



# Pestalozzi

Strengthening education for democracy-  
STED

## The spirit of democracy by

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## The spirit of democracy

### Brief description

Through the framework of Competences for Democratic Culture, teachers are able to instill in their pupils the values of tolerance and respect as they grow to understand their rights and responsibilities in relation to others. This training unit creates a learning environment in which participants will be, through the range of different activities, trained to understand the importance of democratic culture and inspired to share the values, attitudes, skills and knowledge embedded in them in their classrooms.

Type of training	School level / age	Subject area
In-service	Secondary	History, Psychology, Citizenship, Democracy, Sociology, Human rights, Literature

### Expected outcomes

- ✓ to understand what a democratic culture is
- ✓ to create a learning environment in which participants will learn how to develop democratic culture in classrooms and improve their personal competences
- ✓ to promote learning by doing and to inspire participants to use more autonomous learning and cooperative strategies in their work
- ✓ to develop competences like valuing human dignity and human rights, analytical and critical thinking skills, co-operation skills, knowledge and critical understanding of the self, knowledge and critical understanding of education, respect, linguistic, communicative and plurilingual skills, openness to cultural otherness, world views, beliefs and practices, flexibility and adaptability, tolerance of ambiguity, responsibility, autonomous learning skills

## Activities

	<b>Duration</b>	<b>Methods used</b>
Activity 1 Jigsaw	<b>60 minutes</b>	Text analysis, jigsaw group work, poster designing
Activity 2 In a bag	<b>45 minutes</b>	Speaking Circles
Activity 3 Neighbourhood yard	<b>40 minutes</b>	Role-play, collaborative work
Activity 4 Where do you stand?	<b>30 minutes</b>	Hypothetical situation, listening teams
Activity 5 Evaluation	<b>45 minutes</b>	Self-assessments answer sheet

## Background and context

The purpose of this training unit is to introduce Competences for Democratic culture to the teachers of different subjects and to show them that it is possible to address this topic through the subjects they teach. The focus is on creating an environment for improving teacher's personal competences and empowering them to implement it in their work with students. Also, this training unit aims at presenting a student-based approach, learning by doing and the use of non-formal methods and the benefits of these.

## Activity 1: Jigsaw

Duration: 60 min

### Expected outcome:

- ✓ introduce Competences for democratic culture to participants
- ✓ show participants how to practice a cooperative and creative learning process which engage all (jigsaw)
- ✓ promote autonomous learning skills, openness to cultural otherness and to other belief, world views and practices, cooperation skills, valuing cultural diversity

### Methods/ techniques used

- ✓ Text analysis
- ✓ Jigsaw group work
- ✓ Poster designing

### Resources

The 20 competences diagram (Butterfly) from Competences for Democratic Culture, Council of Europe online publication available at <https://rm.coe.int/16806ccc07>

### Practical arrangements

- ✓ Red, green, blue and orange paper
- ✓ Red, green, blue and orange markers

### Procedure

#### Step 1 (5 min)

- ✓ The facilitator invites all participants to the centre of the room and asks them to take one piece of paper (red, green, blue or orange).
- ✓ The facilitator divides participants into “jigsaw groups” groups of 4 people containing 1 person for each colour; red, green, blue and orange (these groups are necessary for a later step)
- ✓ The facilitator then invites participants to form groups with the same colour (four groups are formed: a red group, a green group, a blue and an orange one)

#### Step 2 (35 min)

- ✓ Participants in each group need to read and study the text (red group studies values, green group studies skills, blue group studies attitudes and orange group studies knowledge and critical understanding) and to create a poster which will visually present these topics
- ✓ Participants return to their original jigsaw groups (four-colour) and present the topics they studied.

Each participant will need to present the competences he/she studied with the help of poster. All posters will circulate around desks, so every participant will have an opportunity to present his/her knowledge.

Step 3 - Debriefing (20 min)

- ✓ The facilitator engages participants in a discussion on the following questions:
  1. What do you think about this activity?
  2. What did you do during this activity?
  3. How did you achieve the objective (or not)?
  4. What did you learn from this activity?
  5. Is it possible to use this activity in your work?

Tips for trainers

- ✓ It is possible that some of the participants are slower readers or that some of the groups cannot make a compromise about the poster design.

## Activity 2: In a bag

Duration: 45 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>✓ think and speak about different themes and topics for the same amount of time.</li> <li>✓ promote, valuing democracy, justice, fairness, equality and rule of law, flexibility and adaptability, linguistic, communicative and plurilingual skills, skills of listening and observing, knowledge and critical understanding of the self.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Speaking Circles</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Cards with the statements (appendix 1 and appendix 2)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ The facilitator will put the cards with the statements for discussion (appendix 1 and appendix 2) in “a bag”.</li> </ul>
<p>Procedure</p> <p>Step 1 (20-25 min)</p> <ul style="list-style-type: none"> <li>✓ The facilitator gives instructions to the participants. All participants should sit in circle, while facilitator walks around carrying the bag. Every participant has to take one card from the bag, read the statement written on the card and talk about it (without preparation and breaks) for 60 seconds. The activity is finished when the last participant finishes his speech.</li> </ul> <p>Step 2 - Debriefing (20 min)</p> <ul style="list-style-type: none"> <li>✓ The facilitator engages participants in a discussion on the following questions:             <ol style="list-style-type: none"> <li>1. How did you feel during this activity?</li> <li>2. What was the most interesting part of this activity?</li> <li>3. What was the most difficult part of this activity?</li> <li>4. Would you use this activity in your work and why?</li> </ol> </li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ It is very important to make sure that each participant has got the same amount of time - 60 seconds to speak and express his/her opinion. Also, any comments or questions are not allowed during the plenary.</li> </ul>

## Activity 3: The neighbourhood yard

Duration: 40 min

### Expected outcome:

- ✓ explore participants' own attitudes, beliefs and values
- ✓ gain new skills and develop knowledge of important concepts related to identity, discrimination, otherness, empathy, diversity and co-operation
- ✓ promote valuing human dignity and human rights, co-operative skills, civic-mindedness, knowledge and critical understanding of self.

### Methods/ techniques used

- ✓ Role-play, collaborative work

### Resources

- ✓ Stickers of four colours

### Practical arrangements

- ✓ A large space is needed where participants will be able to move and group

### Procedure

#### Step 1 (15 min)

- ✓ In this activity, learners are asked to form a circle. The facilitator gives them the following instructions: "We are going to start an activity. In this activity you are not allowed to talk at all. First I will ask you to close your eyes and then shortly after you will be able to open them again. But you still must not speak. It is very important that you never speak throughout this exercise. Now, please close your eyes." The facilitator then silently sticks small coloured stickers on participants' foreheads. For example, with a group of 20 participants, the distribution may be the following:
  - ▶ Majority = blue stickers on eight participants' foreheads
  - ▶ Second majority = green stickers on six participants' foreheads
  - ▶ First minority = yellow stickers on three participants' foreheads
  - ▶ Second minority = red stickers on two participants' foreheads
  - ▶ One participant remains without a sticker.
 The facilitator gives the following instruction to the group:
 

"When I say so you will open your eyes but you will not be able to talk. Your task will be to group yourselves. [the facilitator says this clearly, twice]. Now you may open your eyes... and group." The group works for as long as it is comfortable, while the facilitator observes the participants' behaviour and attitudes and makes notes to use during the debriefing of the activity.

Step 2 - Debriefing (25 min)

- ✓ The facilitator engages participants in a discussion on the following questions:
  1. How did you feel when you had your eyes closed?
  2. What was your first reaction when you opened your eyes?
  3. How did it feel not to be able to talk?
  4. What strategies did you think of to do the task?
  5. What does this make you think of if you compare it to real-life situations?

Tips for trainers

- ✓ The formulation of the question is important. Although participants are not told to group “by colour” that is what they are most likely to do as the facilitator has not given any instruction or any criteria for grouping. Because of people’s habit of classifying things in the surrounding environment, the group will separate into sub-groups of blues, greens, yellows and reds, and leave the participant without a sticker all alone and isolated.
- ✓ The vast majority of groups manage the task, but on rare occasions a group will experience so many difficulties co-operating that they will not find a solution. This is very rare, but if it does happen the facilitator has to decide when it is a good time to stop the group work.



## Activity 4: Where do you stand?

Duration: 30 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>✓ allow participants to defend their points of view and to understand that of others</li> <li>✓ promote responsibility, flexibility and adaptability, valuing democracy, justice, fairness, equality and rule of law, knowledge and critical understanding of the self-confident.</li> </ul>
<p>Methods/techniques used</p> <ul style="list-style-type: none"> <li>✓ Hypothetical situation</li> <li>✓ Listening teams</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ List of statements (appendix 3), pink and orange stickers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ For this activity it is necessary to have a large room to make sure that participants would be able to move freely and to make a stand about suggested topics.</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min)</p> <ul style="list-style-type: none"> <li>✓ The facilitator tells participants that in one wall there is a message “I agree” and on the other wall “I disagree”.</li> <li>✓ The facilitator explains participant that once they read statement they need to move towards the “I agree” sticker if they agreed, or towards the “I disagree” sticker if they disagreed. Those who are undecided or have no opinion should stay in the middle, but they won't be able to speak.</li> <li>✓ After facilitator reads the first statement and everybody has chosen his/her position, facilitator asks randomly some of participants to explain to others why he/she chose that position. He/she should try to convince others that he/she is right and to invite other to join him/her. The facilitator would allow 5 minutes for this potential change of position. Once all statements are read, evaluation starts.</li> </ul> <p>Step 2 - Debriefing (15 min)</p> <ul style="list-style-type: none"> <li>✓ The facilitator engages participants in a discussion on the following questions:             <ol style="list-style-type: none"> <li>1. How did you feel during this activity?</li> <li>2. Was it difficult to choose? Why?</li> <li>3. Was it hard to stay in the middle and not to be able to speak?</li> <li>4. What sorts of arguments are used in this activity, those based on facts or based on</li> </ol> </li> </ul>

emotions?

Tips for trainers

- ✓ The difficulty can occur if some of the participants cannot make up their minds or need more time to make a decision. In that case, the facilitator can decide to ask him/her (those in the middle) to explain the reasons for taking certain position during the activity.

## Activity 5: Evaluation

Duration: 45 min

<p>Expected outcome:</p> <ul style="list-style-type: none"> <li>✓ fill in the self-assessment answer sheet and think of the all values, attitudes, skills, knowledge and methods they gained during this training.</li> <li>✓ photos and final report for the training.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Self-assessments answer sheet</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Daily evaluation form (appendix 4)</li> <li>✓ Markers</li> <li>✓ Sheet of paper (one per group)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ For this activity it is necessary to have a large room to make sure that participants would be able to move freely and to make a stand about suggested topics.</li> </ul>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> <li>✓ The facilitator will give every participant the Daily evaluation form (appendix 4) to fill in.</li> </ul> <p>Step 2 - Debriefing (35 min)</p> <ul style="list-style-type: none"> <li>✓ Participants should sit in groups of four. The facilitator gives each group a card with the following questions:             <ol style="list-style-type: none"> <li>1. What were the biggest strengths and the biggest weaknesses of the training?</li> <li>2. What changed in your perception of education?</li> </ol> <p>Also, the facilitator will give each group sheet of paper and markers. The task of each group is to visually present the answers to the questions.</p> </li> <li>✓ After that, each group will present their posters which will be attached to the wall.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Besides the Daily evaluation form, the facilitator can give a task to participants to use some of these activities in their work and, after a certain period, send them an online questionnaire to check their progress and to get information about these activities.</li> </ul>

## References

All Different - All equal Education pack, European Youth Centre, Council of Europe, 1995, retrieved from

[http://www.moec.gov.cy/pagkosmia\\_ekpaidefsi/docs/All\\_different\\_all\\_equal.pdf](http://www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf)

Competences for Democratic Culture, Council of Europe online publication available at

<https://rm.coe.int/16806ccc07>

Daily evaluation form from International Training and Education Center for Health, available at <https://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html>

Pestalozzi Programme training resource: “The neighbourhood yard” from TASKs for democracy, Pestalozzi Series No. 4, Council of Europe

The jigsaw classroom Elliot Aronson’s learning technique available at

<https://www.jigsaw.org/>

## Appendices

### Appendix 1:

Education in 21st century should...

Education in 2036 will look like...

Respect...

Flexibility and adaptability...

Self-efficacy...

Communicative skills...

Teachers should...

Equality or equity...

Co-operation...

Tolerance...

## Appendix 2:

Authority of teacher ...

Empathy is important...

The best lesson I have ever learned is...

Responsibility ...

Knowledge and critical understanding...

Values...

Democratic culture...

Power of change...

Civic-mindedness...

Openness to cultural otherness, world views, beliefs and practices...

## Appendix 3:

### Where do you stand?

1. Learning is a product of teaching.
2. Everyone is responsible for the politics of his/her country.
3. Democracy is when everybody is equal.
4. You add value to the people when you value them.
5. Change is the end result of all true learning.
6. The highest result of education is tolerance.
7. Knowledge will give you power, but character respect.

## Appendix 4: Daily evaluation form

Name of training: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did you enjoy most today?
2. What did you learn during today's sessions that you might consider using in your work?
3. Was there anything you did not understand during today's sessions? Please provide specific examples.
4. What is the most valuable thing you learned today? Did you learn something about yourself?
5. What other specific comments do you have?

Thank you!