



# Pestalozzi

## Training Resources

Education for Democratic Citizenship (EDC)  
How can we help students become active citizens  
in a democracy?

by

**Authors:** Chrystalla Kalogyrou - Cyprus  
Mehmet Ali Dombayci - Turkey  
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The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

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## How can we help students become active citizens in a democracy?

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## Theme: Active citizenship and democracy

### Expected outcome

- ➔ To develop an understanding of active citizenship and democracy through practical application and especially of Europe's democratic identity in its diversity.
- ➔ To enhance teachers' critical thinking skills through a reflective approach:
- ➔ To increase participants' confidence to use the particular activities in their workplace.

### Target group

Type of training	School level	Subject area
Initial and in-service training	Upper secondary	Civic education

### Brief description of the unit

The unit brings trainees to familiarize themselves with the issues of active citizenship and democracy through discussion of their conceptual foundations. Active citizenship is considered here as the key issue that falls at the heart of education for democracy (notably its two traditions: civic republicanism and liberalism). The unit offers to teachers the opportunity to examine the relationship between active citizenship and democracy while putting in light how active citizenship can only occur in a democracy. Ultimately, it provides participants with activities that can be used in the workplace. Thus, throughout the presentation of the above theoretical underpinnings, the following activities are modeled:

- “thought shower” activity about citizenship;
- role play activity about human rights;
- role play activity about democracy ;
- role play activity about facilitating dialogue on common issues.

### Methods/techniques used

Reflective and experiential approach, dialogical approach; brainstorming, role play.

**Time** 3 hours, including a 20 minute break

Introduction	▶ 10 minutes
Thought shower about citizenship and general discussion of theory	▶ 20 minutes
Activity 1 role play on rights and duties + discussion	▶ 40 minutes
Activity 2 role play about democracy + discussion and theory	▶ 40 minutes
Activity 3 role play about participation + discussion and theory	▶ 20 minutes
Debriefing session and application activities in the workplace	▶ 20 minutes

### Resources

Pre-reading for activity 1	Appendix 1
Pre-reading for activity 2	Appendix 2
Pre-reading for activity 3	Appendix 3
Debriefing and evaluation questions	Appendix 4
Materials: flip charts and markers	

## Activity 1 “What is citizenship?”, a thought shower



20 minutes

	Notes
<p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➤ To understand the concept of citizenship through practical application.</li> </ul>	
<p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To familiarize teachers with concepts related to citizenship.</li> <li>➤ To promote active participation in group discussion in a respectful manner.</li> <li>➤ To derive concepts related to democratic citizenship by using examples from trainees’ experiences.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Dialogical approach; brainstorming.</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 1</li> <li>➤ Flip charts and markers</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Make space in the room so that 4 or 5 groups can work simultaneously.</li> <li>➤ Give each group a flip chart and a marker.</li> </ul>	

**► Instructions/procedure:**

- Ask participants to form groups of four or five and to select a group leader.
- Give out flip charts and markers.
- Remind teachers about brainstorming rules using appendix 1.
- Ask them to brainstorm on the following question: (10 minutes)
- “How do you feel about being a citizen in your country?”
- Each group leader presents the results to the whole group.
- Write on a board the main points of group presentations in two columns entitled “rights” and “duties”.
- Lead the discussion about commonalities and differences in perceptions.

**► Tips to trainers/anticipated difficulties**

- Make sure that for every activity a different member of the group is assigned to be the group leader.
- The participants are asked to think about how they feel about being a citizen. Make sure the discussion remains on the task.

**► Debriefing/reflecting**

- Lead a discussion on active citizenship, going back with the group to the ideas expressed in the preparatory reading in appendix 1.
- Reformulate the debate to summarize content and proceed to emphasize that citizenship is the membership of an individual in a political community.

## Activity 2 “Do citizens experience equal status in their relationships within the political community? A step forward<sup>1</sup>, role play”



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To reflect on issues of power and the impact of discrimination and inequality on citizenship and the enactment of rights and duties.</li> <li>➤ To reflect on the concepts of “rights” and “duties”, as elements of citizenship.</li> </ul>	
<p>▶ <b>Specific aims:</b> Group work</p> <ul style="list-style-type: none"> <li>➤ To enhance teachers’ critical thinking skills through a reflective approach.</li> <li>➤ To promote the use of personal experiences during group work when teaching concepts related to rights and duties as elements of citizenship.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> Experiential approach, reflective approach; role play.</p>	

<sup>1</sup> This activity is adapted from Compass, A manual on HRE with young people, chap.2-38, CoE, Strasbourg, 2002 – freely available at [http://www.eycb.coe.int/Compass/en/chapter\\_2/2\\_38.asp](http://www.eycb.coe.int/Compass/en/chapter_2/2_38.asp)

► Resources

- Resource A: Preparatory reading appendix 2
- Resource B: Role cards (12 cards to be multiplied if more than 12 participants)

I am an immigrant	I am deaf
I am a male	I am a President
I am gay	I am mentally ill
I am a Muslim	I am 10 years old
I am a teenager	I am an old age pensioner
I have Down's syndrome	I am a woman

- Resource C: Statements
  - I have been in preschool.
  - I can learn whatever I want.
  - I can dress as I want.
  - I can do what I want every day.
  - I can rest every day.
  - I can live with my parents.
  - I can be with my friends.
  - I can criticize the authorities whenever I want.
  - I have enough to eat.
  - I have the same salary as others doing the same job.
  - I have same opportunity for jobs as others.
  - I can travel on the bus.
  - I can learn my own native language in school.
  - I can learn what I need.
  - I can go to doctors whenever I am ill.



<ul style="list-style-type: none"> <li>- I can marry whoever I want.</li> <li>- I can join any union that I want.</li> <li>- I live in a healthy environment.</li> </ul>	
<p>► <b>Practical arrangements:</b> It is important to clear the floor and have a lot of space.</p>	
<p>► <b>Instructions/procedure</b></p> <ul style="list-style-type: none"> <li>➤ Have teachers read the relevant text to enable discussion (appendix 2: Preparatory Reading)</li> <li>➤ Each participant draws one card with one of the roles (resource B). Note: if there are more than 12 participants, some will have the same role without knowing it.</li> <li>➤ The participants are not allowed to show others which role they have drawn.</li> <li>➤ Give participants time to reflect on their role. Ask them to go to one end of the room.</li> <li>➤ Enounce each one of the statements (resource C) and ask the participants to take a big step forward, a small step or stay still according to how they feel the statement fits their role.</li> <li>➤ The trainees will end up in different positions - even those who have the same roles. The teacher then asks the students the following questions, going in turns <ul style="list-style-type: none"> <li>• <i>Who are you?</i></li> <li>• <i>Why are you at this place?</i></li> <li>• <i>How did you feel when you were taking the steps? Or standing still when others were moving?</i></li> <li>• <i>How did you feel when you were left alone/not moving?</i></li> </ul> </li> </ul>	
<p>► <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➤ Prompt the participants to discuss issues of power, discrimination and equality. (E.g. Do some people have to face obstacles in enjoying their rights as citizens?)</li> <li>➤ Prompt the participants to think about the elements of inequality and the role of empathy in active citizenship. (E.g. Does your attitude as a co-citizen matter?)</li> </ul>	

▶ **Debriefing/reflecting**

- Ask participants “In addition to rights, what duties does a citizen have?”
- Discussion about the extent to which they should be enacted: Do some people have the chance to have “lighter” duties than others, as citizens? Should legal duties be adjusted for some people in particular situations? Should people do voluntary work?
- Go back to flip chart from activity 1 + the preparatory reading and make bridges with the group discussion.

**Activity 3 “What is democracy? Is there more than one type of democracy?”**

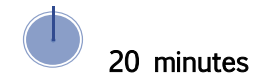


40 minutes

	Notes
▶ <b>General aim:</b> To promote an understanding of types of democracy	
▶ <b>Specific aims:</b> <ul style="list-style-type: none"> <li>➤ To reflect on the notion of values in regard to democracy</li> <li>➤ To teach relevant concepts related to citizenship and democracy</li> </ul>	
▶ <b>Methods/techniques used:</b> Dialogical approach, reflective approach.	
▶ <b>Resources</b> <ul style="list-style-type: none"> <li>➤ Appendix 3: preparatory reading</li> </ul>	
▶ <b>Practical arrangements:</b> Set up the room for group work (4/5 groups)	

<p>▶ <b>Instructions</b></p> <ul style="list-style-type: none"> <li>➢ Prompt the participants to discuss generally about things that define democracy. (10 minutes)</li> <li>➢ Write their statements on the board.</li> <li>➢ Ask participants to form groups of four or five and to select a group leader.</li> <li>➢ Ask groups to rank the statements from the least to the most important. (10 minutes)</li> <li>➢ Have group leaders present the results. (10 minutes)</li> <li>➢ Lead a whole group discussion. (10 minutes)</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➢ Go back to relevant reading in appendix 3 to enhance discussion</li> <li>➢ Conclusion:             <ul style="list-style-type: none"> <li>• There are different types of democracy</li> <li>• Democracy implies notions of structure, process, concepts, values, etc...</li> </ul> </li> </ul>	

**Activity 4 “How important is participation? What role does dialogue play in the implementation of active citizenship?”; a role play”**



20 minutes

<b>Notes</b>	
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To promote an understanding of the importance of active citizenship in a democracy.</li> <li>➢ To emphasize the importance of dialogue to implement active citizenship.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> Role play.</p>	

<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Resource A: one handout/group             <ul style="list-style-type: none"> <li>• You represent the.....</li> <li>• You do/don't want the use of mobile phones to be forbidden at school. Why?</li> <li>• We would like to argue that.....</li> <li>• We understand that it will be difficult for .....</li> <li>• Therefore we think that it will be of the best interest of these groups to.....</li> </ul> </li> </ul>	
<p>▶ <b>Practical arrangements:</b> Set up the room for group work (4/5 groups)</p>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Read the following scenario to the group:  <i>After an incident of bullying recorded on a mobile phone ("happy slapping" incident) in a school, the staff wants to forbid the use of mobile phones in school. Do we agree?</i> </li> <li>➤ Divide the group into groups of 4 or 5 and give them roles: E.G. Pupils who don't agree, Parents who don't agree, parents who agree, Teachers who agree, The Ministry who agrees</li> <li>➤ Give a handout for each group and ask them to complete it.</li> <li>➤ Give 2 minutes for each group to report their ideas to the whole group.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <p>If extra time is available, the trainer can have one group play a dialogue in front of the whole group. It will allow trainer to introduce elements of negotiation to come to a common understanding of the issue and reflect on the concept of "common good" in a society and it's relation to HR and democracy.</p>	
<p>▶ <b>Debriefing/reflecting:</b></p> <p>The trainer should stress that this activity refers to the development of a dialogue on a common issue between different parties in order to "learn to argue and argue to learn".</p>	

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## Evaluation and assessment

	Notes
<p>➤ What has been the key learning for you?</p>	
<p>➤ What aspect(s) of your practice, will change as a result of studying this topic and modeling what you have learned?</p>	

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Give out the following feedback sheet

Rubric for Group Discussion<sup>2</sup>

This form will help you assess performance, quality of interactions and level of participation during the group discussions.					
0= Beginning 1= Developing 2= Acquired 3= Outstanding					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score</b>
All group members participated in the group discussion actively.	1	2	3	4	
The members of the group listened to each other carefully.	1	2	3	4	
The members of the group assisted and encouraged each other.	1	2	3	4	
The members of the group completed their tasks.	1	2	3	4	
No one tried to dominate the group.	1	2	3	4	
The members of the group accepted the critics about their ideas and opinions.	1	2	3	4	
There was trust among the group members.	1	2	3	4	
Sum up the numbers being circled to get a total score. Total score _____					
A. The thing I like about our group is that _____ .					
B. My suggestions to improve our group performance _____ .					

<sup>2</sup> This chart is adapted from Alan C. King. Skills for Healthy Relationships, CMEC, 1993

### Teaching activity

**Title:** Develop your own role play activity

**Purpose:** To promote confidence in applying in the classroom the methods modeled in the present unit.

#### Instructions

- Ask the groups to choose another controversial issue and make their own activity, (e.g. “Should voting be compulsory?”)
- Ask them to be explicit about the connection between their activity and the notions of citizenship and democracy.
- Prompt them to schedule a similar activity for their classrooms (action plan).
- Ask them to think about particular issues when they are planning, piloting and evaluating the activity. E.G. “Does this kind of activity promote democratic citizenship education?”
- Help them plan on evaluation of their own planning, activity and feedback (including processing pupils’ responses to the activity).

### References

- Gibbs G. (1988), Learning by Doing: <http://www2.glos.ac.uk/gdn/gibbs/index.htm> 20. Nov 2007
- Council of Europe (2002), “Compass, A manual on HRE with young people”, chap.2-38, CoE, Strasbourg, 2002 – freely available at [http://www.eycb.coe.int/Compass/en/chapter\\_2/2\\_38.asp](http://www.eycb.coe.int/Compass/en/chapter_2/2_38.asp)
- Heater D. (1999), “What is citizenship ?”, Oxford Polity Press

#### As background to the training session:

- Carter, A. and Stokes, G. (Editors), “*Democracy and Citizenship*” in Democratic Theory Today, Challenges of the 21<sup>st</sup> Century, Oxford: Polity Press, 2002

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## Appendix 1:

### Activity 1: Thought shower

#### A. Pre-reading:

##### Focus Question: What does citizenship mean?

- Membership of an individual in a political community.
- Status, (e.g. legal status)
- Identification, (e.g. I am Cypriot, but do I feel Cypriot?)
- Participation: (e.g. I am involved in.....)

Understanding Citizenship can become problematic if we stress one element at the expense of the others. For example, by stressing “status” we may exclude those who do not belong in the group.

#### Generalities on two traditions of Citizenship:

##### Civic Republicanism:

It finds its origin in Greek classical antiquity and is rooted in the set of ideas and values defining the ‘good citizen’. This tradition is linked to the ideal of direct democracy in which citizens take part in the decision-making process. Civic republicanism not only rejects monarchy but emphasizes the need for citizens to put their country above their interests realizing in consequence the ‘common good’.

##### Liberalism:

It finds its origin in the Roman classical tradition and is rooted in the set of ideas and values that are drawn from Roman law. Such tradition was fully formulated in the 17th century in Europe. The ideal of parliamentary democracy is usually linked to this tradition where citizens elect a representative to look after their interests. The liberal tradition therefore stresses individual rights with the framework of the rule of law. For this tradition the best government is one in which the rights of the individual are safeguarded by constitutional limits on government power – separation of the powers, the legislature, the executive and the judiciary. –



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**B. Brainstorming rules (for teachers only)**

- Define the problem you want solved clearly, and lay out any criteria to be met; 'common good'.
  - Keep the session focused on the problem
  - Ensure that no one criticizes or evaluates ideas during this session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free running nature of a good brainstorming session
  - Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group
  - Let people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity
  - Ensure that no train of thought is followed for too long. Encourage people to develop other people's ideas, or to use other ideas to create new ones
  - Appoint one person to note down ideas that come out of the session. A good way of doing this is to use a flip chart. This should be studied and evaluated after the session
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**Appendix 2:****Activity 2: Role play about rights and duties in a particular society****Focus Question: What are a citizen's rights and duties as an individual?****Rights:**

- Many ways to think about rights.
- Marshall' model (1963):
  - Civil rights: property, legal rights
  - Political: voting, participating in public interest groups
  - Social: welfare, health
  - Discussion: Do you think that Marshall is right in theory and he is providing an accurate representation of how society works in practice? (there are other kinds of rights e.g. environmental rights)

*Notes to trainers: you can give the following reference as extra reading: Derek Heater (1999), "What is citizenship?", Polity Press*

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**Focus Question:** What kind of rights and duties does a citizen have and to what extent should they be enacted?

- There are different kinds of duties.
- Legally based: Paying taxes, voting, etc.
- Not legally based but have to do with attitudes, and behaviors
- How does discrimination play against the enactment a citizen's rights?

### Appendix 3:

**Activity 3:** A discussion on democracy

**Focus Question:** What does democracy mean?

- **Generalities on types of democracy:**
    - Variety of definitions about democracy.
    - Direct democracy : direct participation of all citizens in the decision-making process
    - Indirect or Representative Democracy: Representatives are democratically selected by the people to represent their demands and needs in legislative bodies.
    - Formal democracy: the constitutional frame.
    - Informal democracy: a citizen's involvement local in community, civil society in action.
  - **Definition of democracy**
  - **Generalities on the relation between Citizenship and democracy**
- (Greek word “demos” =“people” + “kratos”=“rule
  - “demos” : a group which makes political decisions by some form of collective procedure
  - A way of making decisions through the collective participation of the members of a group.

- 
- Non-members of the “demos” do not participate
  - Citizenship = membership = collective participation
  - Decision making: a common task
  - Leads to the development of a dialogue on “common issues”
  - Dialogue is the result of collective participation.
- **Generalities on the relation between Citizenship and democracy**

Active citizenship is implemented in democracy in the form of collective participation that sustains dialogue on common issues. The extent of active citizenship determines the extent of democracy (including the right to deliberate non-participation)

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#### Appendix 4:

These activities are designed to help you apply what you have been studying and achieve improvements in your work place. They are most effective if you are able to work with other colleagues who can offer feedback on how well the activity achieves its purpose. Colleagues can help you apply the training and you can help them by sharing your good practices (collaborative approach).