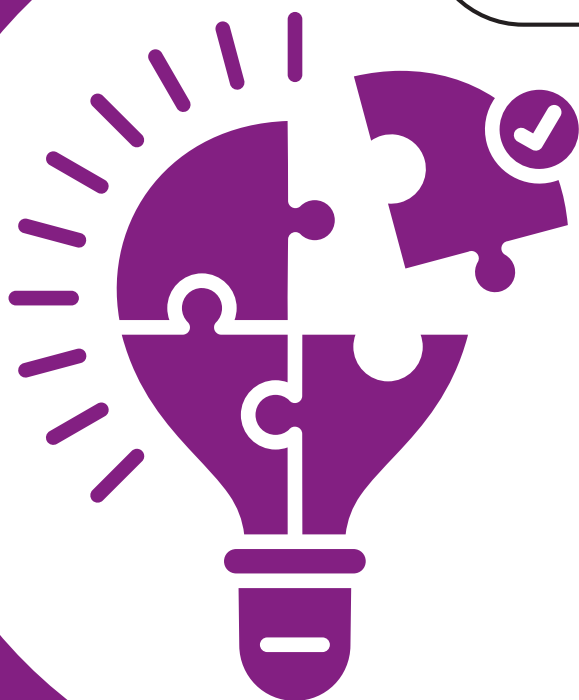




**Activities for students  
age range 16-19**

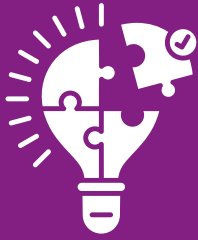


# **STAGE 4: FORMING AND REPRESENTING JUDGEMENTS**



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## Stage 4: Forming and representing judgements



### AIM

To promote perspective change by reflecting on moral principles and facilitating discussions about personal beliefs.



### OBJECTIVES

Students will be able to make well-founded judgments on the topic of migration.

Students will be able to discuss and articulate these judgments while engaging with differing opinions.



### KEY WORDS AND CONTENT

Ethical principles and criteria (particularly Human Rights), judgment formation, respectful discussion, personal and empathetic change of perspective, and coexistence.

### METHODS AND TIMING

Perspective-taking exercises to present, justify, and discuss one's own position and judgment.



This exercise may require two sessions of 45-50 minutes.

Alternatively, you can condense it into one session by:

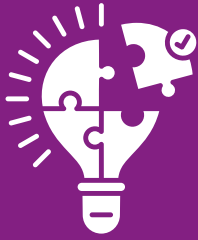
- Assigning homework for students to begin preparing their group's position and demands at home, or
- Giving an individual reflection task after the round table discussion as homework.



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## Stage 4: Forming and representing judgements



Print the text and share it with your students; read together the text in class and decide the name of the Sport team together with your students. After reading carefully the text follow the guidelines on how to form the group and implement the role-play game.



### Simulation context

#### Role-playing: How do we want to live together?

1. In the small town of X, significant changes have taken place over the past ten years. A decade ago, the population primarily consisted of older residents, as many young people emigrated to larger cities in search of better opportunities for education, employment, and leisure activities. Consequently, the town's population dwindled, leaving mostly older individuals behind. As a result, the town fell into decline, creating an inhospitable environment for those who remained.

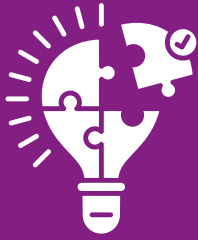
2. However, Town X has undergone significant changes in recent years. Its population has doubled, with new families arriving from various cities in the country and around the world. Many of these families have small children, and a number of young people have come in search of work and a fulfilling life in the town.



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## Stage 4: Forming and representing judgements

### Role-playing: How do we want to live together?

3. However, the town is physically and symbolically divided by a road. On one side live the long-term residents who have been there 'all their lives,' while on the other side are families and young people who have recently arrived from other places. Despite the influx of new inhabitants over the past decade, Town X remains inhospitable for all its residents.

4. The city council, aware of this situation, has invited residents to make proposals to make the city friendly for all people.

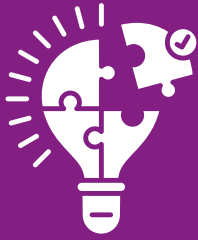
5. Two factions have formed. One group advocates for 'Open Community' proposals that consider actions and changes in the city's infrastructure to foster coexistence, integration, and mutual benefit among all residents. The other group, labeled 'Closed Community,' suggests improvements to the town's quality of life but seeks to do so without encouraging interaction between the long-time residents and the newcomers.



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## Stage 4: Forming and representing judgements

### Role-playing: How do we want to live together?

6. The city council invites a representative from each proposal to participate in a brief debate centered around the following questions:

What should the community of Town X aspire to be like?

What characteristics must the city possess to be welcoming to all residents?

How can all community members contribute and collaborate?

What activities can you engage in during your free time to promote unity?

What communal spaces should the city include?

What actions can be taken in areas such as commerce, transportation, housing, and leisure to transform Town X into a friendlier place?

Considering both Human Rights and the rights of refugees, what rights and responsibilities are relevant in this context?

What are the positions of the representatives from the 'Open Community' versus those from the 'Closed Community' on these issues? What proposals do they present?



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## Stage 4: Forming and representing judgements



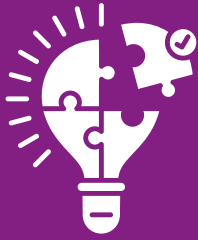
You should be aware that certain positions may be more or less 'popular' depending on your context. It's important to create a safe space where all students feel comfortable expressing their opinions, even if those opinions are 'unpopular.' Ensure that everyone feels respected and that both giving and receiving respect is a priority.



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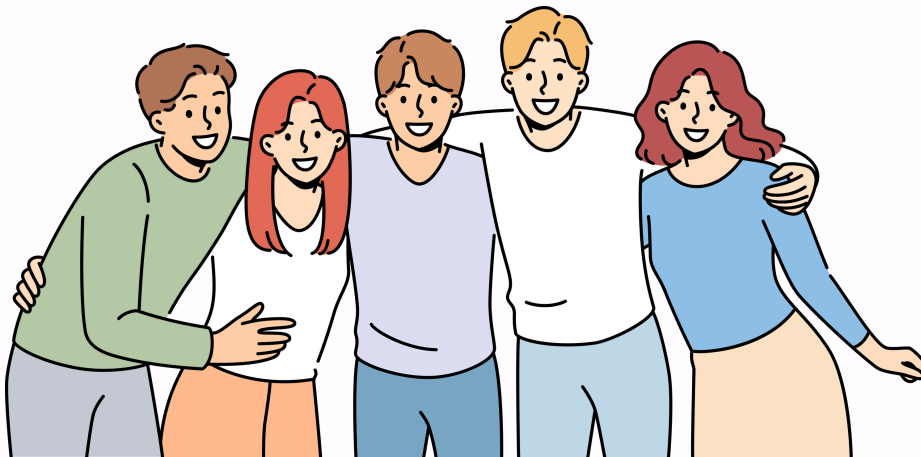
## Stage 4: Forming and representing judgements



# Form 5 groups

### Role-playing: How do we want to live together?

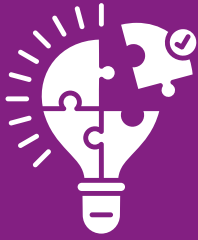
Group 1: Appoint a member to act as the mayor, who will advise the “mayor” in preparing for the Round Table discussion. Given the demanding nature of the mayor's role during the Round Table, it is recommended that you, as the teacher, take on this role yourself. In this case, you can also consult with a group of students on how to effectively moderate the Round Table.



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## Stage 4: Forming and representing judgements

### Role-playing: How do we want to live together?

Groups 2-5: Each of these groups will nominate two representatives for the Round Table and discuss which positions and demands they will advocate for. The groups will consist of:

- People who have lived there "all their lives" and those who have arrived from other cities in the same country who do not want to "share their town" with individuals from other cultures.
- People who have lived there "all their lives" and those who have arrived from other cities in the same country who wish to share their lives with all inhabitants of the town, including those from other cultures coming from abroad.
- People who have migrated from other countries and have lived in X town for 10 years, wanting to share their lives with all inhabitants of the town.
- People who have migrated from other countries and have been living in X town for only a few months and are eager to meet others in the town.

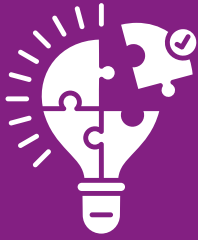


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## Stage 4: Forming and representing judgements

- During the Round Table discussion, the other students will observe.
- Reflection after the Round Table (Students could find the questions in → Stage 4 - Student worksheet ):

### 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:

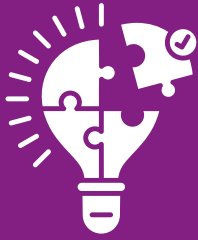
How did I feel in my role?  
How did I experience representing a position that I do not share in "real life," if applicable?  
Was I able to convince others? If so, how?  
Did I change my mind about any issue? If yes, why?  
Am I satisfied with the process and the outcome? If not, what is missing or 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

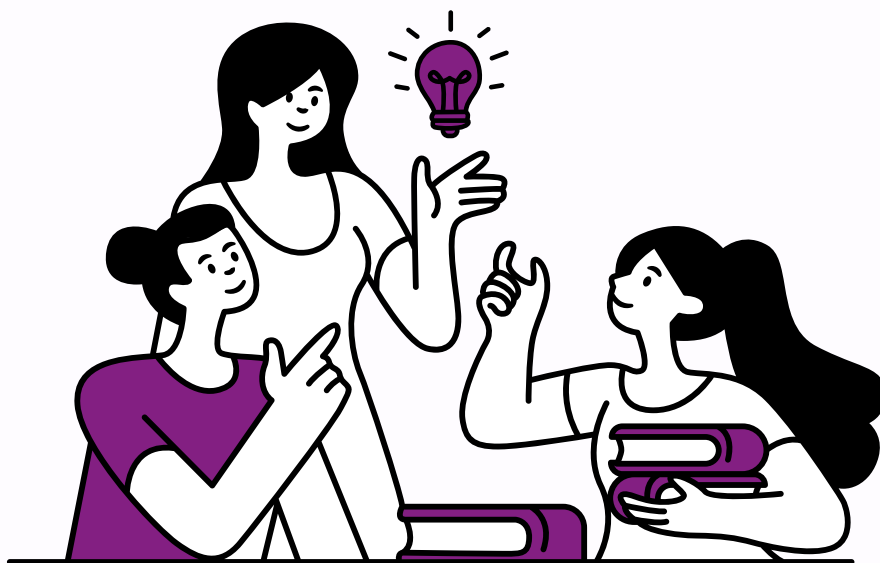


For the Round Table, consider the following points:

**Time Allocation:** Each representative should have a designated time to present their arguments. You can decide the duration based on the overall time available for the session. After each representative has presented, open the floor for discussion.

**Time Management:** The person acting as the trainer or mayor should be clear about the session's timing and manage it effectively.

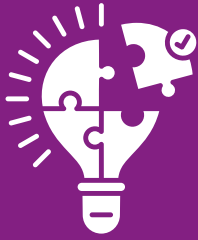
**Space Management:** Plan how to organize the space for both role-players and spectators in advance.



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## Stage 4: Forming and representing judgements



**Respectful and Safe Environment:** Creating a respectful and safe atmosphere is essential for this activity. All students must understand their responsibility in maintaining this environment. If students find it challenging to wait for their turn to speak, consider using an object that grants the holder the right to speak.

**Distinguishing Interpretations from Facts:** Depending on students' level of preparation, encourage them to recognize when they are presenting interpretations versus facts during their arguments.



**Lateral Questions:** If time permits and the discussion allows, you may introduce lateral questions to provoke deeper thinking, such as:  
“Would your opinion change if close relatives were in another group?” or  
“What do you think a Nobel Peace Prize winner would say in your position?”

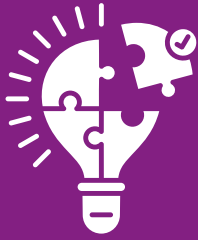
**Addressing Complex Topics:** If a complex topic arises that relates to the role-playing but is not directly part of it, you can decide whether to address it immediately or suggest that students save it for a future discussion.



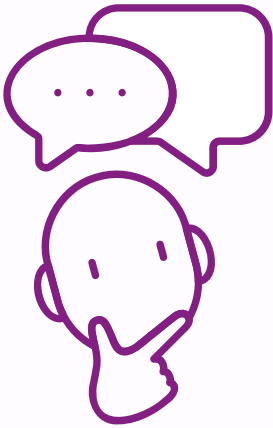
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## Stage 4: Forming and representing judgements



### Reflective practice

Reflection Task (Reflection Task - students could find the questions in → Stage 4 - Student Worksheet )

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.

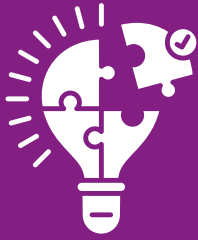


You can always invite your **Togheter for Change** partner to participate in the workshop; however, if that is not possible, you should keep them informed about the proceedings. They will have firsthand knowledge of situations similar to those presented in the role-playing and may offer valuable insights for both you and the students. Their involvement can be instrumental in fostering the relationship and encouraging collaborative action moving forward



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## Stage 4: Forming and representing judgements



### Closing reflections & prepare for next steps



Ask the students to share in a few sentences what they have learned during this stage.



After several students have contributed, summarize their insights in your own words (referencing the goals of the lesson above).



Then, introduce the next stage by saying, “In our next session, we will focus on understanding prejudices.”



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