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# Emotional Workshop: Responsible Decision-Making



## Objective:

- We will examine what is important when it comes to making decisions in a responsible way
- Explore how we make choices and how nuances are part of making choices
- Develop an understanding of the importance of nuances in making informed and ethical choices

## Key Components:

- Understanding what is important in decision making
- Individual Choices
- Discussions in groups
- Reflect on what we have learned

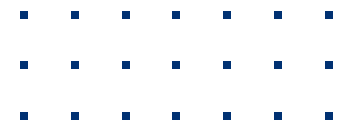
## Duration:

45 minutes



# Workshop:

## Responsible Decision-Making



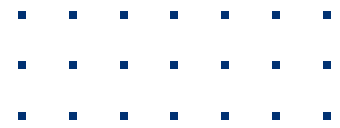
### Workshop Overview

Welcome to this workshop on responsible decision making. For the next 45 minutes, we will explore how to make informed and ethical choices, taking into account different perspectives and implications. To do this, we will try to make choices ourselves from our first impulse and then on a more nuanced basis. Hopefully we will gain a better understanding of making informed and ethical choices

- **Introduction (5 minutes).** We will give you a brief overview of what we are going through in this workshop
- **“Warm-Up” (5 minutes).** First, you will get the chance to think about the last time you had to make a decision and then talk to the person next to you about it.
- **Task "on the floor" (15 minutes):** Everyone has to get up and stand on the floor. We will now try an exercise ourselves
- **Group discussion (15 minutes):** We will now look at the ethical dilemmas in groups, but this time you will have a few more aspects to think about. Does the new information make you change your mind?
- **Overall Reflection (5 minutes):** Together we will reflect on what this exercise has given us in relation to making choices and on what basis we make them

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### “Warm-Up”

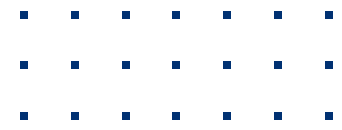
Think about the last time you had to make a difficult decision:

- What did you do to make that choice easier?
- What emotions did it evoke

Now turn to the person next to you and talk to them about your thoughts.



# Workshop: Responsible Decision-Making

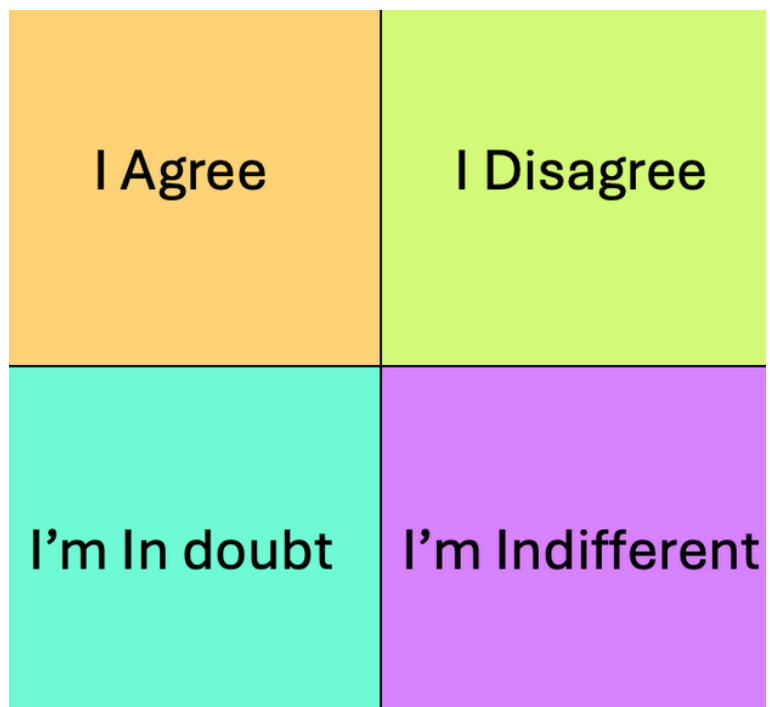


## First Exercise - Individual

We are going to try an exercise ourselves. Everyone has to stand on the floor. The floor is divided into four parts: Agree, Disagree, In doubt, Indifferent.

The teacher will now read various ethical dilemmas/statements aloud and the participants must go where their attitudes and emotions fits in relation to the dilemmas that are read aloud.

It is important that there is no talking during this exercise. The performers must pay attention to what their own emotions are and not what the others' emotions are.



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### Second exercise - In groups



You must now get into groups of four. The groups must be formed based on who you least agreed with in the earlier exercise.

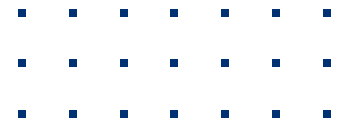
Each group is given the same statements as you have just heard, but now you get arguments for and against and must think about those statements in your discussion/reflection.

The procedure is as follows:

- Read out a dilemma and briefly summarize in the group what your opinion on it is
- Read the various arguments for and against and reflect together on whether this makes you change your opinion.
- Finally, talk briefly in the group about what it does to your opportunities to make choices when you get more nuances on what you have to choose from.
- Remember that you are not meant to agree, but simply that you (maybe) should expand your horizons regarding emotions

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### Conclusion

At the end of this workshop, we would like to ask you to take a few minutes to reflect on:

**What did this exercise give you in terms of making responsible decisions?**

**How can your emotions play a role when making decisions?**

**Will this exercise be able to make students aware of what it takes to make responsible decisions?**

Afterwards, we would like to hear your opinions and hopefully we have all gained an insight into making responsible choices.

Thank you very much for participating in this workshop! We greatly appreciate your participation and hope you got a lot out of it in relation to the basis on which we make our choice. Our emotions helps to "decide" what choices we make, as well as getting more nuances helps us to make informed and ethical choices, taking into account different perspectives and consequences.

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### Instructions for Teachers

**Objective:** In this workshop, the aim is to make the students more aware of what it takes to make informed and ethical choices, taking into account different perspectives and consequences. This is done based on exercises and reflections on these.

**Duration:** 45 minutes

**Materials Needed:**

A floor divided into four parts: Agree, Disagree, I'm in doubt, I'm Indifferent

Map with dilemmas with arguments for and against (examples below)

### Workshop step by step

**Step 1. Introduction (10 minutes)**

Welcome the participants and then ask them to think about the last time, they had to make a difficult decision. What did they do to make it less difficult. And then ask them to tell about it to the person sitting next to them.

Tell the participants that today they should try to feel the change it makes to make a choice if you get more feedback on the choices you have to make. Remind the participants to keep an open mind along the way and make them aware that it is ok to disagree and that all emotions are welcome.

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### Step 2. 1. Exercise – Individually (15 minutes)

Ask the participants to get onto the floor, where you have placed four signs with the four areas in advance.

When the participants are on the floor, briefly explain to them that you will now read out some sentences and that they must then go to the sign that best suits their attitude. Make it clear to them that it is important that they go where they see themselves and not where the others might go. Finally, tell them not to talk to each other during this exercise. Read the dilemmas aloud one by one and give the participants time to get themselves placed.

Examples of questions:

- Advertising for cosmetic surgery should be banned
- It's ok to buy clothes that are produced from child labor
- It should be a law that everyone should have at least one meat-free day a week
- Euthanasia should be legal
- All kinds of devices (tablets, smartphones, etc.) should be illegal for children under the age of 15.

### Step 3. Exercise – in groups (15 minutes)

The participants are now divided into groups of 4. Each group gets 5 cards with the same dilemmas as the ones they have just reach a conclusion about, but now they get arguments for and against the dilemmas.

The procedure is:

- Read one dilemma at a time
  - Talk about what your own immediate attitude was to it when you stood on the floor
  - Now read the arguments for and against
  - Talk together in the group about what it gives you to get more information in relation to making a decision.
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### Step 4. Reflections (5 minutes)

The discussion is stopped and the teacher now asks what the participants have gained from the exercise and what they have learned.

### Tips for teachers:

- Point out from the start that there will be different opinions present and that no opinions are wrong. Everyone should feel safe in the exercise.
- Framing is extremely important, as it must not develop into an argument. The teacher must be very clear about this and emphasize that there must be room for all opinions and you can easily disagree about things and still be good friends afterwards.
- Encourage students to be honest and not "just" go with the others' opinions.
- The teacher can design the dilemmas themselves so that they fit exactly those who are participants.

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### Follow-Up Activity at Home:

Encourage participants to keep this exercise in mind when making choices going forward. Do they really have enough basis to make the choice or do they need to investigate more? You may want to ask the participants to write a diary about the choices they have made and whether this exercise has changed their way of making choices.

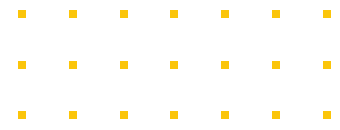
### Assessment:

Self-reflection: Briefly write down your reflections about what you have learned about yourself and about your own ability to making responsible decisions. Has anything changed for you?

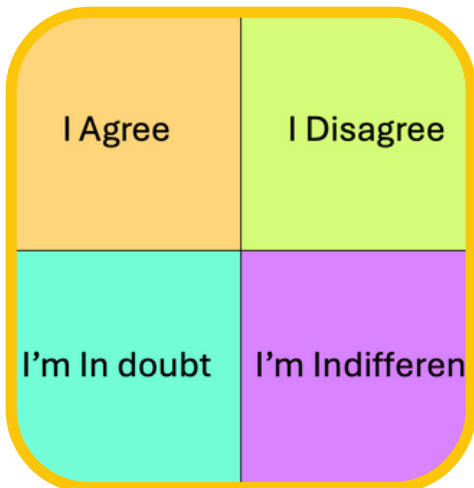
### Final Notes:

Encourage participants to keep this exercise in mind if they are in doubt about making a choice: It is always a good idea to research things carefully if you are to make an ethical and responsible choice.

# TOOLS



## Signs for the floor



Divide the floor into four parts so that participants can clearly see where to go

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## Cards with dilemmas



Print the “Dilemma Cards” on the next page.

The cards are divided as follows:

Dilemma	Arguments/Nuances
	Arguments/Nuances

# The dilemma Cards



Advertising for cosmetic surgery should be banned	When advertisements for cosmetic surgery can be seen everywhere in the streets, it makes young people feel wrong and wanting that kind of surgery, which is not healthy
	If the companies that offer this kind of operation are not allowed to advertise, they will lose customers and income and will therefore not be able to survive

It's ok to buy clothes that are produced from child labor	If you don't buy the clothes that are produced from child labor, you take away their opportunity to make money and the laborers will have a hard time surviving
	If you buy the clothes that are produced by child laborers, you are supporting a wrong form of production and thus you are supporting the fact that child labor is ok and it will never be changed

It should be a law that everyone should have at least one meat-free day a week	Such a law is against the rights of the consumer. No one should decide what I eat and when I eat it.
	Meat is bad for our climate and if we want to save it, we need to legislate around it

Euthanasia should be legal	If a person is terminally ill and no longer wants to live, it makes no sense to force them to live on. Therefore, it should be allowed to help them on their way
	If you help another person die, it is murder, no matter why you do it, and murder is illegal. Man Should Not Play God

All kinds of devices (tablets, smartphones, etc.) should be illegal for children under the age of 15.	Children's brains are destroyed by watching too much on screens, which is a major problem in our society. A law like this could help with that problem
	It is up to the parents of the children to assess when they should have electronic devices. It is not something that should be legislated on. Freedom with responsibility must weigh most heavily here.



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