Policy Formation

induce students to think analytically and teach them that any decision, even an optimal one, has its price.

In the structured form, first list several policy statements that you want your students to discuss. Each policy statement should be brief, rely on real information, and be somewhat provocative, such as a claim that “the UN will be the exclusive mediator” or that “the use of war contradicts the UN charter and will not be used as a means in conflict resolution.” We recommend that contents of policy statements remain the same for all actors so as to create a joint framework for all participants. The structured format touches upon core topics that you want the teams to address in preparation for world politics interactions but may be overlooked in an open format form. Second, request that students discuss their actor’s attitude toward every given statement, expressed on a 1–5 scale from “disagree” to “agree” and consolidate their joint position. Such discussions are designed to increase students’ familiarity and identification with the policy orientation of their actor. For instance, the U.S. team may become more ready to consider mediation and evaluate its efficiency after it discusses a policy statement on the UN as the sole mediator in the Russia-Georgia conflict. Discussions on policy statements that were written by the educator enhance the range of choices and trigger in-depth policy planning by students.

As illustrated in figure 5.10, you may decide to use both types of forms in the same simulation to encourage students’ creativity and at the same time to direct them toward specific issues you want to stress in the learning process.

To make the forms user-friendly, accessible, and easy

![American responses: open form](image1)

![Combined response form: structured and open](image2)

> Fig. 5.10. Values and policy