



The court

PRIMARY SCHOOL

Working form with a focus on thinking tool, 'investigating perspectives'.

PURPOSE

Children

- examine different perspectives.
- search for arguments, identify, ask questions.

BEFORE YOU START

Choose a problem or a sustainability issue in which up to 6 different interests are addressed. E.g. Global warming, deforestation, etc.

Devise 6 characters with interests in the sustainability issue. E.g. car manufacturer, sick child, woman using the car to go to work, etc.

Devise a law around these different (conflicting) interests. E.g. The fallow land next to the jungle becomes a palm oil plantation.

Provide input/material about each character which clarifies the various interests involved in the sustainability issue.

MATERIAL

- 1 photo per character (maximum 6)
- input/material about each character
- an attribute that typifies each character
- robe and gavel for the judge

STEP 1

Introduce yourself as the judge. Say that there will be a new law. Before the law becomes final, the judge wants to summon the different parties for a discussion.



Divide the class into 6 groups: each group represents a different character, who looks at the issue from his/her own perspective.

STEP 2

Distribute the input material to the characters. The children read and discuss the material in groups.

STEP 3

The children prepare themselves for court with the following questions:

1. Who are you?
2. What do you think is the problem with the new law? How does that affect you?
3. What solution do you propose? What law do you propose?
4. What is your message to the judge?

Tip:

Let the children make a drawing to clarify their point of view to the other participants. The drawing can be an image representing their proposal for a new law, or could clarify how the new law impacts them.

STEP 4

Set up the class as a courtroom (e.g. desks in a U-shape). As judge, repeat the law and say that you would like to hear the views of all parties.

Each group chooses 1 child who will play their character in court.

The characters come forward one by one, with their attribute, and present their point of view to the others based on the answers to the questions.

The other children in the group play the role of their character's lawyer and assist their character.

STEP 5

The judge summarises the various proposed laws.

The characters discuss, in their own groups, which of the proposed laws they like and, if necessary, adjust their own proposal.

STEP 6



Each group presents its new proposal and together they try to reach a compromise.



REFLECTION

Reflect on the investigation into perspectives achieved with this work form, using the following questions:

About the perspectives investigation

- Each group played a different character and had a different viewpoint on the issue. Can you think of other characters with different/similar views? Which?
- Do you think it's important to explore the different points of view on this issue? Why yes/no?
- Is it difficult to understand someone else's point of view? When is it difficult? When not?
- What can make it harder/easier to understand someone else's point of view?
- Is it easy to find a solution that is good for all parties? Why yes/no?
- What makes it harder/easier to reach a compromise?
- Is a compromise always good? Why yes/no?
- Can you think of another problem where different points of view are possible? Tell us about it.
- What would happen if no one could empathise with any other viewpoint?
- Have you ever been in a situation where it was important to examine the different points of view? Tell us about it.
- When would you be able to do this again?

About the work form

- How did we explore the different points of view during this lesson?
- Did you learn anything from this? Tell us about it.

The thinking tool used in this work form ('exploring perspectives') promotes system thinking.