



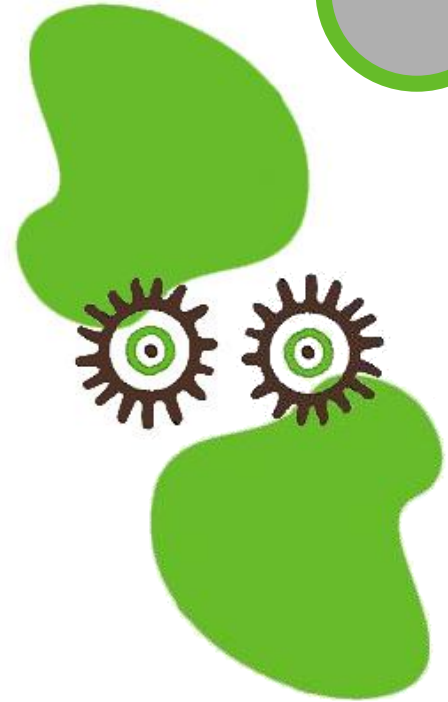
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for la Saline royale. Translated  
and modified by T.S. and A.G. for  
the Bernheim Project (Université  
catholique de Louvain, Chaire  
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# royal car deliberation

*Advanced*





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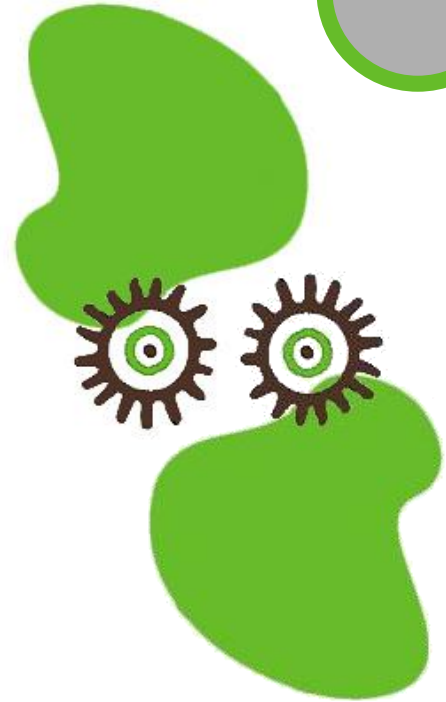
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# r o i e c a r d e l i b e r a t i o n

Advanced





## You are the timekeeper

The discussion process depends on you!

### Your role

- To ensure that each stage is completed **within the time allowed**. (stage 1: 45 mins ; stage 2: 20 mins)
- To ensure that **every person can speak** and be clearly heard.

### Your powers

- **You start and end each stage** of the game.
- **You grant and withhold speaking rights** during the game.

### Your constraints

- **You may not give your personal opinion** during the discussion.
- **You may not prevent the guide from speaking**.

### Your qualities

You are **precise, rigorous**, aware of time passing and the need to **keep to the time allowed**. You want all the players to **speak freely** during the game. You **watch the suppliers of ideas carefully** to identify those who would like to speak. You grant the right to speak **fairly** and **kindly**, treating all participants with equal respect. You make sure that **no one monopolises the discussion**.

### Your actions

- **Looking at your watch**.
- **Announcing the start and finish** of each stage.
- **Identifying who may speak**.
- **Tactfully interrupting** anyone who talks too much.

### Your equipment

A watch ; rules for selecting speakers (see below).

### Rules for selecting speakers:

#### Stage 1 (group thinking - 45 mins) :

Participants must ask for the right to speak. Priority goes to those who haven't spoken before; to short clarificatory questions (raising a finger) over statement interventions (raising a hand).

#### Stage 2 (report on thinking - 20 mins), speakers in order of priority:

1. The **secretary** for a summary of the discussion on the blackboard
2. The **guide's observer** (if present), followed by the **guide** for thoughts on his/her role
3. The **timekeeper's observer** (if present), followed by the **timekeeper** for thoughts on his/her role



## You are the guide

The progress and coherence of the discussion depend on you!

### Your role (stage 1)

You ensure that the suppliers of ideas **don't lose their way in the discussion** but seek to **answer the question posed**.

### Your powers

- You may **interrupt the discussion** whenever you think it appropriate.
- You may **question someone** who has just spoken.

### Your constraints

- You may **not give your personal opinion** on what is said or join in the discussion with the other players.
- You may **not question the same person twice in a row**.

### Your qualities

You're able to **listen to people carefully** and to remain **focused** and **silent** for a long time. You are **demanding** with those who are speaking and you don't like unfocused discussions that go round in circles or spin off in all directions. You are **rigorous** and **methodical**. You believe that a question must be carefully formulated, analysed and understood before any attempt to solve it can be made.

You **don't say much**, you're not pushy and don't try to dominate. You are able to **steer a discussion in a flexible, unobtrusive way** by putting the right questions to the right person at the right moment.

You gently encourage the players to **think more deeply**.

### Your actions

**Questioning** a player who has just spoken.

### Example questions to steer the discussion:

1. Ask players to clearly **define the most important words** in the question.
2. Ask players to define the **link between what they have said and the question under discussion** (Is it an answer to the question? To a different question?)
3. Ask players to define the **link between what they have just said and what the previous player said** (Is it an objection, confirmation, illustration? etc.).
4. Ask players to **use their talents**.






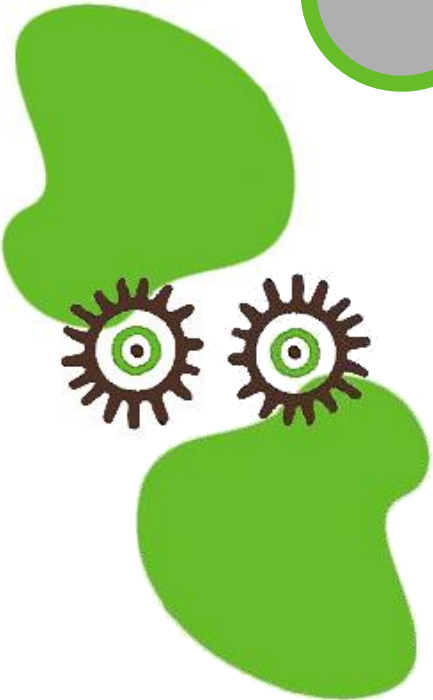
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# r o i e c a r d e l i b e r a t i o n





comparisons



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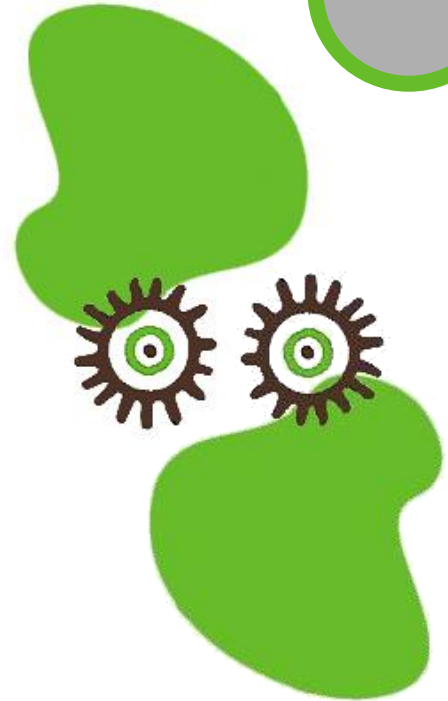
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# royal car deliberation

Advanced





## You are the secretary

The existence of a record of the discussion depends on you!

### Your role

- **Make a record** of the main ideas discussed. (stage 1)
- **Give the group a summary of the main ideas** discussed. (stage 2)

### Your powers

- **You take notes.** (stage 1)
- **You give a summary of your notes** out loud. (stage 2)

### Your constraints

- **You may not speak** during the discussion. (stage 1)
- **You may not speak unless invited to do so by the timekeeper.** (stage 2)

### Your qualities

You **listen carefully** to people and can remain **focused** and **silent** for a long time. You **can identify what's important and what isn't**. You are **rigorous** and **methodical**. You **systematically note** every **attempt at an answer** suggested by players to both the **question posed** and the **interim questions** that the group tries to answer.

### Your actions

- **Listening**
- **Note-taking**
- **Speaking**
- **Summarising your notes on the blackboard** (using numbers, arrows, keywords, mindmaps, etc.)

### Your equipment

Note-taking materials (paper, flipchart, computer, etc.).  
You might like to draw (two-way) tables.  
Blackboard.

## Model for note-taking:

Main question discussed:

.....?

*Players' answers:*.....

*Dissenting opinion:* .....

Interim questions:

1. ....?

*Players' answers:*.....

*Dissenting opinion:* .....

2. ....?

*Players' answers:*.....

*Dissenting opinion:* .....



## You are a supplier of ideas

### Your talent: Comparisons

The quality of thinking depends on you!

#### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

#### Your powers

→ You can **give your opinion** on the question posed.

#### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

#### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

You think **mistakes are useful** and help move things forward. You are **modest**. In discussions you're always willing to admit you were wrong and to **acknowledge your own ignorance**.

You're interested in other people's ideas and **listen carefully** to what they have to say. Before speaking you check that what you're going to say is **pertinent** at that point in the discussion. If it isn't, you wait for a better moment, to ensure that the discussion stays on track.

#### Your actions

- **Raising a finger** (to request a brief clarification).
- **Raising your hand** (to contribute an idea).
- **Giving your opinion; using your talent.**

#### Your talent

**Comparisons.** You think that **images** and comparisons often make it easier to **understand** things that might otherwise seem very complicated.

#### Your favourite phrases:

*"We could use an image to understand this better..."; "...that's like..."; "What can we compare that to?"; "That reminds me of..."; "Can we compare those things?"; "We could draw an analogy with the link between ... and ..."; "The metaphor of the .... might be useful for understanding..."; etc.*



objections



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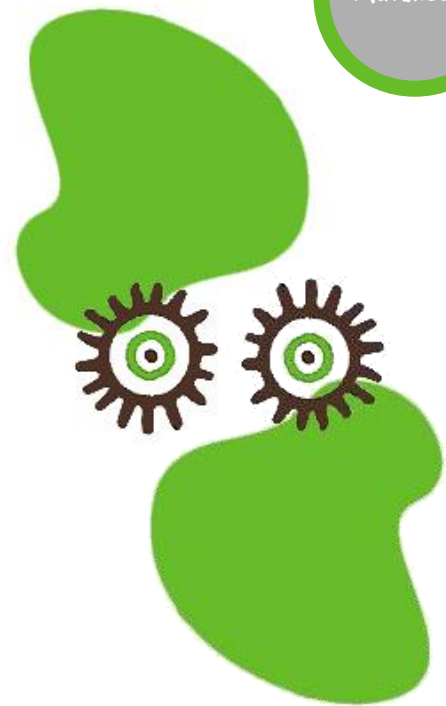
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# royal car deliberation

Advanced





### definitions

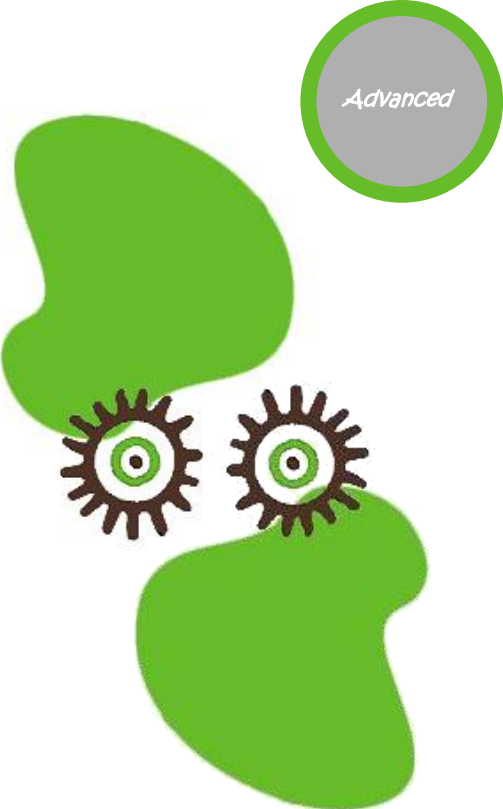


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# r o i e c a r d e l i b e r a t i o n



Advanced



## You are a supplier of ideas

### Your talent: objections

The quality of thinking depends on you!

#### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

#### Your powers

→ You can **give your opinion** on the question posed.

#### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

#### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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#### Your actions

- **Raising a finger** (to request a brief clarification).
- **Raising your hand** (to contribute an idea).
- **Giving your opinion; using your talent.**

#### Your talent

**Objections.** You can't help it, whenever anyone says anything you immediately start trying to see why it's **wrong** or **incomplete**. Your **critical powers** are highly developed.

#### Your favourite phrases:

*"I don't agree!"; "Yes, but..."; "You could look at that in a different way..."; "How can you say that when..."; "Isn't this a contradiction in terms?"; "Isn't this just a Straw Man?"; "Does B really follow from A?"; "What's the point of this if you know it can't be put into practice?"; etc.*



## You are a supplier of ideas

### Your talent: definitions

The quality of thinking depends on you!

#### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

#### Your powers

→ You can **give your opinion** on the question posed.

#### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

#### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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#### Your actions

- **Raising a finger** (to request a brief clarification).
- **Raising your hand** (to contribute an idea).
- **Giving your opinion; using your talent.**

#### Your talent

**Definitions.** You believe it is crucial to **clarify the meanings of words** in a group discussion in order to prevent potential **misunderstandings**. You believe that **labelling an argument or statement** can help people understand its core principle.

#### Your favourite phrases:

*"Could you clarify what you mean by ...?"; "What's your understanding of that term?"; "Can we agree on a definition of the word '...'"; "It seems that we don't all understand the word '...' in the same way"; "This term can be understood in two ways, x or y. Which are you referring to here?"; "Would you agree that we can label this argument as...?"; etc.*





reconciliation



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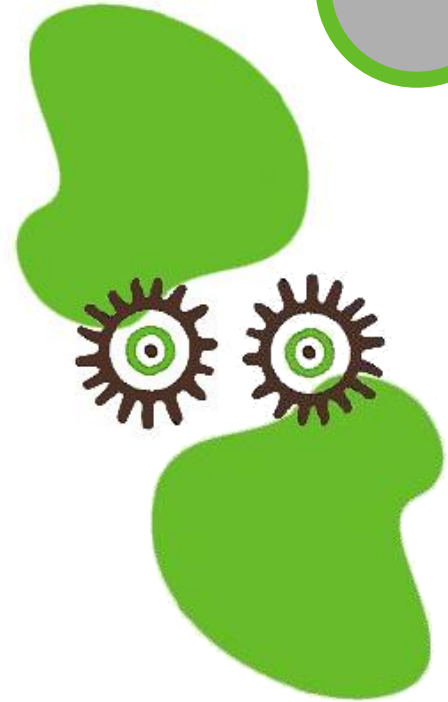
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# role car deliberation

Advanced





synthesis



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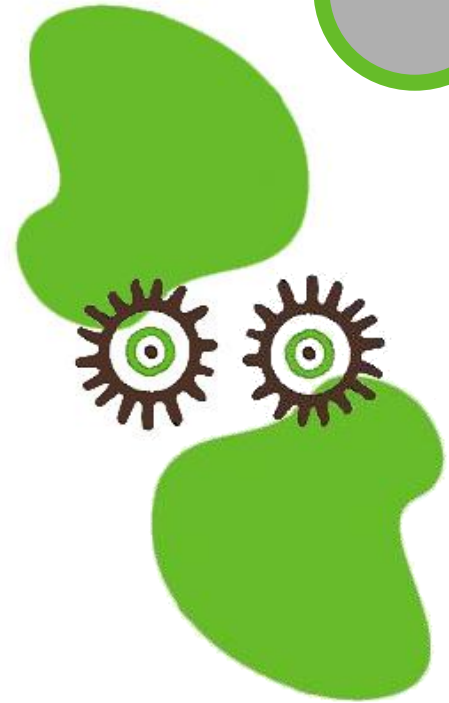
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# r o i e c a r d e l i b e r a t i o n

Advanced





You are a supplier of ideas

Your talent: reconciliation

The quality of thinking depends on you!

### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

### Your powers

→ You can **give your opinion** on the question posed.

### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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### Your actions

→ **Raising a finger** (to request a brief clarification).

→ **Raising your hand** (to contribute an idea).

→ **Giving your opinion; using your talent**.

### Your talent

**Reconciliation**. You **hate conflict** and always try to **get everyone to agree**. You manage to see **elements in common** that are invisible to everyone else.

### Your favourite phrases:

*"What do these things have in common?"; "There are points of agreement here"; "We could draw a parallel between this idea and that one..."; "There are many connections/ similarities between..."; "Can we balance/ find a compromise between your positions?"; "Do we have a consensus?"; etc.*



## You are a supplier of ideas

### Your talent: synthesis

The quality of thinking depends on you!

#### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

#### Your powers

→ You can **give your opinion** on the question posed.

#### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

#### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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#### Your actions

→ **Raising a finger** (to request a brief clarification).

→ **Raising your hand** (to contribute an idea).

→ **Giving your opinion; using your talent.**

#### Your talent

**Synthesis.** You believe that it's necessary to take a moment **every now and then to recap** the progress made in the discussion so far, what has been said and what still needs to be done.

#### Your favourite phrases:

*"To sum up..."; "Can we have a recap?"; "As a rapid overview of where we've got to so far..."; "If we reconstruct the argument we've used up till now..."; "How far have we got with this discussion?"; etc.*



consequences



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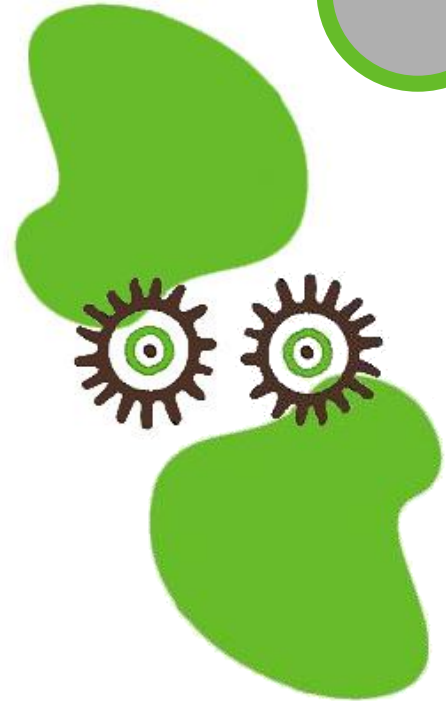
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# r o i e c a r d e l i b e r a t i o n

Advanced





presuppositions



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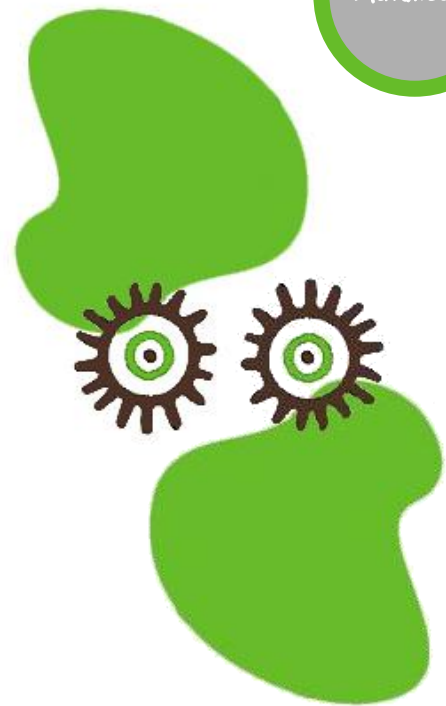
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# role in deliberation

Advanced





You are a supplier of ideas

## Your talent: consequences

The quality of thinking depends on you!

### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

### Your powers

→ You can **give your opinion** on the question posed.

### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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### Your actions

→ **Raising a finger** (to request a brief clarification).

→ **Raising your hand** (to contribute an idea).

→ **Giving your opinion; using your talent**.

### Your talent

**Consequences.** You are **logical** and you like to **take arguments and ideas to extremes** to see where they end up.

### Your favourite phrases:

*"Have you thought about the consequences of that?"; "If you take that argument to the extreme you end up with the idea..."; "Saying that implies that..."; "We need to think about the consequences of that..."; etc.*



You are a supplier of ideas

Your talent: presuppositions

The quality of thinking depends on you!

### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

### Your powers

→ You can **give your opinion** on the question posed.

### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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### Your actions

→ **Raising a finger** (to request a brief clarification).

→ **Raising your hand** (to contribute an idea).

→ **Giving your opinion; using your talent**.

### Your talent

**Presuppositions.** When we speak we often presuppose many things that we regard as obvious and don't bother to define. You believe that these presuppositions must all be **revealed** and **verified** to enable people to think properly.

### Your favourite phrases:

*"In saying that we're implying..."; "When you say ... you're assuming..."; "You can't say that unless you also agree that ..."; "Your question/ statement is based on the idea that... "; "What do we have to believe in order to say this?"; etc.*





key concepts



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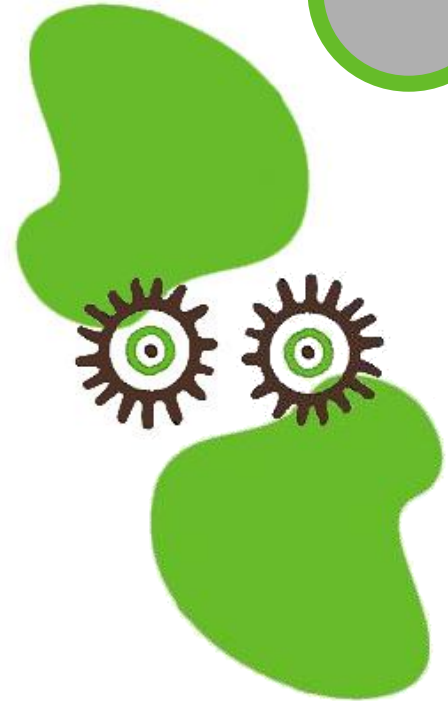
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# r o i e c a r d e l i b e r a t i o n

Advanced





examples



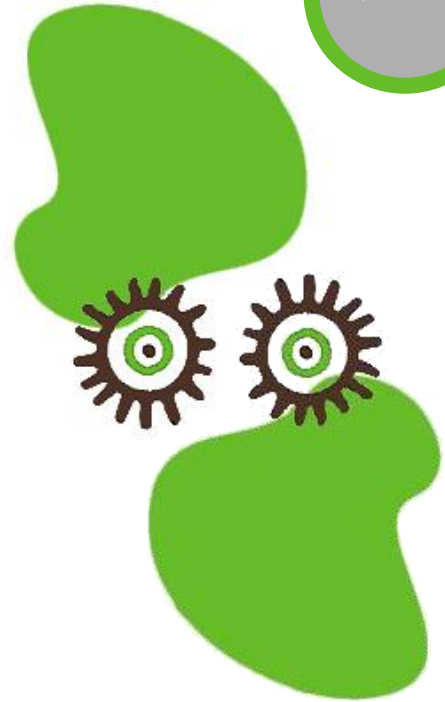
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# r o i e c a r d e l i b e r a t i o n

Advanced





## You are a supplier of ideas

### Your talent: key concepts

The quality of thinking depends on you!

#### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

#### Your powers

→ You can **give your opinion** on the question posed.

#### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

#### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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#### Your actions

- **Raising a finger** (to request a brief clarification).
- **Raising your hand** (to contribute an idea).
- **Giving your opinion; using your talent.**

#### Your talent

**Key concepts.** Some are more **complicated** than others, but you still like to suggest them now and then to try to **move the thinking on**. You know these concepts can offer a useful **toolkit** for **clarifying difficult problems**.

#### Your favourite key concepts:

*factual/normative; cause/effect; instrumental (means) /intrinsic (end); in theory/in practice; hypothetical/real; believed to be real/proven; essential/accidental; necessary/contingent; qualitative/quantitative; objective /subjective; absolute/relative; procedural/substantive; kinds of opposites (Aristotle) (e.g. tasty, tasteless, disgusting); veil of ignorance (Rawls); etc.*



## You are a supplier of ideas

### Your talent: examples

The quality of thinking depends on you!

#### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

#### Your powers

→ You can **give your opinion** on the question posed.

#### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

#### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

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#### Your actions

- **Raising a finger** (to request a brief clarification).
- **Raising your hand** (to contribute an idea).
- **Giving your opinion; using your talent.**

#### Your talent

**Examples.** You believe it's impossible to think properly if we are too abstract or get stuck on generalisations. You like to base your thinking on concrete examples taken from real life.

#### Your favourite phrases:

*"Could we find an example?"; "Could you give us an illustration of that?"; "What real situations would that correspond to?"; "Have you ever been able to check that? When?"; "For example..."; "In a concrete situation where ..."; etc.*



reformulation



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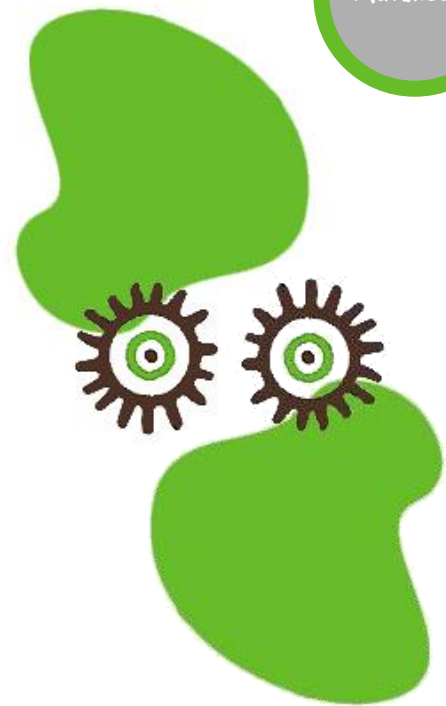
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# role car deliberation

Advanced





timekeeper's observer



V. ADVANCED 1.1

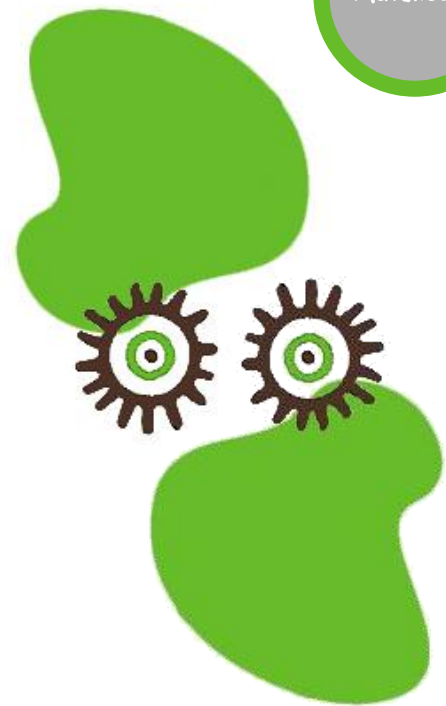
*From an original idea by C.deC.  
for la Saline royale. Translated  
and modified by T.S. and A.G. for  
the Bernheim Project (Université  
catholique de Louvain, Chaire  
Hoover).*

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# role car deliberation

Advanced





## You are a supplier of ideas

### Your talent: reformulation

The quality of thinking depends on you!

#### Your role (stage 1: group thinking)

To **enhance group thinking** by supplying ideas, comments and criticisms.

#### Your powers

→ You can **give your opinion** on the question posed.

#### Your constraints

→ You **may not speak unless the timekeeper** has given you permission.

#### Your qualities

You're **spontaneous** and **relaxed** and you aren't afraid to tell the group what you think. You enjoy discussions and **swapping ideas** with others. You're **curious** and **inventive**. You like to suggest **hypotheses** and discover **new ideas**, however surprising they may be.

You think **mistakes are useful** and help move things forward. You are **modest**. In discussions you're always willing to admit you were wrong and to **acknowledge your own ignorance**.

You're interested in other people's ideas and **listen carefully** to what they have to say. Before speaking you check that what you're going to say is **pertinent** at that point in the discussion. If it isn't, you wait for a better moment, to ensure that the discussion stays on track.

#### Your actions

- **Raising a finger** (to request a brief clarification).
- **Raising your hand** (to contribute an idea).
- **Giving your opinion; using your talent.**

#### Your talent

**Reformulation.** You believe that it's very useful to **repeat things in many different ways** to ensure that everyone understands each other well and is talking about the same thing.

#### Your favourite phrases:

*"So, if I understand you right, you mean that .... – is that right?"; "Would we understand it better if we put it another way?"; "I don't quite understand, could you use a different phrase/ word?"; "So, for you, ... is the same as ...? "; etc.*



## You are the timekeeper's observer

The group's awareness of the timekeeper's importance depends on you!

### Your role

You help the group understand the timekeeper's role.

### Your powers

- You **observe and evaluate** the way that the timekeeper carries out his/her role. (stage 1)
- You **communicate your observations and evaluations and suggest improvements**. (stage 2)

### Your constraints

- You **may not speak** during the discussion. (stage 1)
- You **may not speak unless invited to do so by the timekeeper**. (stage 2)

### Your qualities

You **listen carefully** to people and remain focused and **silent** for a long time. You're **observant**. You often notice **details** that no one else sees, and know how to get into the **best place** from which to observe (swapping places with others whenever necessary).

### Your actions

**Observing – Taking notes - Speaking**

### Your equipment

Note-taking materials (paper, flipchart, computer, etc.).  
You might like to draw (two-way) tables.

### Advice to observers:

*Whenever someone starts to speak you must check that the timekeeper is meeting the requirements of her/his role (R) power (P1) and constraints (C1 and C2):*

- **R:** Ensures that every group member can speak and be heard clearly **Yes/No**
- **P1:** Grants and withholds speaking rights **Yes/No**
- **C1:** May not give an opinion on what is said or join in the discussion with the other players **Yes/No**
- **C2:** May not control the "guide"'s right to speak **Yes/No**





guide's observer



V. ADVANCED 1.1

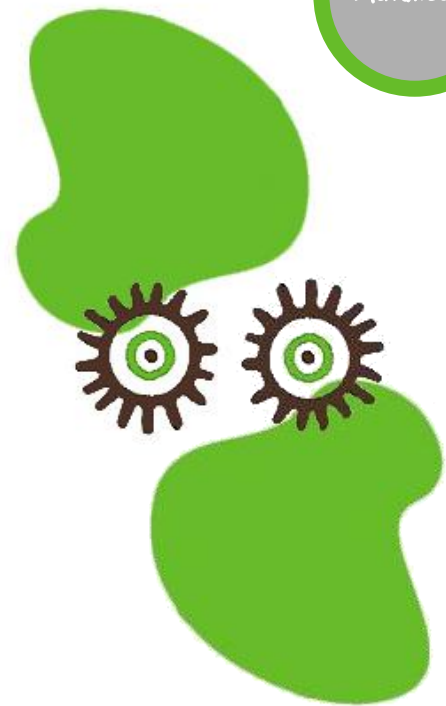
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# role car deliberation

Advanced







## You are the guide's observer

The group's awareness of the guide's importance depends on you!

### Your role

You help the group understand the **guide's** role.

### Your powers

- You **observe** and **evaluate** the way that the guide fulfils his/her role (stage 1)
- You **communicate your observations and evaluations and suggest improvements** (stage 2)

### Your constraints

- You **may not speak** during the discussion (stage 1)
- You **may not speak unless the timekeeper invites you to do so** (stage 2)

### Your qualities

You **listen carefully** to people and remain focused and **silent** for a long time. You're **observant**. You often notice **details** that no one else sees, and know how to get into the **best place** from which to observe (swapping places with others whenever necessary).

### Your actions

**Observing – Note-taking - Speaking**

### Your equipment

**Note-taking materials** (paper, flipchart, computer, etc.).

You might like to draw (two-way) tables.

### Advice to observers:

*Whenever the guide speaks you must observe that he/she properly meets the requirements of his/her role (R), powers (P1 and P2) and constraints (C1 and C2):*

- **R:** Enables thinking to move forward **Yes/No**
- **P1:** Freely interrupts discussion **Yes/No**
- **P2:** Questions someone who has just spoken **Yes/No**
- **C1:** May not join the discussion with the other players **Yes/No**
- **C2:** May not question the same person twice in a row **Yes/No**