



## MODULE No 3

### Democracy (6-8 hours)

**OBJECTIVE:** Pupils learn about democracy.

#### LEARNING OUTCOME AND DESCRIPTORS:

*Following are descriptors to measure learning outcomes from the implemented lesson.*

#### Knowledge on (K)<sup>1</sup>

(K) on how to apply important concepts regarding cultural and social affairs

(K) on how to describe some characteristics of democratic societies

(K) on how to describe the role of several social institutions

#### Skills in (S)<sup>2</sup>

(S) in recognise their strengths and weaknesses

(S) in taking part in a group project and contributing actively to the group work.

#### Competences to (C)<sup>3</sup>

(C) to show fairness, self-confidence and respect in relations and cooperation with others

(C) to take part in conversations on their local community and recognize the connection between their community, local history, culture and social affairs

(C) to obtain, evaluate and use information on cultural and social affairs from different data and media

(C) in setting objectives for themselves and make plans for a variety of tasks

(C) use different technical devices in an effective and varied manner

(C) use various means and search engines for suitable systematic information acquisition

(C) use software/computer programmes for communication of knowledge in a creative and clear manner.

#### TRAINING METHODS

Built on problem-based and cooperative learning, see ENGAGE curriculum and pedagogical section of this handbook.

#### OVERVIEW

Discussions with the whole class about democracy, each group makes a mindmap about it. Discussions about how the interviews went. Pupils make their own presentation to sell the idea/project to each other. Next step is to vote for 3- 4 ideas to develop further.

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<sup>1</sup> Knowledge refers to being able to read, understand and interpret information and guidelines.

<sup>2</sup> Skills refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness.

<sup>3</sup> Participants/pupils will have competences to put to practice general knowledge and skills acquired.



**Key concepts:**

- **Discussion:** Why is this the best idea/project that you think can be made better in our hometown?
- **Investigation:** What is democracy? How does democracy work in our school? How does democracy work in our town?
- **Presentation:** How can we sell an idea to others and how do we prepare for pitching it to others?
- **Determination:** What is positive about living in our hometown? What can be improved in our hometown?

**Preparation prior to:**

- Prepare a vote on [menti](#), there you can make pupils vote and no one knows who chose what.
- Prepare small pieces of paper and write down numbers and put them in a jar.

Activity	Method and organisation	Time
Knowledge-building about democracy, group discussions	Discussions with the whole class about democracy, what it means and how it works in our hometown. The class is divided into groups of 4-5. Each group makes a mind map to explain democracy and then presents shortly to the whole class.	40 minutes
Practicing group discussions and to be able to....	The lesson begins with group discussion with the whole class. The teacher asks the pupils to share how the interviews went and if they think that any of their brainstorming ideas are similar or could work with some ideas the interviewee had about future development of their hometown. <b>Equipment:</b> none	40 minutes
Working on creating a pitch presentation for the whole class to sell their idea project.	Teacher prepares a format for a pitch presentation about how to sell an idea to others. Each pupil chooses something he would like to be made better in his hometown to make it a better place to live in. The pupils make their own presentation to sell the idea/project to each other. Teacher offers support if needed. The time limit should be about 3 minutes per pupil and the teacher has to review the presentation before it is presented. <b>Equipment:</b> Notebooks or paper, pencils/pens. Some kind of presentation f.x. powerpoint, google slides or other software.	60 - 120 minutes
Active listening, presentation skills	Each pupil individually pitches their idea with the class. <b>Note:</b> Pupils are encouraged to show respect to each other's ideas and support and listen attentively to others.	60 - 120 minutes
Democratic voting	Teacher then explains that the next step is to choose 3- 4 ideas to develop in groups and that they will use democratic elections to do that.Pupils vote for the best idea/projects that they would like to work more on together. They vote on it on <a href="#">menti</a> , where all votes are private. The 3-4 projects with the highest number of votes will be selected to work on further. The teacher writes down 3 or 4 numbers (depending on how many the projects are) on small, folded paper and puts it in a jar. Each pupil draws a number from the jar and is assigned to that project. <b>Equipment:</b> Notebooks/paper, pencils/pens, <a href="#">menti</a> ,	60 minutes



## EVALUATION AND FEEDBACK

Following evaluation including module descriptors can be used to evaluate individual pupils, for self- and peer evaluation.

*The pupil should be able to:*

<b>DESCRIPTORS:</b> Knowledge (K), Skills (S) and Competences (C)	<b>Poor (D)</b>	<b>Fair (C)</b>	<b>Good (B)</b>	<b>Excellent (A)</b>
<b>(K)</b> on how to apply important concepts regarding cultural and social affairs, in particular democracy				
<b>(K)</b> on how to describe some characteristics of democratic societies				
<b>(K)</b> on how to describe the role of several social institutions				
<b>(S)</b> in recognising their strengths and weaknesses				
<b>(S)</b> in taking part in a group project and contributing actively to the group's work				
<b>(C)</b> to show fairness, self-confidence and respect in relations and cooperation with others				
<b>(C)</b> to take part in conversations on their local community and recognize the connection between their community, local history, culture and social affairs				
<b>(C)</b> to obtain, evaluate and use information on cultural and social affairs from different data and media				
<b>(C)</b> in setting objectives for themselves and making plans for a variety of tasks.				
<b>(C)</b> use different technical devices in an effective and varied manner				
<b>(C)</b> use various means and search engines for suitable systematic information acquisition				
<b>(C)</b> use software/computer programmes for communication of knowledge in a creative and clear manner.				

## TEACHER'S REFLECTION: