engaging the boys than other learning experiences in the *Global Connections* unit, and prompted the question: "Why would boys engage more strongly with a picture book?" Murphy (2009) is clear that picture books "appeal to early adolescent students because of their interesting artwork, accessible language, and brief text, which stimulate enjoyment" (p. 24). Giorgis and Hartman (2000) also recognise that picture books "represent a high aesthetic quality that will be enjoyed by the reader" (p. 37). Educationally, picture books have great value. Hibbing and Rankin-Erickson's (2003) work with struggling and reluctant readers recognises that text supported by pictures help students create "internal images" which they argue are essential for making meaning. Culham (cited in Murphy, 2009) identifies the key feature of picture books as being that "they are short on pages, but long on meaning" (p. 21). These attributes are key for boys, many of whom may be reluctant readers (Watson, Kehler, & Martino, 2010), in that the actual text is not only short and accessible, but it supports learning experiences that elicit the kind of "depth of insight" described by Murphy (2009). Therefore, using picture books with upper primary boys clearly arouses interest and offers the quality of "transitivity" that Reichert and Hawley (2010) suggest is "especially effective with boys" (p. 40).

Engagement with universal children's rights was central to this project as it highlighted the importance and relevance of global citizenship. Inspired by the United Nations Millennium

Goals (Economic, 2008), the boys produced a picture book as a tool to educate others about an aspect of children's rights. To make a difference to others, and to the boys as aspiring global citizens, it was hoped this book could be of use both locally and internationally for maximum effect (Christie, Montgomery, & Staudt, 2012). In Australia, our government has ratified the Convention on Rights of a Child, but interestingly, it has not passed any provisions for children into law and so there is still a need to raise awareness of children's rights locally (Early Childhood Australia Inc., 2016; Jones, 1998). In contrast, India for example, has not fared well in protecting children in the past, but has recently made a strong commitment to protect children and children's rights (Sinha, 2012). India, therefore could be an ideal international audience for the boys' books to support increasing awareness of children's rights. By writing for an authentic local and international audience, Duke, Purcell-Gates, Hall and Tower (2006) suggest that the likelihood of engagement and learning of the boys is increased.

The methodology for the boys' projects was drawn from the notion of "multiliteracies' that suggests, "the multiplicity of communications channels and increasing cultural and linguistic diversity in the world today call for a much broader view of literacy than portrayed by traditional language based approaches" (The New London Group, 1996, p. 60). This idea is supported by Kress (1996), who is convinced that contemporary pedagogy must not get bogged down in canonical language forms, but rather, recognise increasing globalization and "aim to give young people the productive skills of design to make texts which fully match and express their needs and conceptions" (p. 195). Thus, to truly be a global citizen of the modern world, a boy must shift from being the language-user to the language-maker.

In a later work, Kress (2000), goes on to assert that in our modern world, linguistic aspects cannot be separated from other semiotic modes; meaning that accompanying features of texts such as images, colour, design and layout all work together to form meaning. By paying close attention to a range of features beyond text and images, including the audience and the text's purpose, the boys' books used the multiliteracies framework to optimise their ability to cross cultural and linguistic boundaries. In order to enhance their books, the boys examined and used the key features of picture books, including a forthright, sometimes humorous manner; themes surrounding experiences of childhood or hope for a better future; prose or poetry and other defining characteristics (Lynch-Brown & Tomlinson, 1998).

To address the possibility of some boys wishing to explore 'combined-text' picture books which embrace multiple genres, Dean & Grierson's (2005) scaffold was applied. The boys

utilised this scaffold by beginning broadly in choosing a few articles from *The Charter of Children's Rights* and then refining their choices to a single article and subject area. Teacher scaffolding was important throughout, particularly in providing a range of sample texts to deliver the required declarative knowledge (Dean & Grierson, 2005).

Research Context

Scots is a Presbyterian boys' school established in 1893 and located in Bellevue Hill, Sydney. It is a large school comprising some 1800 day boys and boarders aged 3 to 18 years-old, as well as over 200 academic staff spread across six campuses. Scots is rooted firmly in a Christian world view, however it services a diverse community, including a range of faith backgrounds and cultures, and also provides opportunities for indigenous students. It is non-selective and its mission is: "In seeking to serve God faithfully, The Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together."

The ten research participants were a mix of Year 5 and 6 boys (10 to 12-year-olds) who were elected members of the Senior Student Representative Council (SRC). These boys represented a convenience sample (Bryman, 2012), since they were selected as a pre-existing group. The boys, whose primary focus was to provide a student voice at Scots, also helped arrange and support the charitable activities of the college. In doing so, they were ideally positioned not only to benefit from developing as global citizens themselves but, through this project, to use their SRC leadership role to become "change champions" (Warrick, 2009). As champions, it was hoped they would help raise awareness of children's rights within the college, highlighting the plight of children less fortunate around the world whose rights are frequently abused or not recognised at all, and thus providing local action as global citizens. At the time the research was conducted, my role at Scots was as a Year 6 teacher, and I also had contact with each of these boys as the Coordinator of the SRC.

Permission for the boys to participate was gained through informed consent. Both the boys and their parents / guardians signed a consent form permitting their participation in the research project, and allowing for them to be filmed, photographed and reported on. Anonymity was ensured through the use of pseudonyms in this final report.

The Action

The action involved the boys developing a multimodal text so as to better engage with children's rights, and to help them develop as global citizens. The first stage of the action had the boys investigating the need for greater awareness of children's rights. This was followed by identifying the value of multimodal texts and investigating the characteristics of such texts. By beginning to understand children's rights and the associated issues in some countries, the boys were well placed to begin drafting story ideas that related to one or more of the issues selected by them. The process of writing the stories was supported by the boys' research into the countries and situations that their text portrayed, and throughfeedback from the online forum, *Worldvuze*. From here the boys edited their work and began the process of illustration. Once this iteration of the action concluded, reflection and adjustments were made for the next cycle. Appendix 1 outlines the session by session plan of the action.

Research Methodology: Action Research

This project adopted an action research methodological framework as it provides the recursive framework that is ideal for the kind of 'trial and error' approach where the teacher becomes as much a part of the learning process as the students (Stringer, 2014). For such a small-scale project, a qualitative approach was the best way to provide a descriptive account of what occurred in each session (Bryman, 2012; Silverman, 2013). Furthermore, in action research, Stringer (2014) asserts that the first cycle of research should be qualitative in order to "seek to understand participant experiences in order to work towards a viable solution in which people will invest their time and energies" (p. 101). Stringer goes on to explain that in action research, the participant is knowingly engaged in the research, and that being objective is not as important as trying to establish, "why and how things happen the way they do" (p. 101). A qualitative approach, therefore, allowed me to capture the boys' voices as they grappled with concepts of children's rights in the context of developing a stronger sense global citizenship. This approach helped me foster the understanding required to hone and refine the intervention.

Data Collection

A number of different data collection methods were used to provide a mix of perspectives that included both the participants and myself as the researcher (see Appendix 2). To ensure the reliability of the data, three steps were employed: (i) gathering a range of different types of

data from various stages and sources (observation, student interviews, surveys, teacher journaling and writing samples) during the action, (ii) using triangulation to look for correlations between multiple data sets, and (iii) employing respondent validation to check the accuracy of quotations and observations. Finally, Caitlin Munday, from the Research Centre at Scots, acted as a critical friend to ensure quality control.

Data Analysis

The data collected were analysed thematically. This approach is designed to be used in a social science setting and focuses on making meaning from qualitative data (Bryman, 2012). As with content analysis (Hsieh & Shannon, 2005), themes emerged as the data were examined. The themes were drawn from both the actual words of the participants, as well as their actions and reactions observed during the project, in order to be as representative of the participants' voices as possible. Once the themes were established, definitions for each were developed to guide classification of the data.

Discussion of Results

A number of recurring themes emerged from my analysis, which overwhelmingly supported the proposition that the process of creating a picture book fosters boys' engagement with universal children's rights. Knowledge growth, heightened engagement and empathy, dealing with misconceptions, and the importance of language making, emerged as the four predominant themes and form the focus of this discussion.

Substantial growth in knowledge

When surveyed prior to the action, the boys showed a limited and flawed understanding of universal children's rights, and what it means to be a global citizen. There was a clear tension between the boys' own perception of their knowledge, and reality. As the action progressed, and the boys' knowledge and understanding deepened, they not only spoke more authoritatively on the subject, but also realized the limitations of what they thought they knew.

Responses from the initial survey established a baseline of boys' knowledge and understanding of children's rights. For example, Nigel correctly identified that children had the right to go to school, to have food and to have water. Other boys in the group expressed their thoughts more

generally. Andrew said that children's rights are, "the same rights as human rights." When asked to rate their understanding of children's rights, nine out of ten boys considered themselves to have at least a "solid understanding." At this point the boys appeared to possess considerable confidence in their background knowledge and understanding.

As the action progressed, however, I observed the boys struggling to see why the rights of children should be of concern to global citizens. The concept of global citizenship was very difficult for them to grasp because it was seen as something that belonged outside of them as children; belonging only to the domain of adults. As this realisation emerged during the action, I began to make connections with Piaget's (cited in McLeod, 2009) theory of cognitive development. According to Piaget, boys involved in the action were of an age when they had only recently emerged from cognitive egocentrism, and therefore would have found it difficult to conceive of global citizenship being anything more than limited to a notion of person-hood when it is, in fact, a more active and holistic concept (Falk, 1993).

Indeed, global citizenship is a complex concept to grasp. Evidence for this came both from Henry's admission: "I don't know [what a Global Citizen is] because I'm [only] in Year 5," and from his very literal interpretation of global citizenship as "a human born in the world." Only one student, Nigel, was able to come up with a plausible definition: "Everybody is a global citizen, which means that we are all part of the world and we should all be treated well and take care of everything." These responses align with Falk's (1993) argument about the complexity of global citizenship.

Encouragingly, the boys' knowledge and understanding of children's rights developed during the course of the action. By Session 5, the boys were coherently discussing and exploring current global issues concerned with the contravention of children's rights such as child labour, early marriage, access to clean drinking water, poverty and refugees. One example saw Tim explaining the plight of a refugee: "They [refugees] have to deal with life on the seas and then detention at the other end when they come here [Australia]". In another example, Kody talked about the Syrian Civil War, "Damascus in 2010 used to be a great place with a city like Sydney and everything but now it's a war zone with bombshells and dead people".

Heightened engagement and empathy

As the action progressed, the boys increasingly sought out knowledge and understanding of global issues to help fuel their stories. Without being prompted, boys began to develop a form of inquiry learning as they used "personally relevant questions that inspire students to learn more and create new ways of sharing what they have learned" (Kuhlthau, Maniotes, & Caspari, 2015, p. 4). Kody wanted to know where an Afghan refugee might go: "What's the closest place? Greece? Is Greece nearby?" By asking this question of the group Rodney was able to quickly run an Internet search. He responded: "That wouldn't be good at the moment, they're bankrupt!"

A further instance of inquiry learning involved another group that was writing about a disadvantaged boy in Madagascar who is highly gifted but has to work to support his family. Immediately, the group began researching what schools were like in Madagascar. Justin quickly discovered, "It says in Madagascar that they're Islamic schools". From this piece of information, the group activated their prior knowledge and deduced that many of these schools would have educated boys and girls separately: "I don't think he would have had girls in his class" (Steve). During these self-directed, collaborative endeavours, I observed boys drawing upon and extending both their own and others' knowledge. The boys also started to engage with these issues as emerging global citizens. This was highlighted when Henry interrupted the group to show them a picture of a dishevelled and clearly malnourished refugee that he had found on the Internet: "This is sad, look at this picture. Who's going to help him?" Harry was clearly starting to reflect the qualities suggested by Falk's "global reformer" and "transnational activist" (1993).

Overall, evidence of heightened engagement and empathy illustrated how the action provided fertile ground for boys to become more globally aware, both in the specific area of children's rights and also by beginning to develop some of the qualities of global citizens. By the end of the action, I could clearly see growth in the boys' engagement and sense of agency. Supported by an inquiry learning approach, I saw the boys move from egocentrism to caring, and begin to show an appreciation for other people, places and situations.

Dealing with misconceptions

Despite early confidence in their own knowledge and sense of themselves as global citizens, the boys held numerous misconceptions, which were expressed in two key areas: about what it means to be a global citizen and about the wider world. It was also interesting to note how the boys responded to these misconceptions as they arose.

The most common misconception amongst the boys was that to be a global citizen you just needed to understand people from other countries. Steve explained it most clearly: "If I just find out some more, maybe I can understand them [Afghans] more. That's what it's all about [Global Citizenship]". Steve did not recognize the participatory nature of global citizenship as suggested by Falk (1993), who imagines global citizenship to be not just a status, but rather more to do with participation along with "attitudes relationships and expectations with no necessary territorial delimitation" (p. 40).

There were also many misconceptions about the wider world and world events. This was particularly significant as it arose in every session during the action. In one instance, Steve was adamant that in North Korea, "everyone has depression because you have to ask the government to do anything." On another occasion, when discussing children's rights, Kody argued that, "we're talking about children, and neglecting a child doesn't happen a lot in Australia." While Steven and Kody's statements are not true, it is interesting to note how an upper primary student can generalize and distil information from a variety of sources to form an impression.

According to motivation theories such as Self Efficacy (Schunk, 1991) and Expectancy-Value Theory (Wigfield, Tonks, & Klauda, 2009), the ability to generalize and distil, on face value, indicates motivation to engage more fully with these generalisations; to confirm, deny or elaborate upon them. However, the boys often failed to take this step, thus suggesting that a crucial motivating factor was missing. If we accept Falk's (1993) definition of global citizenship, we realize that interpersonal relationships are critical in the development of every successful global citizen. In addition, recent work by Martin and Dowson (2009) concludes that "high-quality interpersonal relationships in students' lives contribute to their academic motivation, engagement, and achievement" (p. 351). Perhaps a missing motivating factor was that of interpersonal relationships. This suggests the hypothesis that if the boys became more willing to have their misconceptions challenged and reformed, and if they pushed back on each

other's ill-formed ideas, authentic and much more powerful learning would occur. In turn, this might heighten engagement in the way described by the Self Efficacy Theory of Motivation (Schunk, 1991).

The importance of language making

If we are to encourage our boys to become global citizens, we must equip them to face increasing globalisation. In order to help achieve this, Kress (1996) calls for us to recognize students as language makers, rather than force them to "get bogged down in canonical language forms" (p. 196). As language makers, students are better equipped and freer to develop and adapt linguistic and non-linguistic communication forms to cross cultures and language barriers. During the action, therefore, the boys were encouraged to experiment and take risks with language in order to become language makers. As a result, the boys developed a range of authoring techniques that enhanced their stories and supported their engagement with children's rights as they looked to develop better and more authentic stories.

Initially, the boys were asked to view existing multimodal works to identify the features professional authors use to support reader engagement. In discussion with other members of their groups, the boys frequently identified such features, that included tailoring writing to a specific audience. At one point Frank explained: "They'll be able to understand that; neglect and abuse … if a Year 5 doesn't know what it means [how will they?]. I'm just trying to make it easier for the kids. It's all about the kids." In this case, Frank had recognized the needs of the audience as a requirement to enhance his story's appeal and accessibility.

Logical plot sequencing was also identified by the boys as a key consideration when developing a story. Nigel related a cause and effect relationship to help propel the plot forward: "If there is an alcoholic father who gets mad because he doesn't have any money, he might start hurting the child." The boys also recognized the value of the non-textual aspects of their multimodal texts. Kody explained, "[Picture books are] bright, quick, easy to understand. There aren't too many words. Kids love that." In a similar vein, Steve noted that, "Year 2, 3 and 4 are just learning so a picture book uses small [amounts of] words and the pictures help." Reflecting the work of Kress (2000), Kody and Steve recognised the relationship between language, image, design and meaning, and thus became better equipped to develop a universally appealing story. Unfortunately, there wasn't the time to explore this aspect fully, and boys were unable to develop their texts beyond a draft and some rudimentary illustration.

The boys' discussion about audience engagement very quickly progressed to highlight the limitations of canonical structures. Overall, there appeared to be an increasing engagement with children's rights as the boys became real authors of language, with an authentic need to communicate meaning to their chosen audience within a framework of children's rights. The boys began showing a measure of global citizenship by taking responsibility for universally accessible communication.

Conclusion

As the main themes emerged during the action, it was evident that the process of researching and writing a multimodal text did indeed foster the boys' engagement with universal children's rights, but in an unexpected way. Engagement with universal children's rights came through process and not product. My initial supposition was that producing a finished product and delivering it to their target audience, would be when the boys' engagement would peak. However, as the boys began adopting Dean and Grierson's (2005) scaffold for creating a text, an inquiry learning process gained momentum and took over. There was draft thinking, healthy debate and a keen desire from the boys to learn and build their new knowledge into their texts to increase authenticity. This confirmed the work of Kuhlthau et al. (2015), that inquiry "engages, interests and challenges students to connect their world to the curriculum." (p. 4).

I initially observed that childhood egocentricity impeded the boys' growth as global citizens. From my observations, I concluded that the boys' ability to challenge their own developmentally egocentric tendencies is informed by their level of engagement. By becoming more engaged in these global issues through authentic and meaningful learning experiences, the boys were much more willing to challenge their limited world view and strongly held generalisations, thus showing that egocentricity was lessened.

Implications for future practice

Engaging boys in developing a multimodal text for an authentic audience was a success. The boys engaged strongly with universal children's rights, developing their knowledge and empathy throughout the process, whilst also beginning to show signs of growth as global citizens.

As teachers, if we cannot find ways to have boys engage in issues larger than themselves or their own immediate context, then we just reinforce existing systems of belief and common stereotypes. This subsequently impedes the development of agency required to question them. We therefore limit boys' ability to develop as global citizens.

Implications for future research

Future research might look to confirm whether childhood egocentricity is indeed an important factor in impeding global citizenship in this age group of boys by undertaking a quantitative study with a much larger sample size. This would add knowledge to the observations made during this research. A comparative study with older (and perhaps younger) boys would also be highly informative to gauge more clearly the impact of a child's cognitive development. The next iteration of the action would allow more time for the boys to delve into the design and visual elements of their text. This would allow me to examine the benefit of this aspect of engagement with children's rights. Indeed, further cycles must aim to produce a finished product.

Reflection Statement

It is all too easy as a teacher to get caught up in the usual way of doing things. Indeed, when you are so busy with the professional demands of your school, there is very little room for any sort of meaningful reflection. Undertaking this project was invigorating. It provided an 'excuse' to think about what was happening in the classroom and why. Accompanied by reading relevant research, it not only helped improve my knowledge, but expanded my horizons. I began to question the 'usual' ways of doing things. I was inspired to be an action researcher on a daily basis; trialling new approaches to teaching and learning; implementing new actions; and being a more reflective educator.

The experience of attending two consecutive IBSC conferences has been transformative. Engaging with educators from around the world has shown that the challenges we face in education are much the same internationally and that we are all working on finding the solutions. The IBSC Action Research Program is an important part of this journey. My fellow researchers, ably led by the experienced, wise and (very) understanding Margot Long, were a goldmine of inspiration. I am grateful for their camaraderie as well as helpful questions, edits and suggestions.

Ultimately, I was inspired by the boys I teach. Their willingness to keep working through a messy process of trial and error and their ability to stick with our project was a true endorsement of human curiosity, the desire to learn, and the power of the stories we tell.

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Appendices

Appendix 1 Action Plan

Session	Steps Undertaken	Data Collection
1	- Discuss the plight of children whose rights are being abused - Boys complete initial questionnaire to identify what they already know about Children's Rights and explore why engagement with the *Global Connections* unit has been lacking	- Initial questionnaire - Teacher Journal
2	- Use the results of the questionnaire to identify the need and introduce the action research project. Boys will be working in small groups (4-5 boys) to produce one book per group - Boys identify their target audience and elect the format for the book (comic, graphic novel, picture book) - Boys investigate the medium they wish to use to produce the book	- Teacher Journal - Non-scripted 'open' interviews
3	- Boys identify one (or more) of the articles of the Children's Rights Charter and come up with one or two relevant themes - Boys discuss the success criteria for the book: "How will we know we've done a good job?" - Boys then develop a plot and characters to reflect the themes - Teacher facilitates student access to Worldvuze to get international perspectives for the project	- Photographs of the boys during the sessions - Teacher Journal
4	- Responses from Worldvuze are checked and used to reflect on plot ideas - Each group's plot is story-boarded. The parts of the book are then allocated by the group members to ensure each boy has at least one page to write - Discussion around how the story will be written. Focus on importance of	- Non-scripted 'open' interviews with the boys during the sessions - Photographs of the boys during the sessions - Work samples collected during the project - Teacher Journal

	descriptive writing, direct speech and *Show, Don't Tell* • Boys begin writing their allocated part of the plot	
5	• Boys continue writing their allocated part of the plot • Boys check the pages either side of their page to ensure continuity	• Photographs of the boys during the sessions • Work samples collected during the project • Teacher Journal
6	• Boys swap pages and edit each other's work providing written feedback	• Photographs of the boys during the sessions • Written editing feedback • Teacher Journal
7	• Spare session just in case time runs out	• As required
8	• Boys discuss design choices – colour schemes, fonts headings, coloured backgrounds • Boys collaborate in putting together the book itself so that it is a mock up for people to see	• Teacher Journal
9	• Evaluation – boys fill in an evaluation proforma that refers to the student-developed success criteria • Focus groups to gain boys' thoughts and reactions • Boys discuss possible ways of sharing their work	• Focus groups at the end of the project to gain boys' thoughts and reactions to the project
10	• Teacher will find trial audience for the book in another country to inject more of a 'global' perspective as well as presenting to a local audience • Final questionnaire – boys	• A final questionnaire to establish any gains in knowledge and understanding of Children's Rights

Appendix 2 Data Collection Methods

Data Collection Method	Purpose / Use
Initial Questionnaire	To establish prior knowledge and understanding of Children's Rights and provide a baseline from which any gains in this area can be measured.
Teacher Reflective Journal	Used to capture teacher observations and thinking. It is structured using an adaptation of a Plus, Minus, Interesting [PMI] framework (De Bono, 2006).
Non-scripted 'open' interviews	Undertaken with the boys during the project sessions. Boys were asked to review transcripts as a form of respondent validation (Silverman, 2013).
Photographs	Taken of the boys during the sessions to accompany the Teacher Reflective Journal and help confirm the teacher's observations.
Work Samples	Collected during the project as artefacts from the boys to track their learning journey during the project sessions.
Focus Group	Undertaken at the end of the project to gain boys' thoughts and reactions to the project. These focus groups were run in their project groups to employ a rough triangulation of data (Silverman, 2013).
Final Questionnaire	Used to establish any gains in knowledge and understanding of Children's Rights. This is identical to the initial questionnaire.