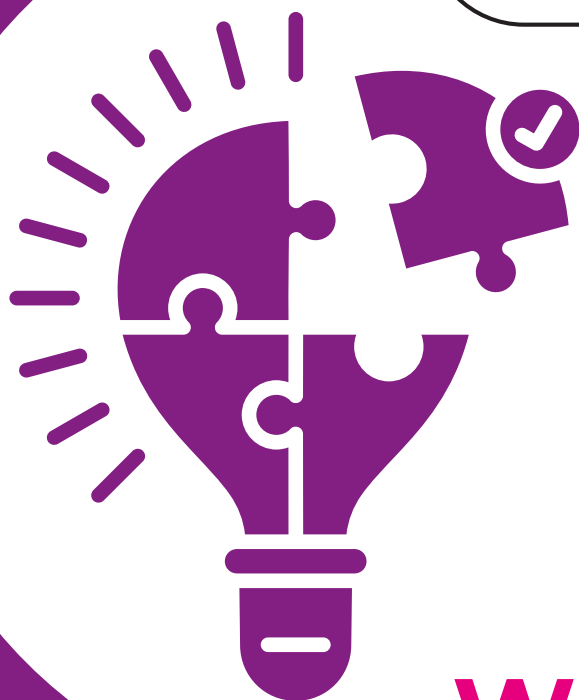




Activities for students
age range 16-19



WORKSHEET

STAGE 4: FORMING AND REPRESENTING JUDGEMENTS



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Stage 4: Forming and representing judgements

Spectators:

What did we notice?
What strategies did the participants follow?
Did they express any prejudices about any individual?
Which rights and duties of refugees and locals were mentioned?
Which arguments did I find convincing, and which were less so?
Was an understanding reached, or did certain participants dominate the discussion?
What concepts for playing/living together in the team/community became evident?



Participants of the Round Table:

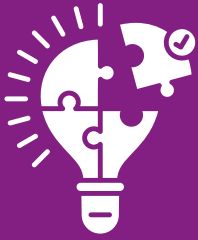
How did I feel in my role?
How did I experience representing a position that I do not share in "real life," if applicable?
Was I able to convince others? If so, how?
Did I change my mind about any issue? If yes, why?
Am I satisfied with the process and the outcome? If not, what is missing or bothering me?
If I could have the discussion again, how would I present my arguments?
How would I position myself regarding the issues discussed?



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Stage 4: Forming and representing judgements

Reflective practice



Write down the three most important rights that you, as a child in any country, would not want to renounce under any circumstances.



Find a picture of objects or symbols that represent these rights.



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