

The method is an adapted version of the classic 'statement exercise'. The facilitator reads out a statement and asks participants to position themselves in the space between the 'I agree' and 'I Step by step disagree' signs on opposite sides of the room. The closer they are to the signs, the more they agree or disagree. The closer they are to the middle line, the less they agree or disagree. Everybody should take a stand, either on the 'agree' or 'disagree' side.

> After everyone has positioned themselves, the facilitator invites people to explain their positions and to try and convince participants on the other side of the dividing line. Encourage active listening and do not allow wild debate. After all the arguments have been heard, ask if anyone is willing to change their position. If so, allow for a few additional comments from the people who have moved. Repeat for several statements.

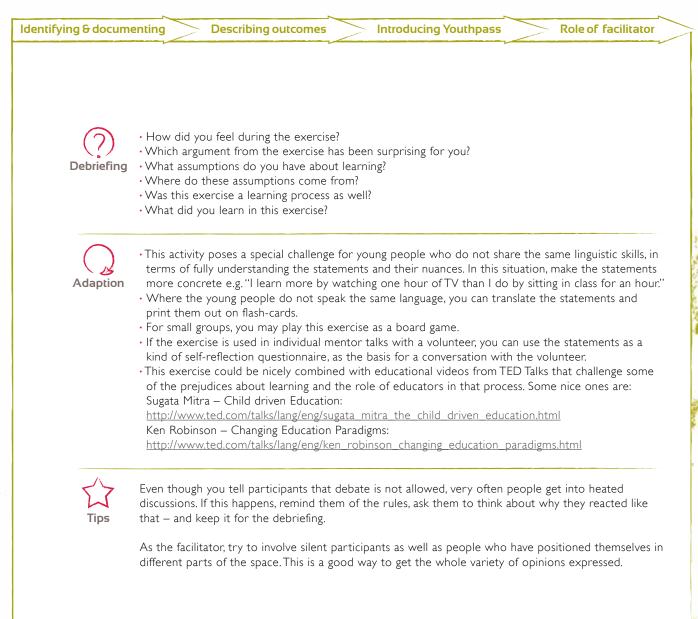
Then, invite the group to sit in a circle for the debriefing.

Possible statements:

- · Young people are always motivated to learn if the environment is supportive enough.
- If there is no visible change in behaviour, you cannot say that learning really took place.
- It is more effective to learn from failure than to learn from success.
- Most of the time, learning is an unconscious process.
- There is no learning without reflection.
- To become a truly self-directed learner, it is more important to be able to plan your learning than to be open to the unexpected.
- Learning to learn is more important than learning about the topic.



Where do you stand on learning? 19



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