

Using the Dilemma-Tool in the Classroom

This Document offers valuable tips for the use of the Dilemma-tool in the classroom as well as ideas how the tool can be used by educators. We will regularly update this document, whenever we receive new ideas from educators who have successfully used the tool.



The Dilemma-Tool and How it Works

The tool is divided into two separate questionnaires on the Platform SosciSurvey. Both can be accessed via the website of the Seminar of Religious Education at the University of Mainz (you can also find URL's and QR-codes at the end of this document).

In the first part ("Poplar Dilemma") the students are given a number, after they completed a series of questions. This number corresponds with one out of five groups, which we defined based on our research. Each group relates to a specific set of environmental ethics viewpoints. This two-step gives you as an educator the chance to decide when to reveal the meaning of the numbers to your students.

Following table offers an overview which number corresponds with which group.

Number	Group
1	The Free Thinkers
2	The Ethical Thinkers
3	The Realists
4	The Sceptics
5	The Activists

Table 1: Overview over the Groups.

In the second part (Results) the students can enter their number as well as a password they were given in the first part of the tool. Here the students can find out which group they were sorted into. Furthermore, the students are presented with short descriptions of each group, and they have the possibility to decide which group they would place themselves into after reading the descriptions. The following table shows the descriptive texts the students are given in the tool.

The Free Thinkers (1)	<p>We want to decide for ourselves!</p> <p>No day passes without talk about climate change and from all sides we are being told what to do. We don't want to say that these arguments are invalid, but don't want people to tell us what to do! A lot of climate activists fight for their beliefs with a religious rigor and lecture us like the Pope. We cannot seriously begin to compare the rights of a tree to those of a human child.</p>
The Ethical Thinkers (2)	<p>As humans we have responsibility for the future!</p> <p>Climate change is humanmade and threatens the livelihoods of many, especially in poorer regions of the earth. We have to stand</p>

	<p>up for a liveable world for everyone and work towards preserving the creation.</p> <p>The question with the old tree is difficult, we have to consider both the tree and the child.</p>
The Realists (3)	<p>We take the task to preserve the natural foundation of life very seriously!</p> <p>We fight against the pollution of the environment and stand up for climate justice and the preservation of nature. We don't want to control nature or play God. We should only work towards those goals, which we can realistically achieve.</p> <p>Without a thorough investigation of alternatives an old tree should not be felled.</p>
The Sceptics (4)	<p>To be honest, we think this is all going a little far.</p> <p>To us it is important that 'Nature' is not lifted above everything else. We believe that with everything the best interest of humankind should be the deciding factor. In the end if we harm ourselves, that will not help the environment either.</p> <p>It can't be that a tree lessens the quality of life of a child. That the child feels better, should be our highest aim.</p>
The Activists (5)	<p>School Strike for Climate Justice!</p> <p>We often visit protests for climate justice. We don't only feel connected to nature, nature is the most important foundation for life on earth. But the environment is heavily threatened: We need to radically change our way of life; immediately!</p> <p>To fell an ancient tree, just because one person in the neighbourhood has an allergy, can never be the solution.</p>

Table 2: Description of each group from a "We-Perspective"

Using the Dilemma-Tool for Teaching Inter-Worldview Competence in Environmental Ethics

Here you can find a short draft, showing how you may use the Dilemma-tool in the context of environmental ethics education. We look forward to hearing from you if you use the tool or have further developed our idea.

After the students complete the first questionnaire of the Dilemma-tool and have received their number the educator splits the class into homogenous groups. This means that students who received the same number form groups. In this first module the students are presented with a position which is in opposition to their own values according to the Dilemma-tool. As a group, they will be given the chance to discuss their own values and beliefs and the opposing position they were presented with.

Module 1: Perceiving and reflecting on one's own orientation in contrast to a strongly opposing position

Step 1: How do I feel about the dilemma and what are my reasons?

Step 2: What is important to someone making the following argument?

Opposing positions for:

Free Thinkers

Sceptics

Realists

Ethical Thinkers

Activists

"I would have a guilty conscience about the tree."	"The tree contributes to a good urban climate."	"All life is God's creation and has an intrinsic value that must be respected."	"The neighbours should move away again."	"The tree is to blame for the child suffering."
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In the second module the students remain in the homogenous groups. In this module they are presented with a religious position on the climate crisis which is in opposition to the values of the group. Hereby a second change of perspective is achieved.

Module 2: Exploring a religious approach to ecological issues

<u>Free Thinkers</u>	<u>Sceptics</u>	<u>Realists</u>	<u>Ethical Thinkers</u>	<u>Activists</u>
Examples of an attitude of spiritual mindfulness	The concept of inter-generational justice	Examples of the transformative power of utopias of a better world	Alternatives to an anthropocentric ethics of creation	Ecological issues and social (in)justice

In the third module the groups are mixed so that three opposing viewpoints come together. Ideally the groups are formed in a way that groups with opposing viewpoints come into a dialogue (e.g. 'the Free Thinkers', 'the Realists' and 'the Activists' or 'the Sceptics', 'the Realists' and 'the Ethical Thinkers'). The students are asked to explain their viewpoint towards the Poplar Dilemma. In a second step they are asked to repeat back the positions of the other students. Module 3 thus achieves a third change of perspective.

Module 3: Trying out a different perspective to the dilemma

Step 1: I present my view on the dilemma and my motivations.

Step 2: I take one of the other two positions and present it as authentically as possible.

Step 3: I articulate how I feel (mis-) understood by the others.

In the fourth module again, mixed groups are formed. Ideally so that each viewpoint is present in each group. The groups are now asked to find a solution to the Poplar Dilemma. The Solutions can be presented to the whole class.

Module 4: Searching for joint options

Step 1: What would a just solution to the dilemma have to look like?

Step 2: What possible impact could religious orientations have on the solution?

Step 3: Compare the different solutions and reasons. Is it possible to agree on a common solution? Is this desirable?

In a last step the students return to their own orientation. The students use the second questionnaire of the Dilemma-tool to find out what the numbers mean and are asked to position themselves after they have read the description of each position. This also offers the opportunity to critically reflect on the accuracy of the groups as well as the merits, dangers, chances, and limitations of such a classification system.

Module 5: Critical (self-) reflection

Step 1: Find out what's behind the classification into one of the five groups.

Step 2: Think about whether the description really fits your personal orientation and which group you would place yourself in.

Appendix

Here is a collection of all of the URL's as well as QR-codes for simple use

	URL	QR-code
Dilemma-tool (English)	https://www.soscisurvey.de/pappeldilemma/?q=mobile_eng	
Shortversion Dilemma-tool (English)	https://www.soscisurvey.de/pappeldilemma/?q=Tool_kurz_eng	
Results (English)	https://www.soscisurvey.de/pappeldilemma/?q=Ergebnis_eng	

Dilemma-tool (German)	https://www.soscisurvey.de/pappeldilemma/?q=mobile	
Short Version Dilemma-tool (German)	https://www.soscisurvey.de/pappeldilemma/?q=Tool_kurz	
Results (German)	https://www.soscisurvey.de/pappeldilemma/?q=Ergebnis	