



## Checklist Moral Training ART/AART lesson

**Date:** \_\_\_\_\_ **Head trainer** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Co-trainer** \_\_\_\_\_

**Facility:** \_\_\_\_\_

**Today's lesson:** \_\_\_\_\_

**Participants (number and initials)** \_\_\_\_\_

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	<i>Yes</i>	<i>No</i>
1. The leaders had prepared the dilemma before the meeting	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
2. The content of the previous lesson was repeated	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
3. The homework assignments were followed up	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
4. The participants were welcomed to the lesson in a positive way	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
5. Participants were reminded of the rules	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
6. The thought traps were repeated	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
7. The problem situation was presented in a clear and interesting way	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
8. The dilemma was clearly delineated	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
9. The participants understood and could relate to the problem situation	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
10. The options illustrated in a T-cross	<input type="checkbox"/>	<input type="checkbox"/>
	a	b
11. Mature reasons were brought out first	<input type="checkbox"/>	<input type="checkbox"/>
	a	b

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|-----|---|--------------------------|--------------------------|
| 12. | The immature reasons were also noted on the board   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 13. | Less mature answers were challenged through perspective-opening questions   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 11. | The more mature reasons were used to challenge immature reasoning   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 12. | Participants were given the opportunity to change perspectives through questions such as: "How would you feel if you were in the same situation?" | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 13. | The group helped each other to identify thought traps   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 14. | The different choices analyzed based on behavioral consequence  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 15. | Attempts were made to come to a joint decision  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 16. | The decision was linked to character traits   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 17. | The participants' suggestions for a solution were brought to life in a role-play  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 18. | Home assignments linked to character traits were given  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 19. | The group was praised for good discussions  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 20. | The views of all participants were taken into account   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 21. | The lesson ended with a summary   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 22. | Problem behaviors during the lesson were handled in a good way  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 23. | The pace was such that the participants were active and interested  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 24. | The leaders remained objective during the discussion.   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 25. | The interaction between leaders and participants was good   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 26. | The interaction between the coaches was good  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |
| 27. | The venue, equipment and arrangement were suitable  | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | a                        | b                        |

28. Comments and suggestions for improvement

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29. Feedback from external observers

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