



Checklist for ART session on Moral Reasoning

Date: _____ Head Trainer: _____

Institution: _____ Co-Trainer: _____

Facility: _____ Observer: _____

Today's dilemma _____

Participants (number and name) _____

- | | <i>Yes</i> | <i>No</i> |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| 1. The dilemma was dealt out and answered individually before the session | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 2. The answers were analyzed before the session in order to identify thought patterns and possible majority decisions | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 3. Participants were welcomed to the session in a positive way | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 4. Questions from the previous session were followed up | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 5. The group was reminded of rules with emphasis on constructive participation | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 6. The group was reminded of the typical "thought traps" | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 7. The problem situation was read aloud in the group | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 8. The dilemma was described and clearly-defined | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 9. Participants could relate to the problem situation in their everyday lives | <input type="checkbox"/> _a | <input type="checkbox"/> _b |

Mature morals were encouraged in the following ways:

- | | | |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| 10.1 Mature answers were encouraged first | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 10.2 Less mature answers were reworded | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 10.3 Reasons were written on the blackboard | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 11. Participants with less mature reasoning were asked to explain their reasons | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 12. Even the immature reasons were noted on the blackboard | <input type="checkbox"/> _a | <input type="checkbox"/> _b |
| 13. The participants with more mature reasoning were utilized to question the less mature reasoning and "thought traps" | <input type="checkbox"/> _a | <input type="checkbox"/> _b |

14. The list of mature reasons was used to challenge self-centred reasoning and “thought traps” _a _b
15. Participants were given the possibility to change perspective through questions such as ”How would you feel if you were in the same situation?” or ”How would it be if everyone did such a thing?” _a _b
16. Attempts were made to reach positive, unanimous or majority decisions _a _b
17. Each participant’s view was recognized _a _b
18. The group was applauded for good decisions and mature reasons _a _b
19. All participants were involved in the discussion _a _b
20. The session was concluded with a summary _a _b
21. Problematic behavior was handled properly _a _b
22. The tempo was such that participants were active and interested. _a _b
23. Trainers remained objective during the discussion _a _b
24. Interaction between trainers and participants was positive _a _b
25. Interaction between trainers was good _a _b
26. The locale, arrangement and equipment was suitable _a _b
27. The locale, arrangement and equipment was suitable _a _b

28. Comments

29. Feedback from non-participating observer
