



# Pestalozzi **Training Unit**

Evaluation and assessment of transversal attitudes,  
skills and knowledge (EVAL)

## Constructing Democracy - an interactive exploration

by

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

## Title

Constructing Democracy - an interactive exploration

## Brief description

This training unit offers participants the opportunity to experience democratic, undemocratic, fair and unfair systems, and then reflect on them in a proactive manner - hereby helping participants to become more aware and more active democratic citizens. The training unit advocates the Pestalozzi Programme principle that “The medium is the message”. Therefore, the activities rely on learning by doing, democratic participation and cooperation. Throughout the programme participants are asked to reflect on their learning. The hereby gained data serves as a basis for adapting the training unit accordingly. At the end of the training the participants also evaluate the course itself.

## Expected outcomes

Participants are expected to develop the following Transversal Attitudes, Skills and Knowledge:

- ✓ A\_HR\_2: Readiness to adopt the values of human rights and democratic citizenship as the foundations of living and acting
- ✓ S\_COOP\_1: Ability to learn in a number of ways from participation in groups
- ✓ K\_HR\_1: Knowledge of international frameworks and declarations of human rights and the rule of law
- ✓ K\_SELF\_1: Self-knowledge and introspection

## Activities

	Duration	Methods used
Activity 1: Undemocracy	65 minutes	Role-play Debriefing in a Cooperative Learning structure Reflection
Activity 2: The Tree of Learning	15 minutes	Self-assessment 1
Activity 3: Putting Democracy to the test	75 minutes	Mind map: Democracy Role-play: Privileges Four Corners Debriefing

Activity 4: The Pillars of Democracy	75 minutes	Cooperative group forming Making group “tableaux”s Reflection
Activity 5: The Tree of Learning: revisited	15 minutes	Self-assessment 2
Activity 6: Assessment and Evaluation	45 minutes	Course evaluation: Individual reflection Placemat Group reflection

### Background and context

This training unit is meant for the training of trainers and teachers of citizenship / social studies / intercultural competence, working with upper primary or secondary students aged 9-18. With slight adjustments the activities might also be adapted to university level.

## Activity 1: Un-democracy

Duration: 65 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants experience what it feels like to be in an undemocratic system</li> <li>✓ Participants become motivated to turn undemocratic/unfair systems into more democratic/fair systems</li> <li>✓ Participants work efficiently together with peers</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Role-play</li> <li>✓ Round Robin: cooperative reflection</li> <li>✓ Plenary debriefing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Observers' Worksheet</li> <li>✓ Groups' Worksheet</li> <li>✓ stickers in 5 (or less) different colours numbered in a way that you will have mixed groups in the end, with at least one white member in each group</li> <li>✓ A list of options for the participants to choose from, to be displayed in Step 2. Make sure that certain options are way more desirable than others, but also keep the options credible. Depending on the context, the options might be subtopics within the training or they might be activity centres that vary from fun games to dull worksheets.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ enough space at the front of the room for the red participants during Step 4</li> <li>✓ board/flipchart</li> </ul>

## Procedure

### Step 1 (5 min)

- ✓ Take one fifth of the participants to the side, and explain to them that they will be observers during the ensuing role-play. Their task will be to watch carefully how the other participants react, and take notes using their observers' worksheets. Hand out the worksheets (Appendix 1). Ask the observers to keep their role secret, and not to show the worksheet to the other participants.

### Step 2 (2 min)

- ✓ Tell the participants that they will be choosing from several activities for this day's lesson/training session. Display the list of options for the participants to choose from. This is a fictional role-play, so their choices won't affect the training, but it's important that they care about the choices they can make.

### Step 3 (8 min)

- ✓ Group the participants into colour groups (reds, yellows, blues, greens and whites) by handing out the colourful stickers that they can stick on their forehead. Make sure that your observers are the only ones in the white group.

### Step 4 (15 min)

- ✓ Now tell the participants that they will be choosing from the list of activities (or subtopics, etc.) according to certain rules. Tell them how many participants can work at each centre / on each activity.
- ✓ Then call on the *yellow* participants to make their choices. They can choose from any of the options. Keep track of the participants' choices on the board, and make sure they don't surpass the limit. If any of the centres/options are full, cross them out, and tell the participants that they cannot choose these ones any more.
- ✓ Next, ask the *blue* participants to make their choices, but tell them that they cannot choose one of the options (make this one of the fun options).
- ✓ Next ask your *red* participants to stand up and come to the front. Tell them that they can only choose from the activities if they manage to hop on one leg for 60 seconds without smiling. They are not allowed to change legs. Time them, and if they put down their foot, or smile, send them back to their seats and assign them to a relatively boring activity. If they manage to hop on one leg without smiling, let them choose from the available options.
- ✓ Now turn to your *green* participants, and tell them that they don't have a say in their choice and assign the most boring option to them.
- ✓ All along the choosing procedure ignore complaints from the participants, or simply shrug and say: "These are the rules".

Step 5 (10 min) - Group debriefing

- ✓ Next, ask the participants to go sit in their number groups (according to the numbers on their stickers), and hand out the group worksheets (Appendix 2). Explain that they should take turns answering the questions, and that the person on the speaker's right side should note down the speaker's answers. Give the groups 8-10 minutes.

Step 6 (10 min) - Plenary debriefing

- ✓ Once most groups are finished discussing their experience, start a plenary debriefing. You can use the questions below:
  - Were there any groups where each participant had been equally satisfied during the activity?
  - Which participants had been the most and which the least satisfied? Why?
  - How do we call systems where members don't have equal rights?
- ✓ The participants are bound to reach the conclusion that the system was unfair/undemocratic. Write these words on the board.

Step 7 - Reflection - (15 min)

- ✓ Now ask the participants to reflect on the following questions in their groups:
  - How can this activity develop the target TASKs?
  - How could you (the participants) use this activity in your own practice?
- ✓ To make debriefing more efficient, you can ask half the group to reflect on the first, and the other half to reflect on the second question. After the groups had discussed the questions, elicit some answers for both questions in a plenary discussion. You can do this using a 'Round Robin' structure to keep it democratic.

Tips for trainers

- ✓ Make sure you act seriously during the role-play and don't give away it being an experiment.
- ✓ If you have enough time you can add these steps after Step 6:
  - Once the participants had drawn this conclusion, ask them to turn back to their groups for 5 minutes, and come up with a fairer/more democratic choosing system, taking into account that there is a restricted number of participants for each activity center / option.
  - Collect the ideas that the groups have come up with, and list them on the board. If it's possible, use these choosing systems in the course of your training, and tell the participants that you will do so.

## Activity 2: Tree of Learning - assessment activity

Duration: 15 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants reflect on what they had learnt</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Tree of Learning</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Tree of Learning poster</li> <li>✓ colour-code poster</li> <li>✓ post-its in 3 colours</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ a bigger surface to hang the Tree of Learning poster on</li> </ul>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>✓ Show the participants your ‘Tree of Learning’ with the statements on it, and explain that you would like them to reflect on what they had learnt during the session. Explain that you will ask them to reflect again later in the training.</li> <li>✓ Show them the colour-code you are using (e.g. Green=No, Yellow=So-So, Orange=Yes), and explain that they will be voting with green, yellow and orange post-its, which they can put on the branches of the tree.</li> </ul> <p>Step 2 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Read out the statements, and give participants some time to think about their answers. Then ask them to go to the Tree of Learning and vote using the post-its.</li> <li>✓ Once the voting is done, take a photo of your tree, so you can compare it with its later versions.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Choose your statements for the Tree of Learning carefully, based on what you think the participants are expected to learn from the training. Aim high with the statements, so you don’t end up with only ‘yes’ answers initially, as that data is difficult to build on. Your statements could be: <ul style="list-style-type: none"> <li>○ I have learnt useful methods for introducing the concept of democracy to trainees/students in my practice</li> <li>○ I know how to teach about democracy through democracy</li> <li>○ I am able to plan democratic reflection activities</li> <li>○ I benefited from working together with my peers</li> <li>○ Me and my peers participated equally during group activities</li> </ul> </li> <li>✓ Use the feedback you have gotten for fine-tuning your upcoming training sessions.</li> </ul>

### Activity 3: Putting Democracy to the Test

Duration: 75 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants form a nuanced understanding of democracy</li> <li>✓ Participants become aware of inequality in our society</li> <li>✓ Participants become empathetic towards marginalised groups in our society</li> <li>✓ Participants work efficiently together with peers</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Mind map</li> <li>✓ Role-play</li> <li>✓ Debriefing: Four Corners</li> <li>✓ Plenary debriefing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ a paper dustbin</li> <li>✓ sheets of paper</li> <li>✓ Signs hung up in the 4 corners of the room, saying: ‘Totally agree’, ‘Somewhat agree’ ‘Somewhat disagree’ or ‘Totally disagree’, one sign in each corner</li> <li>✓ Some space in each corner of the room</li> <li>✓ Fake printed money (optional)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ participants sitting at different distance from the dustbin in a way that it’s less accessible for some than for others</li> </ul>

## Procedure

### Step 1 (10 min)

- ✓ Ask the participants to form groups of 3 or 4 with the people sitting next to them. Hand out an empty sheet of paper to each group. Next, ask the participants to reflect individually on what they know so far about democracy. After a minute, ask them to make a (minimalistic) mind map about democracy, with each participant naming one word/feature at a time, and the person on their right noting it down. Let the groups work for a couple of minutes, then ask them to stop.
- ✓ Ask the groups one by one to share a word/feature with the whole group, and note it down on the board. Ask each group to name something that had not been named before to ensure active listening and avoid repetition.

### Step 2 (10 min)

- ✓ Remind the participants of the previous session's choosing system, and ask if they can recall why it was undemocratic (not all members could choose; some had restricted choices, etc.)
- ✓ Explain that this time they are citizens of a country where democratic elections were held the day before, in which they all voted for the new ruling party. There are many poor people in the country, and the new prime minister had promised to create a fair system. Explain that you will be playing the prime minister.
- ✓ Stand at the front of the room, and exclaim: "Dear Citizens, Thank you for having elected me. Just like I promised, I will create a fair system. You will all have equal chances at becoming rich. I have collected all of your money, and I will distribute it in a fair way. How do we do this? All of you will get a sheet of paper. All you have to do is crumple it up into a ball, and score with it into the recycle bin. Those who score will become rich. You all have to do the same task, so you all have equal chances. Let's start!"

### Step 3 (10 min)

- ✓ Hand out sheets of paper to the participants, place the recycling bin at the front of the room, and ask the participants to score one by one while staying seated in their place. Keep track of who scores and who doesn't on the board. If you want, you can also hand out fake printed money to those who score.

### Step 4 (30 min) - Debriefing

- ✓ Once all participants finished, explain that you will do a debriefing (reflection) activity.
- ✓ Explain that you will say a number of statements and that the participants will be expected to stand in one of the corners of the room depending on their answer being 'Totally agree', 'Somewhat agree' 'Somewhat disagree' or 'Totally disagree'. Point to the signs in the corners, and make sure students know what each corner represents.
- ✓ Tell the participants that after every statement, once they have chosen a corner, a discussion will follow, and that they are welcome to change corners or move closer to another corner at

any moment of the discussion if they agree with/are convinced by another participant's reasoning.

- ✓ Announce the statement: "During this activity everyone had an equal chance to become rich." and ask the participants to show their opinion by standing in one of the corners.
- ✓ Call on a number of participants - from different corners, if possible - to explain their choice of corner, starting with the phrase "I am standing here because...". Remind participants that they can change corners at any given moment and encourage them to do so.
- ✓ After having elicited feedback from a number of participants - hopefully with diverse opinions - summarize the mentioned comments.
- ✓ If the participants' age allows, repeat the steps with the following statements, keeping up a fast pace:
  - "The system used in this activity was democratic."
  - "Democratic elections result in a democratic system."
  - "The scenario demonstrated in the activity reflects real life."
- ✓ Finally, hold a plenary debriefing, and collect the participants' ideas on the system. If they don't mention it themselves, bring up the concept of privilege, and explain that most probably the participants themselves are privileged too compared to other people in their society. Elicit a number of marginalised groups from the participants.
- ✓ Step 5 - Reflection - (15 min)  
Now ask the participants to reflect on the following questions in their groups:  
How can this activity develop the target TASKs?  
How could you (the participants) use this activity in your own practice?  
To make debriefing more efficient, you can ask half the group to reflect on the first, and the other half to reflect on the second question. After the groups had discussed the questions, elicit some answers for both questions in a plenary discussion. You can do this using a 'Round Robin' structure to keep it democratic.

#### Tips for trainers

In order to let all participants experience the unfairness of the activity, don't allow for comments and requests to change the system, but insist on finishing the game before the participants can express their views. If participants get upset, reassure them that there will be reflection after the activity.

## Activity 4: The Pillars of Democracy

Duration: 75 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants form a nuanced understanding of democracy</li> <li>✓ Participants work efficiently together with peers</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ CL technique for forming groups</li> <li>✓ Group work: forming a “tableaux”</li> <li>✓ Plenary debriefing</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ photos of elements of democracy, used for forming groups</li> <li>✓ 8 “pillars of democracy” printed</li> <li>✓ magnets / blu-tack</li> <li>✓ “Temple of Democracy” poster</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ enough room in the middle/front of the room for the groups to perform their “tableaux”</li> </ul>
<p>Procedure</p> <p>Preparation</p> <ul style="list-style-type: none"> <li>✓ Before the lesson print out photos that represent the 8 “pillars of democracy” (see Appendix 3). Write the titles (e.g. ‘shared power’) on the relevant pictures’ back using big letters. Cut the pictures into big chunks to form puzzles that the participants can later on use to form groups.</li> <li>✓ Then, prepare a “Temple of Democracy” poster (see Appendix 4), and write down/print out the 8 titles in a way that each of them will fit into one of the 8 pillars of the temple.</li> </ul> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Hand out the pieces of puzzle, ask participants to find their partners with the help of the puzzle pieces, and then sit down with their groups/pairs.</li> <li>✓ Tell the participants that they will be forming “tableaux”s, live pictures to represent their title. Tell them that they have 5 minutes to work on their “tableaux” and that they will present it to each other when they are done.</li> </ul> <p>Step 2 (15 min)</p> <ul style="list-style-type: none"> <li>✓ While the groups are working, display the 8 titles on the board with the help of the magnets / blu-tack. When the groups are ready, read out the titles, and tell the</li> </ul>

participants that they will have to guess which tableaux represents which title.

- ✓ Call the first group to the front/middle of the room, and ask them to perform their “tableaux”. Next, ask the groups to hold a half-minute brainstorm, and come up with an answer. Elicit the answers from the groups one by one. Then, ask the performing group to announce the correct answer. Repeat this step with the other groups.

Step 3 (5 min)

- ✓ As each title is being guessed, fit them into the pillars on the poster, to build up the “Temple of Democracy”. Once all 8 pillars are standing, explain that these are the “pillars of democracy”, and ask the participants what that could mean. Why is each of these elements important for a democratic society? What would happen if you took out a pillar?

Step 4 (15 min)

- ✓ Ask the participants to draw their own “Temple of Democracy”, but one that’s crumbling down. Explain: decide in your group which pillar(s) you think are the most important. Now draw a temple without those pillars. It will be crumbling down. Write a few ideas - as a mind-map around the temple - to show the consequences of the missing pillars.

Step 5 (15 min)

Ask the groups one by one to present their work, and elicit comments from the other groups. You might want to ask if someone knows of real-life examples of the specific “pillars” missing from certain societies. If so, ask them to share with the group.

Step 6 - Reflection - (15 min)

- ✓ Now ask the participants to reflect on the following questions in their groups:
  - How can this activity develop the target TASKs?
  - How could you (the participants) use this activity in your own practice?
- ✓ To make debriefing more efficient, you can ask half the group to reflect on the first, and the other half to reflect on the second question. After the groups had discussed the questions, elicit some answers for both questions in a plenary discussion. You can do this using a ‘Round Robin’ structure to keep it democratic.

Tips for trainers

- ✓ This is a long activity. Keep up a fast pace, so it remains interesting, but at the same time, given enough time for group work and reflection - especially during steps 4-5-6 - to forego frustration, and guarantee learning.

## Activity 5: Tree of Learning revisited - assessment/evaluation activity

Duration:25 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ Participants reflect on what they had learnt</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Tree of Learning</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Tree of Learning poster from Activity 2</li> <li>✓ colour-code poster</li> <li>✓ post-its in 3 colours</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ a bigger surface to hang the Tree of Learning poster on</li> </ul>
<p>Procedure</p> <p>Step 1 (2 min)</p> <ul style="list-style-type: none"> <li>✓ Hang the original ‘Tree of Learning’ poster on a big surface, and explain that you would like the participants to once again reflect on the statements. Remind them of the colour-code you are using (e.g. Green=No, Yellow=So-So, Orange=Yes), and ask them to give you honest feedback.</li> </ul> <p>Step 2 (8 min)</p> <ul style="list-style-type: none"> <li>✓ Read out the statements, and give participants some time to think about their answers. Then ask them to go to the Tree of Learning and vote using the post-its.</li> <li>✓ Once the voting is done, take a photo of your tree, so you can compare it with the earlier version.</li> </ul> <p>Step 3 (15 min)</p> <ul style="list-style-type: none"> <li>✓ Project a photo of the poster after Activity 2, and ask the participants to compare the two posters.</li> <li>✓ Elicit some general observations. Then tell the participants that you would like to hear their thoughts on why certain branches have “bloomed” and why others have not. Hand out bigger post-its, and ask the participants to jot down what they perceive to be the reasons (one reason per post-it).</li> <li>✓ Ask a couple of participants to read out their thoughts, and stick their post-its next to the branch they described. Then ask all participants to stick on their post-its, and take a look at the final version of the poster.</li> <li>✓ Take a photo for future reflection.</li> </ul>
<p>Tips for trainers</p> <ul style="list-style-type: none"> <li>✓ Use the feedback you have gotten for planning future training sessions.</li> </ul>

## Activity 6: Evaluation of the training session

Duration: 40 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ reflection on learning outcomes</li> <li>✓ eliciting feedback on the training course</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Individual reflection</li> <li>✓ Group reflection in a Cooperative Learning structure</li> <li>✓ Group presentations</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Colourful/shaped slips (see Practical arrangements)</li> <li>✓ Placemats (see Practical arrangements)</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Prepare slips of paper in different shapes/colours (all slips with the same sentence should have the same shape/colour), with the beginnings of sentences, such as:             <ol style="list-style-type: none"> <li>a. I have learnt that..</li> <li>b. I still wonder...</li> <li>c. I would have liked to learn more about...</li> <li>d. It would have been nice to...</li> </ol> </li> <li>✓ Prepare a worksheet with a 3-person Placemat, and make enough copies for each group of 3. The copies should be at least A3 size</li> <li>✓ Tables arranged as islands for group work in Step 2</li> </ul>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"> <li>✓ Explain that the following activity serves as reflection and as assessment of the course. Hand out the slips of paper (one of each shape/colour for each participant), and ask the participants to fill them in.</li> </ul> <p>Step 2 (15 min)</p> <ul style="list-style-type: none"> <li>✓ Once they are ready, show them the Placemat, and explain that they will work in 3s while filling it in. Ask them to number the sections of the placemat: 1, 2, 3.</li> </ul>



- ✓ Participants will be sharing and discussing their answers that they had written on the colourful / shaped slips of papers, starting with one of them reading out a statement. Once a statement has been read out, the other two participants say whether or not they agree with that statement. If both agree, they should write it at no. 3, if one of them agrees, at no. 2, and if neither of them agrees, at no. 1. The participants switch turns after each statement.
- ✓ Check for understanding. Then ask the participants to form groups of 3 with participants that they had not - or had hardly -worked with.
- ✓ Once the groups are formed, hand out the Placemats, and ask the participants to start. If you end up with a group of two, ask them to ignore the third field, and only use two.

#### Step 3 (20 min) - Debriefing

- ✓ Once the Placemats are filled in, ask the groups to present their poster one by one. Encourage the other groups to ask questions or to comment.
- ✓ Finally, thank the participants for their participation and feedback, and ask them to leave the posters in the room, so you can use it as feedback.

#### Tips for trainers

- ✓ Use the feedback you have gotten for planning future training sessions.

## References

### Activity 2

Mompoin-Gaillard, P., & Lázár, I. (2015). *Tree of Learning: TASKs for democracy*. 60 activities to learn and assess transversal attitudes, skills and knowledge. pp. 285- 286, Pestalozzi series no. 4. Strasbourg: Council of Europe.

### Activity 3 & 4

Privilege lesson: <http://www.boredpanda.com/lesson-about-privilege-awareness/>

Reflection activity after Activity 3: inspired by Bernt Gebauer's Training Unit: 'The refugee crisis in Europe: Putting solidarity to the test.', 2016.

Definition of democracy:

[http://www.scholierenverkiezingen.nl/Je-eigen-verkiezingen/Basischool/Introductie/Democratie/\(language\)/dut-NL#83](http://www.scholierenverkiezingen.nl/Je-eigen-verkiezingen/Basischool/Introductie/Democratie/(language)/dut-NL#83)

### Activity 4

Pillars of democracy: <https://www.prodemos.nl/LEER-Meer-over-democratie-en-rechtsstaat/Informatie-over-politiek/Wat-is-een-democratie/Kenmerken-van-een-representatieve-democratie>

### Activity 6

Mompoin-Gaillard, P., & Lázár, I. (2015). *Montage and Mirror: TASKs for democracy*. 60 activities to learn and assess transversal attitudes, skills and knowledge. pp. 289 – 290. Pestalozzi series no. 4. Strasbourg: Council of Europe.

## Appendices

### Appendix 1

#### Activity 1 - Observers' worksheet

**Observer**

What is happening?

How are the students/participants reacting?

Which students/participants seem happy (which colour do they have)?

Which students/participants seem angry (which colour do they have)?

## Appendix 2



### Activity 1 - Groups' worksheet

#### Group reflection

1, Answer the questions below one by one, in a rotation. The student sitting on the speaker's right side notes down the speaker's answers.

*How did you feel during the choosing process? Why?*

Yellow:

Blue:

Red:

Green:

2. The observer shares with the group what else they had observed during the activity. The student on the observer's right hand side notes down the answers.

### Appendix 3

#### Activity 4 - preparation - the 8 “pillars of Democracy”

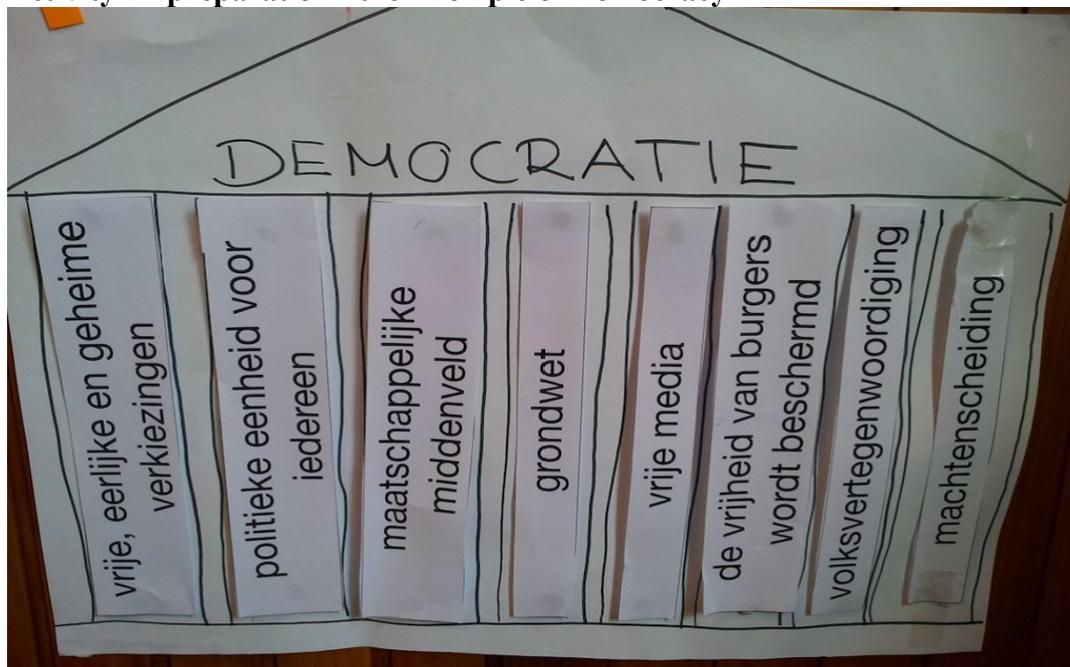
parliament
free, fair and anonymous elections
separation of powers
political equality for everyone
constitution
citizens’ rights are protected
civil society/NGOs
free media

source:

<https://www.prodemos.nl/LEER-Meer-over-democratie-en-rechtsstaat/Informatie-over-politiek/Wat-is-een-democratie/Kenmerken-van-een-representatieve-democratie>

### Appendix 4

#### Activity 4 - preparation - the “Temple of Democracy”



(text in Dutch)