

“Stand Up for Your Beliefs” –

1. Tell students to “Stand Up for Your Beliefs”. Have students who strongly agree with using nuclear energy for electrical power generation (or any other controversial issue) to stand on one side of the room. (*You can designate it with a sign - AGREE STRONGLY.*)
2. Ask those who strongly disagree to stand on the opposite side of the room. (*Sign - DISAGREE STRONGLY.*)
3. Tell those who are undecided or merely leaning one way to space themselves along an imaginary continuum line between the two opposite sides of the room in a position that shows how close they are to one position or another with the center being those with no opinion. (*You could have a sign in the middle – NEUTRAL.*)
4. Ask one or more spokespersons from each of the two groups along the walls who hold opposing strong beliefs to summarize the reasons why they believe as they do.
5. Then ask those lined up somewhere along in the middle to express what their concerns are and ask questions.
6. Go back to those with strong opinions and ask them if they have anything else to say to try to convince the undecided.
7. Give everyone a chance to move along the continuum if their opinion has changed and ask them to explain why they changed their mind.
8. Students will have to finalize their own personal opinions so they can go back to their teams and negotiate a group decision about their own community’s choice of energy source(s). All should reflect on their personal beliefs and their group’s decision making process in their work journals.