

Hague Ethical Guidelines Jigsaw Exercise

By Alastair Hay

Preamble

The Jigsaw exercise is a well recognised interactive teaching tool. It is ideal for encouraging everyone to talk and helpful if you have some in the group who are in any way reticent and unlikely to voice an opinion.

Above all the exercise is a great way to discuss topics which, on first glance, appear somewhat dry. This is why we are recommending the technique for discussing the principles in the Hague Ethical Guidelines (see all 9 principles at the end of the text) . The approach has been tried and works well for all sorts of audiences.

Accompanying this text are a set of slides which set out how to run the exercise. The exercise is configured for 36 participants but as long as you keep numbers similar in each group this will enable a good discussion. So you might, say, have 4 groups of 4 and choose to discuss 4 rather than 6 principles. Any combination like 3 x3, 4 x 4, 5 x 5 or 6 x 6 will work.

It is also possible to run groups in parallel and this exercise has been done with 3 parallel groups comprising a total of 98 participants. Working with larger groups requires much more planning and we suggest you do the exercise with no more than 36 participants when you first try it.

We also recommend mixing individuals up so that those who know one another are allocated to different groups. This approach ensures that everyone will have to participate. But coercion is not what the exercise is about; it is about participation. What we find with the exercise is that everyone gets a chance to talk and most will find the exchanges great fun as well as enlightening.

Step 1

The approach is as follows:

Create however many groups as appropriate. Let us assume you have 36 individuals as the slides indicate. Allocate six people to each group and give each group a

separate principle to discuss. Emphasise that they all have to become an expert on the particular principle they are allocated as they will have to argue the importance of this later in the exercise. So each group has to have 6 experts.

[At this stage it will be helpful to take the class through the whole exercise briefly so that everyone has an idea of what is to come].

Now allow the groups 15 to 20 minutes to familiarise themselves with the principle they have been allocated and the reasons why it is important. Some may take notes, but this is not mandatory. It is also helpful to number the groups 1 to 6 (with a large number on each table) and make sure participants know their numbers. While they are discussing their principle go round each table and assign a letter (A to F) to each person. So, on each table everyone will have a single letter. Ensure they keep the letter safe as the lettering will determine the next group they are allocated to.

[An approximate time table is given at the end of this text and is taken from the slides]

After the first discussions the groups will break up. Before they do this allocate a letter to each of the tables and make this clearly visible. So table 1 could also be table A for the second part of the exercise and table 2, letter B etc. Mark tables clearly with a large letter so that it is clearly visible and indicate which is which before anyone moves as this will ensure participants find their assigned table promptly.

A good rule of thumb which will help you decide when to stop discussion in groups is when the noise in the room dies down as this generally indicates that discussion is starting to flag a little. It is always better to move groups around after 2 or 3 have concluded and feel they have mastered the principle. Moving people around at this stage also helps to prevent any losing interest.

Step 2

Now ask the groups to move so that all the A's sit together, all the B's together, all the C's etc as shown on the slides.

When everyone has moved into the new group each person will be sitting with 5 other people they have not worked with. Ask them to now begin the discussion to present their principle as the most important. It is vital that all participants have the opportunity to argue their case. This is why they must become experts when they are in their first group as they now have to argue for their specific principle. The discussion will now become lively as each presses their own case. It is also an opportunity to question others, challenge them and clarify points. The exercise is also about listening to other points of view and perhaps modifying positions that once seemed invincible.

It is during this stage of the exercise that noise levels really rise in the room and this is a good sign as it indicates full participation. Hopefully, there will also be a fair amount of laughter too as inconsistencies are highlighted in each case. Again judge how long the discussion should be allowed to continue. You may want to circulate to ensure that discussions are going well and, later, when they should conclude.

Step 3

Allow sufficient time for a good exchange of views. When you judge groups have finished exchanging views ask participants to go back to their original grouping ie all the 1's together, all the 2's etc. Now ask each participant to tell the others on the table what they discussed and learned. Everyone should do this.

Also ask each group to choose a rapporteur as this person will need to relay the groups views to the whole class. Once everyone has recounted their discussions have the groups consider if they would change their views. Is their own principle still the most important or have they modified their views in any way? If they have changed what was it that convinced them to adopt a new position?

Step 4

As a final part of the exercise ask each rapporteur to explain to the whole class what their principle was and what their view is now after the various discussions. If views changed have them explain why they changed. Make this a whole class discussion and draw as many people into the discussion as you can. Attempt to identify any standout lessons and the importance of the exercise as a listening one to hear other points of view.

SUM UP the discussion. If the exercise has gone well and all have had an opportunity to talk the consensus will be that all the principles are equally important and a good framework within which to work.

The Hague Ethical Guideline principles:

- Core element. Achievements in the field of chemistry should be used to benefit humankind and protect the environment.
- Sustainability. Chemistry practitioners have a special responsibility for promoting and achieving the UN Sustainable Development Goals of meeting the needs of the present without compromising the ability of future generations to meet their own needs.

- Education. Formal and informal educational providers, enterprise, industry and civil society should cooperate to equip anybody working in chemistry and others with the necessary knowledge and tools to take responsibility for the benefit of humankind, the protection of the environment and to ensure relevant and meaningful engagement with the general public.
- Awareness and engagement. Teachers, chemistry practitioners, and policymakers should be aware of the multiple uses of chemicals, specifically their use as chemical weapons or their precursors. They should promote the peaceful applications of chemicals and work to prevent any misuse of chemicals, scientific knowledge, tools and technologies, and any harmful or unethical developments in research and innovation. They should disseminate relevant information about national and international laws, regulations, policies and practices.
- Ethics. To adequately respond to societal challenges, education, research and innovation must respect fundamental rights and apply the highest ethical standards. Ethics should be perceived as a way of ensuring high quality results in science.
- Safety and Security. Chemistry practitioners should promote the beneficial applications, uses, and development of science and technology while encouraging and maintaining a strong culture of safety, health, and security.
- Accountability. Chemistry practitioners have a responsibility to ensure that chemicals, equipment and facilities are protected against theft and diversion and are not used for illegal, harmful or destructive purposes. These persons should be aware of applicable laws and regulations governing the manufacture and use of chemicals, and they should report any misuse of chemicals, scientific knowledge, equipment and facilities to the relevant authorities.
- Oversight. Chemistry practitioners who supervise others have the additional responsibility to ensure that chemicals, equipment and facilities are not used by those persons for illegal, harmful or destructive purposes.

- Exchange of information. Chemistry practitioners should promote the exchange of scientific and technical information relating to the development and application of chemistry for peaceful purposes.

Workshop approach and timetable

- Participants form groups of 5 - 6 individuals
- Groups should comprise individuals who do not normally work together
- Groups are assigned a principle
- Groups discuss their position (15-20 min)
- One member of each group to visit others to exchange views (20-30 min)
- Reconvene in original group. Have positions / views changed ?(10-15 min)
- Group feedback to all participants