Evaluating Interactive Social Justice Education: The Relationship between Responsive Fiction and Social Empathy

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In our current political climate, there is an increased effort to make a difference in the world. Companies are paying for diversity and inclusion programs to try to eliminate racism and sexual harassment in the workplace (Bersin, 2015). There is a push for schools to fund civics programs that encourage students to take action within their communities (Shapiro & Brown, n.d.), while non-profits continue to educate the public on social justice issues to encourage positive change. Despite this increase in programming and attention, there has not been a commensurate increase in research on the efficacy of such educational programs. Of the work that has been done, ethnographic and correlational research has shown an indirect positive influence of social justice education on various educational outcomes. However, analyses of the addition of social justice frameworks to curriculums have focused on the effects on schools as a whole, rather than analyzing the programs' effects on learners (Brown, 2004; Einfeld & Collins, 2008; Shields, 2004; Theoharis, 2007).

Social justice education — the teaching of systemic inequality and social oppression with the goal of developing a commitment to lasting changing and skills necessary to foster that change — has a robust theoretical foundation (Adams & Zúñiga, 2018). It rests on the notion that a deep understanding of systemic injustice, and how we contribute to forms of oppression through our language, behavior, and thoughts, can teach us to analyze and change our behavior, leading to individual accountability and ally-ship towards marginalized groups (Love, 2000). This educational theory requires a deep level of empathy in order to analyze one's own privilege and treat everyone with respect and value, regardless of social identity (Pharr, 1996).

In addition to the educational theory, there is strong psychological evidence that empathy, specifically social empathy, leads to prosocial and helping behaviors (Batson, Chang, Orr, & Rowland, 2002). Research has shown that by increasing one's likelihood to develop empathy about a social issue,

such as by having someone focus on how another person in that situation feels, rather than focus on objective facts, they become more likely to aid in that particular issue (Batson et al., 2002). However, there is a gap in the literature analyzing the effect of social justice education and the differences in participants' empathy levels after engaging in this type of education.

Although limited, research on specifically interactive and web-enhanced learning has shown to increase engagement in students (DePietro, 2012). Introducing an interactive component to education results in higher levels of conceptual learning (McDaniel, Lister, Hanna, & Roy, 2007), cooperative problem solving (Knight & Wood, 2005), and student participation (Benmayor, 2008; Knight & Wood, 2005). In addition, there is ample evidence that storytelling and fiction can increase empathy and improve theory of mind (Kidd & Castano, 2013) because it forces the reader to strengthen their perspective-taking skills (Vezzali, Stathi, Giovannini, Capozza, & Trifiletti, 2015). Therefore, interactive fiction and choose-your-own-adventure stories that focus on social justice issues are a theoretically robust area of study.

This study analyzed the strengths and weaknesses of two social justice education pedagogical approaches, online and facilitated, and the differences in how participants demonstrate empathy between the two approaches. Analysis was conducted through both quantitative and qualitative measures. Adult-age participants attending a social justice education workshop in Chicago were given a pre- and post-test to analyze changes in their social empathy. They then participated in a one-hour focus group interview where they discussed their experiences in the workshop. Interview responses were coded using a combination of established social empathy subscales, dimensions of knowledge and cognitive processes, and grounded theory. Evaluating social justice education is a largely unstudied field. This study begins to fill that gap through its evaluation of two social justice education pedagogies, online and facilitated, by analyzing how participants demonstrate social empathy in both conditions and what their strengths and challenges are in each.

The decision to focus on demonstrations of social empathy is rooted in the research that social empathy is a strong predicting factor of social action (Batson et al., 2002; Segal, Gerdes, Lietz, Wagaman, & Geiger, 2017a). Since informed social action is one of the main goals of social justice education, social empathy is a strong proxy for success. This study examined the program "Tomorrow" (Cohen, Oberman, & Patel, 2018), which is hosted on the website of the non-profit "Unsilence." Unsilence is a Chicago based social justice education 501(c)(3) non-profit. Its mission is "to illuminate stories of human rights and ignite action against injustice," (UNSILENCE, n.d.) which it works to accomplish by designing and implementing educational programming on social justice and human rights in schools, community centers, museums, and other institutions. Unsilence programming is rooted in its educational framework, which breaks down barriers to social justice and access to human rights into three forms of silencing: institutional, cultural, and personal silencing. Unsilence creates both online and facilitated learning experiences that teach participants about the systemic silencing of injustice in an effort to increase empathy and lead to informed action (UNSILENCE, n.d.). "Tomorrow" is a choose-your-own-adventure[1] story based on a teacher's original testimony that navigates participants through the aftermath of a student's suicide at a high school. "Tomorrow" can be completed online or be facilitated by a trained Unsilence facilitator. This study analyzed the implementation strengths and weaknesses and learning outcomes of "Tomorrow" as both an online tool and as a facilitated workshop for students and educators in the Chicago area, by analyzing how participants demonstrated social empathy.

Research Questions

In light of the gaps in research on social empathy and interactive storytelling in social justice education, there are two central research questions at the heart of this study:

1. What are the differences in the way social justice education participants demonstrate social empathy between online group learning experiences and facilitated learning experiences?

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[1] Unsilence uses the phrase "choose-your-own-adventure" because that is established terminology associated with this type of methodology. However, it is in no way meant to trivialize suicide or stories of suicide.

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2. What are the implementation strengths, challenges, and learning outcomes of online versus facilitated interactive social justice pedagogies?

Methodology

Participants

Participants consisted of educators, students, and other Chicago residents (Table 1). The demographic breakdown aligns with the overall demographic data of Unsilence participants (UNSILENCE, n.d.). The sample was generally equally distributed between online and facilitated conditions. As shown in Table 1, all demographic factors were split between workshop type, and a series of t-tests showed no significant differences based on demographic factors between the two randomly assigned groups.

The program: "Tomorrow"

"Tomorrow" is a social justice program that can be experienced as an online tool or as a facilitated workshop. It consists of a choose-your-own-adventure story that follows a high school the day after one of its students has died by suicide (Cohen et al., 2018). The story in "Tomorrow" is based on an original testimony from a high school teacher who submitted her story to Unsilence for use in mental health programming (See Appendix E for sample of "Tomorrow").

Measures

Social Empathy Index (SEI). A modified version of the SEI, (Segal, Gerdes, Lietz, Wagaman, & Geiger, 2017b) was used as the pre- and post-survey. This instrument is the most recent and robust empathy measure currently available and has a particular focus on social justice and systemic social justice issues. Therefore, it is a particularly useful measure to assess change in participants' social empathy. The final measure consisted of 32 items ($\alpha = .78$) focusing on self-other awareness, perspective-taking, contextual understanding of systemic barriers, and macro self-other awareness or perspective-taking (Appendix A; Appendix B).

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Procedure

This study implemented a mixed method design to collect data. All participants began by completing the Social Empathy Index, or SEI, pre-test (Appendix A) before participating in the workshop. I randomly assigned participants to receive either the online or the facilitated program of "Tomorrow." The facilitated group received a completely facilitated group experience. The online group completed the program on a tablet in small groups and received no facilitation. I met with both groups in person. After the workshop, for both the online and facilitated, participants completed a post-test, repeating the SEI (Appendix B). This provided data on participants' change in beliefs related to the contextual understanding of systemic barriers and the macro self-other awareness and perspective-taking (Segal et al., 2017a). I then collected qualitative data through in-person semi-structured small group interviews.

Focus Group Interview Analysis

I used a grounded theory approach to analyze the focus group interview transcripts (Charmaz, 2000). From the open codes, I saw three general themes begin to emerge: demonstrations of social empathy, demonstrations of learned knowledge, and personal reactions and opinions. I wrote the coding scheme based on the literature in these categories. The codes for demonstrations of social empathy were rooted in the literature on subscales of social empathy: Affective Mentalizing, Perspective-Taking, Self-other Awareness, Affective Response, Emotion Regulation, Contextual Understanding of Systemic Barriers, and Macro Self-other Awareness or Perspective-Taking (Segal et al., 2017a).

When grouping open-codes about knowledge, I realized that they aligned with Bloom's Dimensions of Knowledge Taxonomy (Krathwohl, 2002). In order to understand and compare demonstrations of different types of knowledge, I used the updated version of Bloom's taxonomy as a guide when writing the coding scheme. Bloom's taxonomy describes four dimensions of knowledge: factual, conceptual, procedural, and metacognitive. These dimensions of knowledge exist as distinct categories and not as a spectrum or a hierarchy (Krathwohl, 2002). When I created the codes, I did not

assign values to them. I instead described the qualifications for each dimension of knowledge and cognitive process together in addition to how they related to the data. Lastly, I separated participants' personal reactions and opinions from social empathy and knowledge in order to conduct separate analyses.

Social Empathy Index Results

I analyzed the differences in the way participants demonstrated empathy before and after the "Tomorrow" workshop by comparing participant scores on the SEI (Segal et al., 2017a) before and after participating in a one-hour workshop on mental health and social justice. All numerical results can be found in Table 2. As shown in Figure 2, the post-test score distribution, the red dotted line, is significantly greater than the pre-test score distribution. An insignificant difference would visually have more overlap, specifically around the mean.

I found that there were no statistically significant differences in social empathy between participants in the online condition (M = 5.36, SD = 0.09) and the facilitated condition (M = 5.28, SD = 0.08); $t(19) = 0.171$, $p = 0.05$) at the end of the program. This means that there is not enough evidence to conclude that the slight difference found between the scores of participants in the facilitated versus online conditions were due to the different conditions.

Discussion

In accordance with social justice theory and social justice education learning objectives, I hypothesized that participants' social empathy scores would increase after participating in the workshop. I also hypothesized that the increase would be greater for those who participated in a facilitated version of the workshop than for those in the online version. The dependent variable was the difference between the pre-test and post-test scores. Both tests were adaptations of Segal et al.'s (2017) SEI. As shown in Table 2, the results aligned with the first hypothesis. While causal claims cannot be made due to the absence of a control group, a paired t-test showed a statistically significant increase of 0.14 points between pre-test

and post-test scores, resulting in a 0.52 effect size. This means there was a moderately large increase in social empathy scores from before and after the workshop that was not due to chance. However, the results showed no significant difference between the online and facilitated conditions. I used qualitative focus group data to investigate what a 0.14-point increase on the social empathy index looks like in reality. The focus group data were purely exploratory and were used as an opportunity to describe the quantitative results and explore the nature of what had been gained from the experience.

Associations Between Social Empathy and Dimensions of Knowledge

Through an iterative process, the final coding scheme included three main themes: Investment in Characters, Social Justice Learning, and Connection to Self. The following abridged section will explain each theme and the practical implications of the data.

Theme 1: Investment in Characters. Through grounded theory, I found that participants who demonstrated high levels of affective mentalizing and perspective-taking also reported high levels of engagement and enjoyment in the program. Affective mentalizing occurred when a participant imagined a character's response or how an individual would feel in a given situation. It is common for people to experience affective mentalizing when reading a vivid book, speaking to someone on the phone, or listening to a friend describe an experience. All of these situations elicit the creation of a visual image, which can spark a physiological response (Segal et al., 2017a).

Perspective-taking, another aspect of empathy, is the attempt to understand what other people are thinking and feeling based on their personal situations (Segal et al., 2017a). Perspective-taking utilizes theory of mind, the psychological process of understanding that other people have their own thoughts and experiences that differ from our own. Therefore, perspective-taking is the ability to receive information regarding how an individual is responding to a situation, and to utilize the knowledge to infer how the individual feels in that situation. In order to achieve actual perspective-taking, one must separate how

their own reaction to the situation and use the information given to imagine how the other person feels (Segal et al., 2017a). This is commonly referred to as "stepping into someone else's shoes."

Throughout the interviews, there was a pattern showing a connection between empathy and engagement. These findings are significant because they not only contribute to new paths for research but are essential for social justice education designers in understanding what aspects increase empathy.

Theme 2: Social Justice Learning. The second theme combined the empathy subscales that specifically focus on social empathy — the contextual understanding of systemic barriers and macro self-other awareness or perspective-taking — with conceptual and procedural knowledge dimensions, based on Bloom's taxonomy. Contextual Understanding of Systemic Barriers, referred to as "contextual understanding" for brevity, is the ability to apply a sociohistorical context on a macro-scale to a given situation in order to fully understand the differences of one's lived experiences compared to those of one in a different social group or identity (Gerdes, Segal, et al., 2011; Segal, 2011; Segal et al., 2017a). It is crucial for an individual to understand the systemic nature of oppression and how it affects individuals differently based on context and culture, in order to develop a true sense of social empathy. Participants demonstrated this throughout the interviews.

Macro Self-Other Awareness or Perspective-Taking, or MSP, is the most complex aspect of social empathy and the most difficult to achieve. MSP combines macro self-other awareness and perspective-taking by using the contextual understanding of sociohistorical factors to simultaneously put oneself in the shoes of someone who holds different identities — perspective-taking — and understand that they are different and will never fully comprehend their experience — macro self-other awareness (Segal et al., 2017a). One cannot express social empathy without reaching a level of acceptance with this dichotomy. Perspective-taking is essential in gaining empathic insight, which often leads to social responsibility. However, believing that one understands the experiences of those who have been oppressed is an impossible and potentially harmful practice. Therefore, MSP is demonstrated by an

ongoing willingness and desire to learn about others' perspectives, experiences, and needs (Segal, 2011; Segal et al., 2017a).

Social justice learning is rooted in making informed social change, either within oneself or in the world. This research highlighted the importance of combining conceptual knowledge, procedural knowledge, contextual understanding, and MSP in motivating participants to not only make change but to make this change informed and positive.

Theme 3: Connection to Self. The final theme focused on metacognitive knowledge and the connections participants made between the workshop and their own lives. Many participants related the content to their own lives without being prompted by the facilitator. This is significant for two reasons: social justice education requires learners to self-reflect and think critically on their own life and past behaviors, and it acts as an example of overcoming personal silencing. According to the taxonomy, metacognitive knowledge refers to one's awareness of their own knowledge and understanding (Krathwohl, 2002). It was defined on the coding scheme as demonstrating self-awareness in relation to mental health or social justice.

This theme does not include any empathy subscales because empathy does not require a connection to oneself. This theme solely focuses on using the information in order to critically analyze one's own thoughts and behaviors.

Many participants brought up their personal experiences without being prompted. This is because the interview protocol did not directly ask participants to bring up their own experiences in order to ensure their own emotional safety. Regardless, six participants shared a story of someone who had either attempted suicide or died by suicide.

It is important for practitioners of social justice education to be prepared to handle students who disclose personal experiences. Participants in this workshop were never asked to share their own experiences, but many chose to do so. The story in "Tomorrow" highlights the lack of training that

teachers and educators receive on mental health issues, and the consequences for that lack of training; participant responses further supported the need for practitioners and educators to be able to safely handle these conversations. Because the fictional narrative is so close to students' experiences, it is highly likely that students will express a wide range of reactions when implemented in classrooms. While these results show that the tool has benefits when experienced online or when facilitated, teachers must always be aware of what it can evoke in students and be trained on how to safely handle those reactions.

Limitations

Study design. Due to a lack of research in social justice education evaluation, the present study was exploratory. Therefore, no causal claims could be made. However, the study made a significant contribution to the field by analyzing patterns between social empathy and dimensions of knowledge.

This study utilized a within-group design, analyzing change within participants rather than between groups. While this type of research design is subject to practice effects, I am confident that this did not significantly alter the data because practice effects tend to be seen when assessments measure a skill or ability that can be increased simply by taking the assessment (Charness, Gneezy, & Kuhn, 2012). The SEI does not meet this requirement, and instead asks participants to rate their reactions and feelings to given statements.

Future Research

Most importantly, this study did not allow for the generation of causal claims. Therefore, this research shows patterns in how participants understood and made sense of what they experienced in the workshop. Future research should not only test for a causal increase in social empathy due to social justice education, but also test the relationship between social empathy and various dimensions of knowledge. In addition, future research should also analyze the long-term effects of social justice education.

Implications for Education Design and Implementation

Engagement and perspective-taking. The associations found in this study between engagement, knowledge, and social empathy discovered in this study are helpful for further work in the design and implementation of social justice education. Engaging students can be an uphill battle, and many educators utilize harmful pedagogies such as simulations and role playing in an effort to increase student engagement (Onion, 2019). The results in this study highlighted a pattern between engagement, perspective-taking, and affective mentalizing that participants enjoyed without being subject to emotional manipulation, student shock, or trivialization of issues (Bell, 2010; Mann & Cohen, 2011). It also found that interactive storytelling, specifically choose-your-own-adventure stories, did not ask the reader to play the role but instead gave them agency in their education to learn about different perspectives from a safe distance. Educational designers should prioritize having students practice perspective-taking skills using storytelling, particularly by reading stories from different perspectives.

Social justice learning. The most complicated relationship demonstrated in this study was that between conceptual and procedural knowledge, contextual understanding, and MSP. All of these domains are essential to social justice learning (Adams & Zúñiga, 2018; Bell, 2010; Love, 2000; Segal, 2011; Zúñiga et al., 2012); however, this study highlighted the interconnectedness of these concepts in how participants learn. Conversations about social justice within focus groups had aspects of all of these codes. Therefore, when designing social justice education, it is important to have multilayered learning objectives that cover all of these concepts. Participants benefited from having both abstract concepts and specific examples at their disposal. When teaching about complex social justice theory, it is useful to combine conceptual knowledge with stories that demonstrate the application of these concepts. This helped students demonstrate contextual understanding and MSP, or social empathy, because they could use specific examples from the story to apply the knowledge they had learned. Because contextual understanding and MSP are most important in motivating individuals to take social action (Segal et al.,

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2017a), it is important to ensure students have tangible examples to demonstrate they have mastered this material.

Teacher preparedness. Social justice education evokes a wide range of responses from learners. This workshop did not require or encourage any form of self-disclosure. However, at least one person in every group spoke about themselves or their own experiences in some capacity. Therefore, it is essential that teachers are able to facilitate these conversations with their students and have access to additional resources when necessary.

Conclusion

Based on the SEI results in this study, it is clear that there was a statistically significant increase in social empathy in participants from before the workshop as compared to after. The interview data contextualized this finding and demonstrated that an increase in social empathy is related to engagement and knowledge. These findings are essential in moving forward for researchers, educational designers, and teachers. Utilizing affective mentalizing and strengthening perspective-taking skills are related to engagement and have the potential of making social justice learning richer and more enjoyable through interactive storytelling. Conceptual and procedural knowledge and social empathy are interrelated concepts that should be taught and researched together. Lastly, social justice education evokes a lot of emotion and self-reflection in students that teachers need to be prepared for. There is a strong need and desire for social justice education. However, this education is not sufficient without robust research and evaluation of its impact. This study demonstrated a novel method for evaluating social justice education by using social empathy as a proxy for success and utilizing mixed methods. Increasing social empathy increases one's likelihood to take social action (Gerdes, Segal, et al., 2011; Hoffman, 1989; Segal, 2011; Segal et al., 2017a) and participate in helping behaviors (Batson et al., 2002; Hoffman, 1989). Therefore, working to increase social empathy through education helps to make tangible change against injustice. This is an incredibly important and relevant field of research because today's society needs to enact

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change. More research on this topic should focus on how to expand the impact and access of social justice

education in order to keep working towards a more just society.

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Sample Descriptive Statistics

	Full Sample (n=21)	Facilitated Condition (n=11)	Online Condition (n=10)
	% / M(SD)	% / M(SD)	% / M(SD)
Participant gender			
Male	0.29	0.27	0.3
Female	0.71	0.73	0.7
Participant age (years)	26.1 (9.7)	24.2 (6.2)	27.8 (12.2)
Participant race/ethnicity			
White	0.33	0.36	0.3
Hispanic	0.24	0.18	0.3
Multiracial	0.24	0.27	0.2
Other	0.19	0.18	0.2
Participant had previously attended SJE workshop (0 = no, 1 = yes)			
Yes	0.52	0.55	0.5

*p<.05

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Table 1
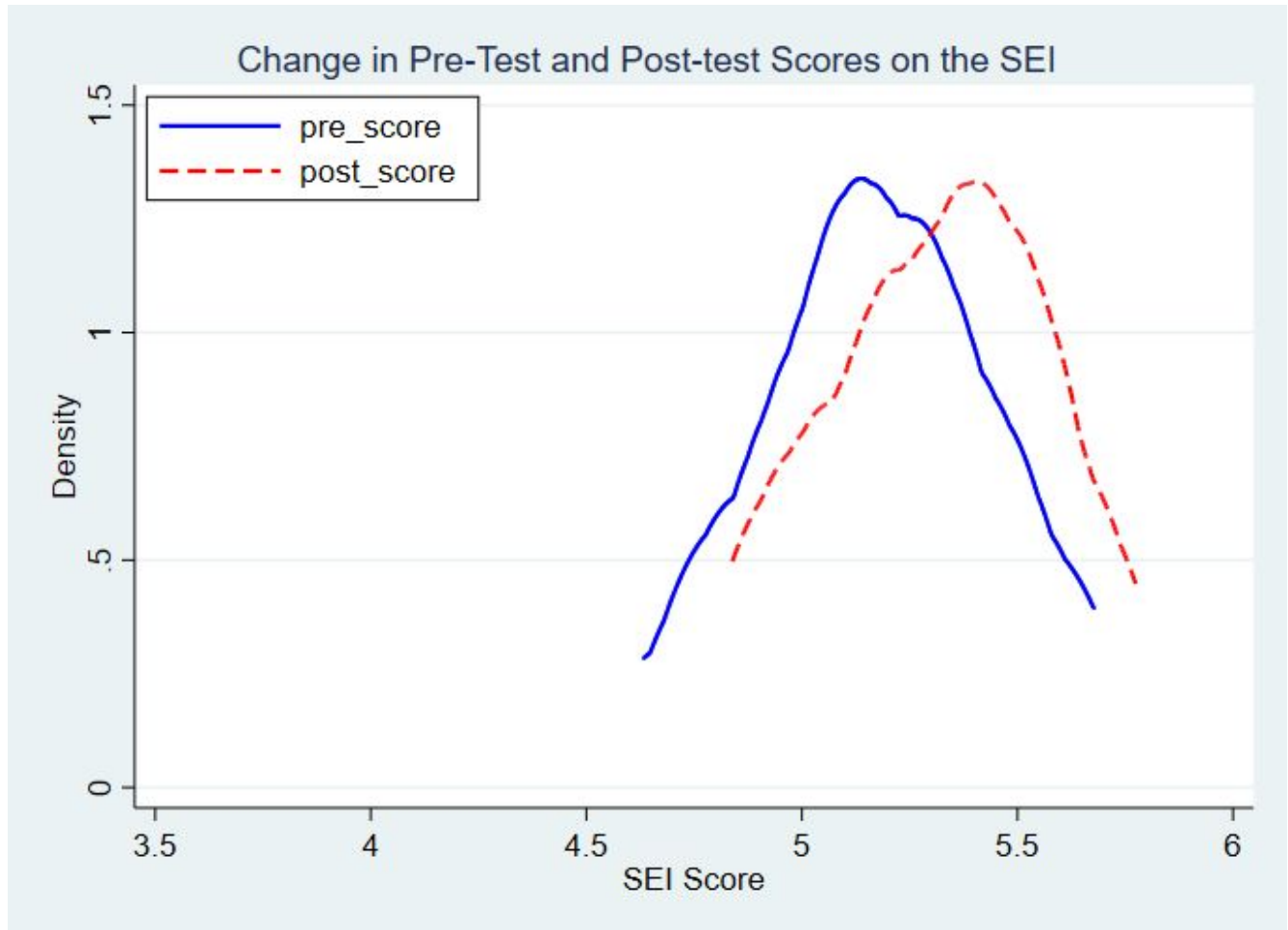
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Table 2

Change in Social Empathy Score and Variation by Workshop Type

	Timepoint				Workshop Type			
	Pre-test M (SD)	Post-test M (SD)	diff	d	Online M (SD)	Facilitated M (SD)	diff	d
Social Empathy Score	5.13 (.27)	5.27 (.26)	0.14***	0.52	5.36 (.09)[a]	5.28 (.08)[a]	0.07	0.27
Change in Social Empathy Score	-	-	-	-	0.15 (.12)[b]	0.14 (.21)[b]	0.01	0.06
n	21	21	-	-	10	11	-	-

***p<.0005
[a] Values represent post-test scores
[b] Values represent change scores from pre-test to post-test

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Figure 2

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Appendix A: Pre-test Survey Adapted Social Empathy Index
Please respond to the following questions by selecting the choice that most closely reflects your feelings or beliefs.

1. I can consider my point of view and another person's point of view at the same time.   1 2 3 4 5 6

2. I can imagine what the character is feeling in a good movie.   1 2 3 4 5 6

NEVER	RARELY	SOMETIMES	FREQUENTLY	ALMOST ALWAYS	ALWAYS
1	2	3	4	5	6

4. I can tell the difference between my friend's feelings and my own.   1 2 3 4 5 6

5. I consider other people's points of view in discussions.   1 2 3 4 5 6

6. I can explain to others how I am feeling.   1 2 3 4 5 6

7. I can agree to disagree with other people.   1 2 3 4 5 6

8. I am aware of what other people think of me.   1 2 3 4 5 6

9. I believe adults who are in poverty deserve social assistance.   1 2 3 4 5 6

10. I confront discrimination when I see it.   1 2 3 4 5 6

11. I think the government needs to be a part of leveling the playing field for people from different racial groups.   1 2 3 4 5 6

12. I believe it is necessary to participate in community service.   1 2 3 4 5 6

13. I believe that people who face discrimination have added stress that negatively impacts their lives.   1 2 3 4 5 6

14. I am comfortable helping a person of a difference race or ethnicity than my own.   1 2 3 4 5 6

15. I take action to help others even if it does not personally benefit me.   1 2 3 4 5 6

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16. I can best understand people who are different from me by learning from them directly.   1 2 3 4 5 6

17. I believe government should protect the rights of minorities.   1 2 3 4 5 6

18. I believe that each of us should participate in political activities.   1 2 3 4 5 6

19. I believe people born into poverty have more barriers to achieving economic well-being than people who were not born into poverty.   1 2 3 4 5 6

20. I feel it is important to understand the political perspectives of people I don't agree with.   1 2 3 4 5 6

21. I think it is the right of all citizens to have their basic needs met.   1 2 3 4 5 6

22. I believe the role of government is to act as a referee, making decisions that promote the quality of life and well-being of the people.   1 2 3 4 5 6

23. I have an interest in understanding why people cannot meet their basic needs financially.   1 2 3 4 5 6

24. I believe that by working together, people can change society to be more just and fair for everyone.   1 2 3 4 5 6

25. I believe there are barriers in the United States' educational system that prevent some groups of people from having economic success.   1 2 3 4 5 6

26. I believe people who experience mental health issues deserve access to medical care.   1 2 3 4 5 6

27. I believe students who experience mental health issues deserve access to medical care.   1 2 3 4 5 6

28. I believe schools have a responsibility to help students navigate their mental health.   1 2 3 4 5 6

29. I believe schools have a responsibility to help students navigate racial issues.   1 2 3 4 5 6

30. I think it is best for people to not get involved with issues that don't concern them.   1 2 3 4 5 6

31. I believe if you work hard enough anyone can succeed   1 2 3 4 5 6

32. I believe success is based on merit.   1 2 3 4 5 6

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Please respond to the following questions with whatever information you are comfortable sharing.

Gender: _____

Race: _____

Occupation: _____

Age (please circle):   18-22   23-30   31- 40   41-50   51-60   61+

What is the highest level of education you have completed? (please check one)
❍ Some High School, but no diploma
❍ High School Graduate (diploma or GED)
❍ Some College (but no degree)
❍ Associate Degree
❍ Bachelor Degree
❍ Some Graduate Coursework
❍ Master Degree
❍ Doctoral or Professional Degree

Have you attended other workshops related to social justice or social justice education? (please circle)
YES   NO

Why were you interested in attending this workshop?
_____
_____
_____
_____

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Appendix B: Post-test Survey Adapted Social Empathy Index
Please respond to the following questions by selecting the choice that most closely reflects your feelings or beliefs.

1. I will try to consider my point of view and another person's point of view at the same time.   1 2 3 4 5 6

2. I can imagine what the character is feeling in a good movie.   1 2 3 4 5 6

NEVER	RARELY	SOMETIMES	FREQUENTLY	ALMOST ALWAYS	ALWAYS
1	2	3	4	5	6

4. I can tell the difference between my friend's feelings and my own.   1 2 3 4 5 6

5. I will consider other people's points of view in discussions.   1 2 3 4 5 6

6. I will explain to others how I am feeling.   1 2 3 4 5 6

7. I will agree to disagree with other people.   1 2 3 4 5 6

8. I will be aware of what other people think of me.   1 2 3 4 5 6

9. I believe adults who are in poverty deserve social assistance.   1 2 3 4 5 6

10. I will confront discrimination when I see it.   1 2 3 4 5 6

11. I think the government needs to be a part of leveling the playing field for people from different racial groups.   1 2 3 4 5 6

12. I believe it is necessary to participate in community service.   1 2 3 4 5 6

13. I believe that people who face discrimination have added stress that negatively impacts their lives.   1 2 3 4 5 6

14. I am comfortable helping a person of a difference race or ethnicity than my own.   1 2 3 4 5 6

15. I will take action to help others even if it does not personally benefit me.   1 2 3 4 5 6

16. I can best understand people who are different from me by learning from them directly.   1 2 3 4 5 6

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17. I believe government should protect the rights of minorities. 1 2 3 4 5 6

18. I believe that each of us should participate in political activities. 1 2 3 4 5 6

19. I believe people born into poverty have more barriers to achieving 1 2 3 4 5 6
economic well-being than people who were not born into poverty.

20. I feel it is important to understand the political perspectives of 1 2 3 4 5 6
people I don't agree with.

21. I think it is the right of all citizens to have their basic needs met. 1 2 3 4 5 6

22. I believe the role of government is to act as a referee, making 1 2 3 4 5 6
decisions that promote the quality of life and well-being of the
people.

23. I have an interest in understanding why people cannot meet their 1 2 3 4 5 6
basic needs financially.

24. I don't believe that by working together, people can change 1 2 3 4 5 6
society to be more just and fair for everyone.

25. I believe there are barriers in the United States' educational system 1 2 3 4 5 6
that prevent some groups of people from having economic success.

26. I believe people who experience mental health issues deserve 1 2 3 4 5 6
access to medical care.

27. I believe students who experience mental health issues deserve 1 2 3 4 5 6
access to medical care.

28. I believe schools have a responsibility to help students navigate 1 2 3 4 5 6
their mental health.

29. I believe schools have a responsibility to help students navigate 1 2 3 4 5 6
racial issues.

30. I think it is best for people to not get involved with issues that 1 2 3 4 5 6
don't concern them.

31. I believe if you work hard enough anyone can succeed 1 2 3 4 5 6

32. I believe success is based on merit. 1 2 3 4 5 6

What is one thing you learned or are taking away from this workshop?

_____

_____
_____
_____
_____

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Appendix C: Interview Protocol

General Reaction to the Experience & Story Related Questions

1. Thinking about what we just did for the last hour, tell me about your experience
    a. What did you learn?
    b. How did you feel?
    c. What are your thoughts about tomorrow as a learning tool?
2. What do you think the point of tomorrow was?
    a. What do you think other people would walk away with?
3. Why did you make the decisions you made?
    a. Were there any decisions that your partner(s) disagreed on?
    b. Were there any decisions that your partner(s) made that you disagreed with?
    c. Did you share that, or did you keep it to yourself?
4. Is there something you were thinking while doing this program that you didn't share with your partner(s)?
5. What was your reaction to the story?
    a. While you were going through the story, were you making any real world connections?
6. Which character(s) did you connect with? Why?
7. What emotions did you experience throughout the story? Can you name them?
    a. Do you think your emotions changed throughout the story?
    b. How? Why?
8. What do you think Liza, Sanjay and April were feeling? Why?
    a. Let's start with Liza
    b. …Sanjay?
    c. …April?
    d. Was it different from what you were feeling?
    e. Are there any other minor characters you have any thoughts about?
9. Did you feel yourself judging any of the characters at any point?
    a. Which characters?
    b. Which points?
    c. Why do you think you felt that way?
10. How do you feel about Brandon? Why?
11. How do you feel about Ravi? Why?

Social Justice & Empathy Questions

12. What do you believe a school's role should be when one of its students is experiencing mental health problems?
13. What obstacles prevent students, teachers, and administrators from discussing mental health issues?
    a. What about suicide?
    b. What obstacles prevent students, teachers, and administrators from discussing other social justice issues?
14. What is institutional, cultural, and personal silencing?
    c. What affect does silencing have on society?
    d. In what ways are other social justice issues silenced?
15. What happens when we don't talk about these issues?
16. Is the silencing of mental health a social justice issue?
    e. Unsilence calls the silencing of mental health a social justice issue. Why might this be?
    f. Is in-access to or lack of mental health care a social injustice?

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      g. To what extent is access to mental health care a social justice issue?
17. Do you think the silencing affects whether or not people get help?
18. Where is the line between an issue being an individual issue versus a social issue?

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Appendix D: Sample of *Tomorrow*

Inspired by real events

11:29am

J U M P

"You can't blame the kids! Their parents came here for a better life." Robbie is indignant.
Caroline snaps back. "When did being illegal become okay?" Her comment elicits a combination of groans and nods of agreement.
Liza lets out a sigh of frustration, but her students don't hear. She hadn't intended for the debate to turn into a fight. "Come on, let's all cool down."
Her classroom door flies open, making Liza jump. Four students rush inside.
"Ms. Cutler, we need to talk to you."
Liza can see that two of the students are in tears. As her classroom falls into silence, all eyes on the interruption, Liza checks the clock. Class will be over in 15 minutes.

LIZA TALKS WITH THE FOUR STUDENTS >	LIZA ASKS THE STUDENTS TO WAIT UNTIL END OF CLASS >

If participant chooses Liza talks with the four students

B R A N D O N

Liza tells the class to take out their workbooks. She walks with the four students into the hallway.
As soon as the classroom door closes behind them, Jonah blurts out, "Brandon killed himself last night."
Liza holds her breath and puts on her best teacher-face.
The two students who had been crying continue to weep silently.
The fourth student, Sara, speaks so softly that Liza can barely hear her words. "We didn't know who else to go to."

LIZA SUGGESTS THE STUDENTS VISIT THE SCHOOL COUNSELOR >	LIZA INVITES THE STUDENTS INTO HER CLASSROOOM WHILE SHE WRAPS UP >

For More Visit: www.unsilence.org/tomorrow