

ROLE-PLAY EU

A Teaching Resource for Debating
Values in the European Union



Teacher's Manual

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1. Introduction

This is the fourth teaching resource developed by our Pan-European Awareness in Collaborative Education (PEACE) project.

The project involves experienced partners in European citizenship education: the [Democracy in Europe Organisation](#) (Denmark), [Europahuis Ryckevelde](#) (Belgium), and the [Hub in Active European Citizenship](#) (Republic of Ireland), and is funded by the Erasmus+ ‘Cooperation Partnership in School Education’ programme.

The project aims to:

- ✓ Increase young people’s awareness of European issues.
- ✓ Increase knowledge of differing national perspectives on EU values, and environment and security policy.
- ✓ Provide engaging, fun, and inclusive resources to teach contemporary issues.
- ✓ Increase young people’s capacity to engage with their European citizenship.

The project’s other resources (a *Semi-Digital Escape Room on Climate Change*, a *Role-play Game on Defence and Security*, and a *Debate on Environmental Policy and Climate Change*) are available from our partner websites free by click on these language hyperlinks; [Danish](#), [Flemish](#), or [English](#).

This manual outlines our resource to help you facilitate a student debate on values in the EU. You have six debate topics, one for each of the EU’s core values; [Respect for Human Dignity](#), [Rule of Law](#), [Equality](#), [Respect for Human Rights](#), [Freedom](#), and [Democracy](#).

Students role-play a real-world scenario in each debate. They explore the moral, social, and political considerations involved when values, principles, and the rights/responsibilities of citizens and member states clash. The design and diversity of debate roles provide students an accessible and engaging opportunity to express and exchange views on current issues.

Each debate includes wider learning on; the everyday impact of EU law; the role of citizens, states, and EU institutions; the difference between making and implementing law; and the nature of multi-level governance. The debates are intended as moral, social, and political exchanges. The [Student Briefings](#) includes basic legal contexts. However, students do not need prior knowledge of EU law. We hope that they gain an interest in EU values, law, and citizenship, by preparing and debating on moral, social, and political grounds.

2. Approach

These are the six debate topics. Each debate stands on its own; you can select whichever one(s) are most relevant for your teaching needs.

-  **Respect for Human Dignity** - [[Free Speech and Meta](#)]
-  **Rule of Law** - [[Fair Trial and European Arrest Warrants](#)]
-  **Equality** - [[Censoring and LGBT](#)]
-  **Respect for Human Rights** - [[Family Rights and Mobile EU Citizens](#)]
-  **Freedom** - [[Workers' Rights and Sport](#)]
-  **Democracy** - [[Political Parties and Mobile EU Citizens](#)]

As the debates are current and relevant, they involve topics that may be politicised in students' daily life. It is important that students have an opportunity to debate value- and rights-based topics that involve differing views. We hope that that design and content of our debate facilitate students to explore and reflect on their own views through role-play. In this way, this debate resource helps you to scaffold their civic capacity. If you would like extra resources on approaching controversial issues in the classroom, this resource bank on [Democratic Schools for All](#) may be useful.

Please see each debate pack as a template that you can adjust to your own teaching needs or to your students' capacities. You can alter any content or design of any debate by editing its MSWord version. For example, you can reduce or increase the content in the [Student Briefing](#) material or [Role Cards](#), you can change [Reflection and Research Activities](#) to align with your curriculum, you can change the scope of any debate role or introduce a new role such as a Jury.



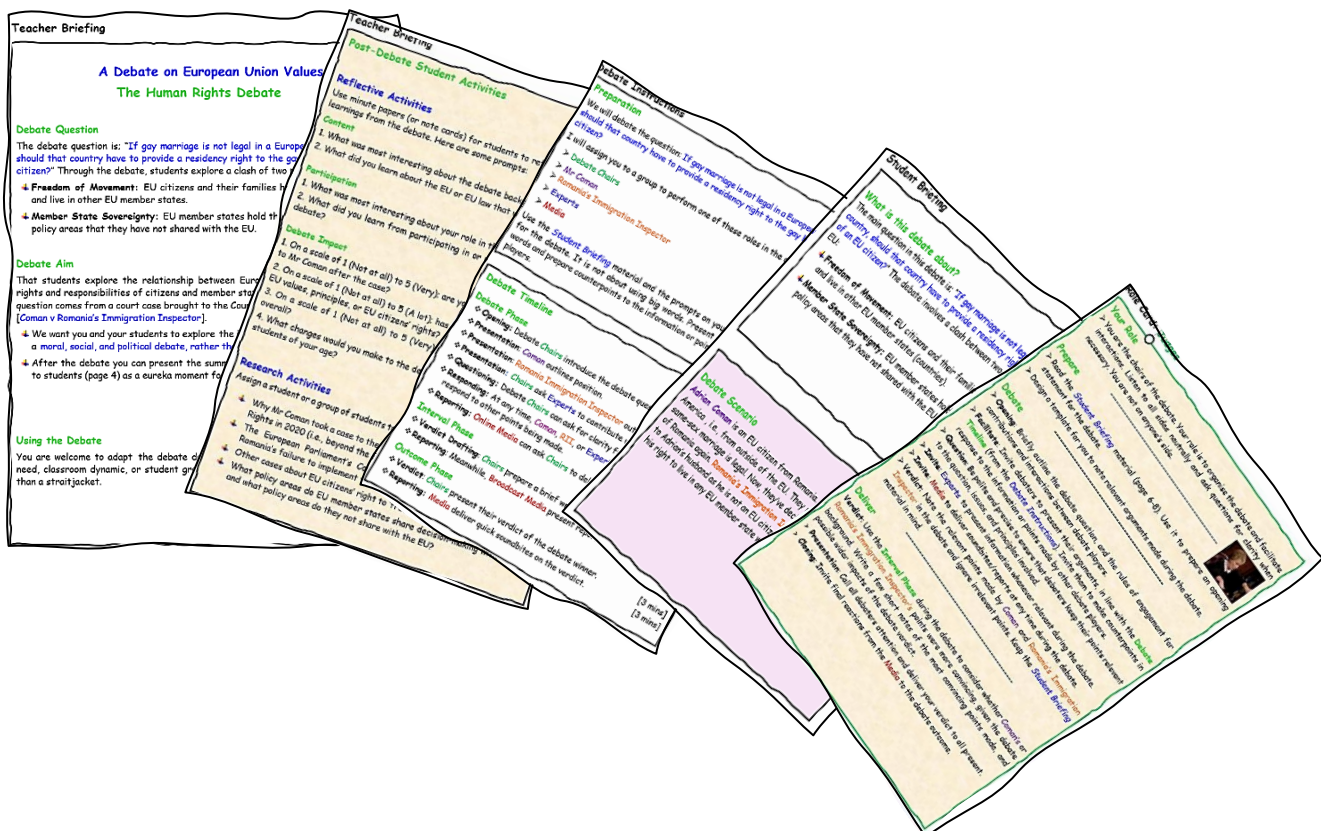
3. Material

Each debate pack includes;

- ✚ *Teacher Briefing* material for you
- ✚ *Student Briefing* material for your students
- ✚ Debate *Role Cards* for your students
- ✚ Post-debate *Reflection* and *Research Activities* that you may run with students

The *Teacher Briefing* material introduces an EU value and the principles involved in a debate. It outlines the dilemma through which student explore the value in a real-world setting. It includes a summary of an actual court case ruling that you reveal to students, as a eureka moment, **after their debate**. You'll also find links short AV clips, that you can use as optional aids after the debate.

The *Student Briefing* material introduces an EU value dilemma to students and provides some background context. It also identifies some principles that are relevant for the debate. It includes *Debate Instructions*, emphasising it's a moral, social, and political debate; not a court case. The debate *Role Cards* outlines each debate role and provide debate prompts. Students are expected to expand on these prompts in their own words, and to complement them with their own points. Role play is a key part of skill development; **it is not about a student personally agreeing with the role they play, it is about embodying that position for a learning experience.**



4. Preparation

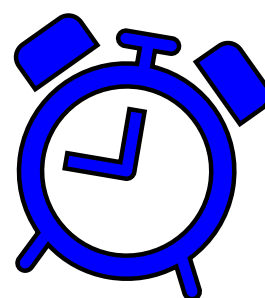
Each debate has the following roles; **Judges**, two or three specific debate roles, **Experts**, and **Media**. Each role is played by a group of students working together (ideally 3-5 students per role). An important task is for you to assign students to a role group. The table below provides a summary of key characteristics for each role. Assigning roles to align with student capacities is important for the flow and success of a debate. Reading the *Role Cards* may help give you a clearer idea.

Role	Key Characteristics		
Judges	Organisation	Facilitation	Communication
Debate Group 1	Teamwork	Argumentation	Engagement
Debate Group 2	Teamwork	Argumentation	Engagement
Experts	Follow Written Prompts	Disciplined	Engagement
Media	Creation	Communication	Self-motivation

Timing

We advise that students have 20-30 minutes to prepare within their debate role group at in advance of the debate. If your timetable allows, this can be on debate day, immediately in advance of the debate. The *Teacher Briefing* material contains a sample Debate Schedule which approximates 60 minutes; this means about 90 minutes in total. If 90 minutes is too long for your classroom setting, the allocation of roles and role cards can be given to students days in advance of debate day. Or the debate can be split across multiple classes.

During the debate itself, you can advise the **Judges**, who are responsible for the debate schedule, to adjust time as suits you.



5. Step-by-step Guide

Here is your step-by-step guide as a teacher for a debate.

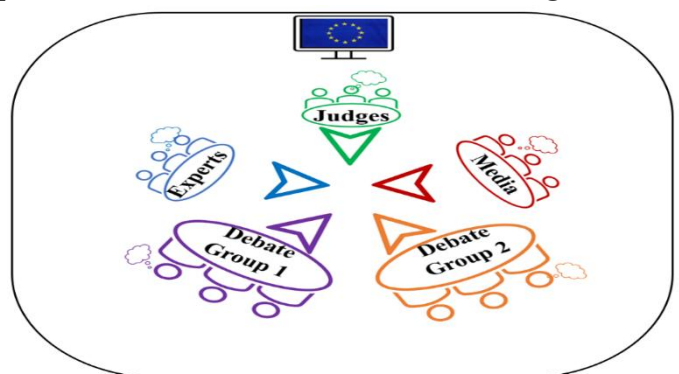
Pre-Debate

- 1) Select a debate pack. Read the *Teacher Briefing* material and *Student Briefing* material.
- 2) Distribute and discuss the *Student Briefing* material (page 7-9) with students. **If printing, one copy per student is advisable.** This is material students will use in preparation of and during the debate. We advise that you do this a few days in advance of the debate.
- 3) Decide which students you will assign to each debate role group.
- 4) Distribute the relevant *Role Card* (page 10-17 or 10-18) to each debate group. **If printing, one or two copies per role group is advisable.** This is material students will use in preparation for and during the debate. You can decide whether you do this a few days in advance of, or on the day of, the debate.
- 5) **Print one copy of the foldable table titles.** They are at the end of each debate pack (page 19-23 or 19-24).

Debate Day

- 6) Visually present the *Debate Instructions* (page 6) to students. Allow students time to read their role and prepare debate points in their own words within their groups. 20-30 minutes is ample. We advise that students prepare for their role without searching online.

- 7) Create the debate space. Beside is an example, with each role group having a table and chairs. If you position the Judges at the front of the room, you could display a full screen image of the EU flag or an image you think sets the debate scene.



- 8) During the debate, we envisage your role to be a passive but attentive observer. You are free to move around as a low-key aid for any role group who needs help during the debate. During the debate preparation time, judges may need encouragement to manage the debate schedule or facilitate exchanges. Media may need encouragement to animate their reports. The main debate roles may need encouragement to break down or develop their debate points.

Immediately After Debate

9) After the **Judges** deliver their ruling and the **Media** deliver their final reports, this is the time for you to interject with the actual case ruling (on screen) from the Court of Justice. Hopefully this identifies the difference between moral, socio, and political considerations and the legal considerations that determined the actual case ruling. We've included some short AV clips around the actual case's impact or significance.

Any Time After Debate

10) Select a post-debate *Reflection or Research Activity* for students to undertake. You are welcome to adapt any activity to make it more relevant to your wider teaching. **If using the Reflection template provided, printing one per student is advisable.**

Concluding Note

For simplicity, each debate pack (folder) consists of a PDF and a MS Word document. You can run the debate 'as is' by downloading the PDF document. It contains succinct instructions (including printing) to run the debate. If altering content, download and edit the MS Word version. If you have any questions about running a debate, or using this resource, you're very welcome to contact the relevant project partner.

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