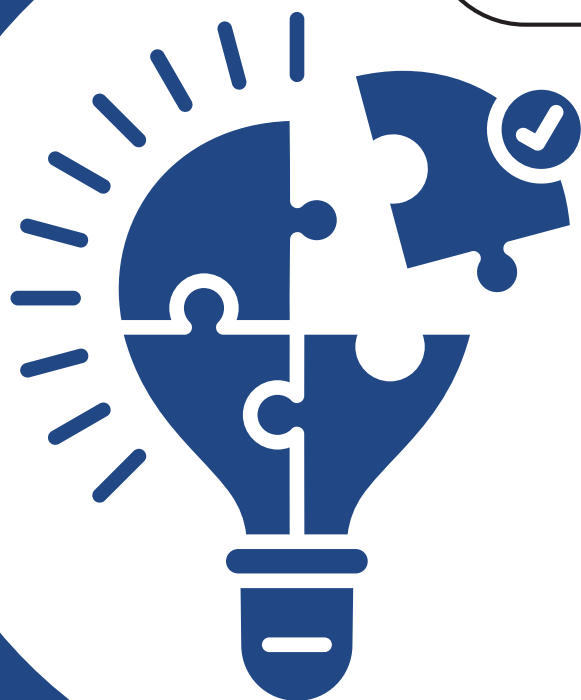




**Activities for students  
age range 12-15**

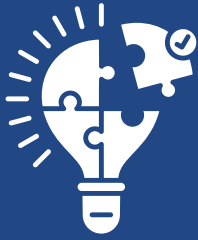


# **STAGE 4: FORMING AND REPRESENTING JUDGEMENTS**



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## Stage 4: Forming and representing judgements



### AIM

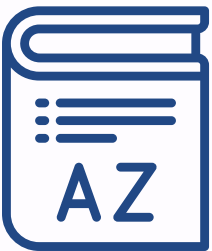
To promote perspective change by reflecting on moral principles and facilitating discussions about personal beliefs.



### 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.

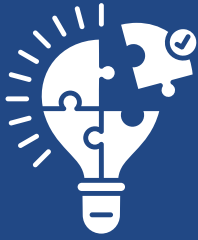
Alternatively, you can condense it into one session by:  
a. Assigning homework for students to begin preparing their group's position and demands at home, or  
b. Giving an individual reflection task after the round table discussion as homework.



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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 play (live) together?

1. The 'Sport X' team at your school (feel free to choose your preferred team sport) is currently facing a situation that is causing discomfort and hurt among many of its members. Some participants have been playing together since the team was established four years ago, while others have been part of the team for just the past year. Additionally, there are four new members who have recently joined

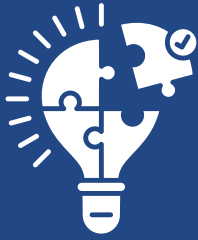
2. Three of the four new participants, along with a couple of those who have been on the team for only a year, are also newcomers to the town. They hail from different countries, and most of them have not yet mastered the language of their new home. Their families were forced to flee their countries of origin.



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## Stage 4: Forming and representing judgements

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

3. The team is divided because some long-time players are primarily focused on winning matches and believe that most of the new participants do not understand their roles, resulting in repeated failures. On the other hand, other team members are concerned about this attitude and want to play together, fostering a sense of unity and teamwork.

4. The trainer is aware of this situation and is concerned because she/he understands that the primary goal of a team sport is to function and collaborate as a team. While winning is also important, they will not achieve success without strong teamwork.

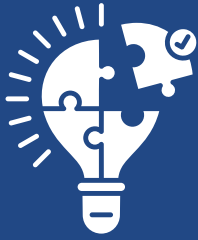
5. Two factions have emerged: one group focuses solely on winning and blames the newcomers for their lack of understanding of the game, while the other group seeks to create an environment where all participants can play, enjoy themselves, and feel like a cohesive team.



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## Stage 4: Forming and representing judgements

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

6. The trainer has organized a meeting to discuss the team's situation based on the following questions:

What should the team aspire to be like?

What characteristics must the team possess to create a welcoming environment for all participants?

How can all team members contribute and collaborate effectively?

What actions can be taken to ensure that all players can perform at their best?

Considering Children's Rights and the rights of refugees, what rights and responsibilities are relevant in this context?

What are the positions of players focused solely on winning versus those who want to foster teamwork?

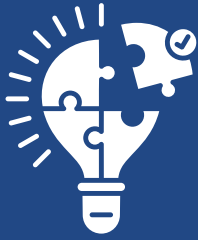
What proposals do they have?



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## Stage 4: Forming and representing judgements



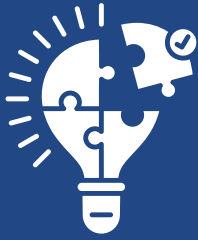
You should be aware that certain positions may be more or less 'popular' depending on your context. It's important to create a safe space where all students feel comfortable expressing their opinions, even if those opinions are 'unpopular.' Ensure that everyone feels respected and that both giving and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



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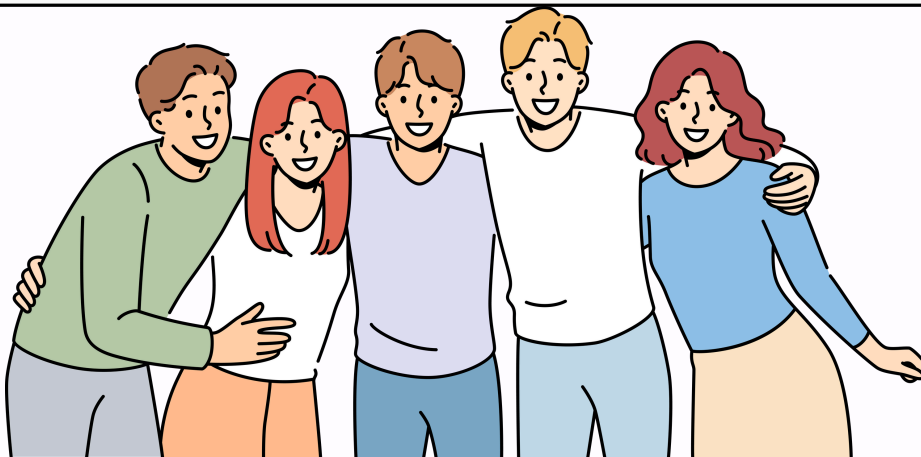
## Stage 4: Forming and representing judgements



# Form 5 groups

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

Group 1: Appoint a member to act as the trainer who will advise the “trainer” in preparing for the discussion. Given the demanding nature of the trainer's role during the Round Table, it is recommended that you, as the teacher, take on this role. 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 play (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:

- Students representing those who have been playing from the beginning and focus solely on winning.
- Students representing those who have been playing from the beginning but wish to collaborate and play together with the newcomers, regardless of their background.
- Students representing newcomers who are not from other countries.
- Students representing newcomers who have recently arrived from other countries.



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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

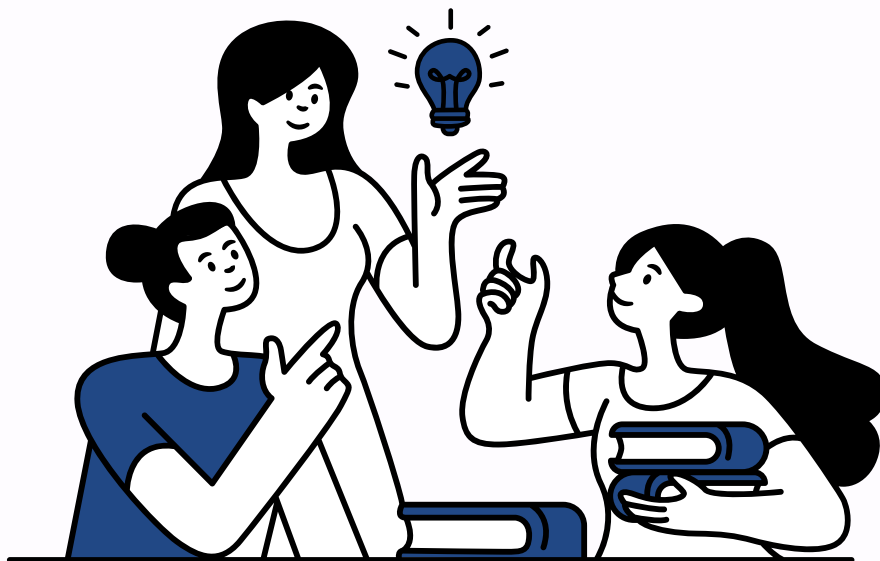


For the Round Table, consider the following points:

**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.

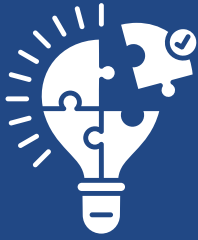
**Space Management:** Plan how to organize the space for both role-players and spectators in advance.



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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?”

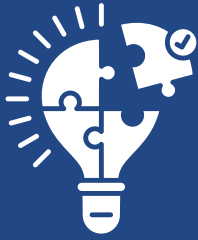
**Addressing Complex Topics:** If a complex topic arises that relates to the role-playing but is not directly part of it, you can decide whether to address it immediately or suggest that students save it for a future discussion.



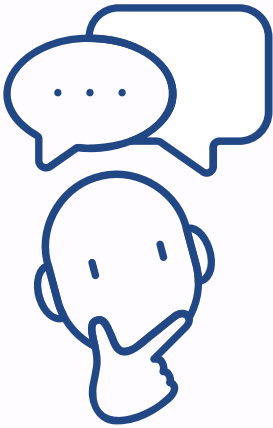
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## Stage 4: Forming and representing judgements



### 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.

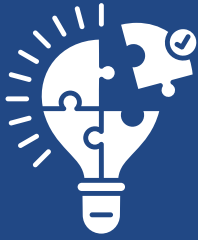


You can always invite your **Togheter for Change** partner to participate in the workshop; however, if that is not possible, you should keep them informed about the proceedings. They will have firsthand knowledge of situations similar to those presented in the role-playing and may offer valuable insights 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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