

1.



# CHALK TALK

## Goal:

Describe, develop and reflect upon opinions associated with democracy and discuss this topic.

## Motivation:

We introduce the activity with a provocative idea or expression that we present to the class, e.g. „Democracy doesn't work“, „We don't need democracy“.

We may also use a testifying video or image, which can help introduce the topic without further comments.

## EXPLANATION:

Wetalk with chalk is a discussion method without speaking to clarify arguments.

## Total time:

35-45 min



## Activity time:

20-30 min



## Reflection time:

15 min



## Tools:

blackboard, flipchart and writing material

## Target group:

7+



## Activity description:

1.

Central idea: At the beginning of the lesson, the teacher writes a provocative idea or question concerning democracy in the middle of the board. It is also possible to use a video or image, which is somehow related to the topic of democracy.

Adding opinions: Pupils take a marker and add their own comment or opinion. They can comment directly on the central idea or someone else's comment. Once the whole board is fully covered with comments the teacher ends this phase of the activity.

2.

3.

Summary and clarification of opinions: The teacher goes through the individual comments and opinions. If it is necessary, he/she allows room for pupils to explain their comments and reactions to the statements of others.

Note: Pupils also have the opportunity to ask the opinions of others.

Joint discussion. Pupils sit in a circle. The teacher asks the pupils if they would like to express themselves to any of the presented opinions and further moderates the discussion. He/she encourages reflection on creation and development of opinions, e.g.: whether they were influenced by any opinion or argument, etc.

4.

Questions for discussion:

What is the benefit of democracy? What is the most important value of democracy?

What is its pitfall? Do we have democracy in our republic? Is there anything that threatens democracy?

## Reflection:

Was it easy for you to present your views and arguments?

What influenced your views during the activity?

Has any of your opinions or assumptions change during the activity?

What do you think a good discussion should look like? What rules should be observed during it?

2.



# DEFENCE AND PROSECUTION OF DEMOCRACY

## Target:

Strengthen the ability of critical listening, asking questions and reasoning.

## Motivation:

Let's play the judicial tribunal, we will need a judge, a defence attorney and a prosecutor. We will judge DEMOCRACY as a form of government.

The goal of the defence and the prosecution is to create strong arguments that will influence the court's decision.

The goal of the judges is not to judge the opinion as such, they focus on how they perceive the strength of the reasonings of the individual parties.

Total time:

60 min



Preparation time:

5 min



Activity time:

40 min



Reflection time:

15 min



Environment:

an undisturbed room, chairs and table

Tools:

papers and pencils, stopwatches, cards with roles and a bell/alarm

Target group:

13+



# Activity description:

1.

First, divide the group using pre-prepared cards with roles (judge, defence, prosecution, spectators); example - group has 30 members = 4 judges, 8 defence representatives, 8 prosecutors and 10 spectators.

When the roles and positions in the conflict are clearly defined, the groups of prosecutors and defenders have 10 minutes to prepare. Within their group, they discuss and write down reasonings for their speech before the court. The members of the court rest for now, they can try to get rid of their own opinions on the topic of democracy and enter the role of unbiased judges.

2.

3.

The court will gradually call each party, first the prosecution to present its speech, then the defence. Each side has 5 minutes. The role of the judges is to stay unbiased, critically listen to both sides and try to make the weak points of the reasonings of both sides visible. Judges can take notes as can both sides.

Next comes the questioning phase. It is not only the court and the representatives of both sides of the dispute that present their questions and suggestions, but also the spectators may also get involved. It is advisable to give both parties approximately the same number of questions, min 5 and max 7. At this moment, questions are only raised, no one is responding to them yet.

4.

5.

Now both sides have 7 minutes to prepare their answers and clarify their opinions. They will then deliver their CLOSING SPEECH in front of the court, they will have 3 min.

The judges will move to a private room and discuss the reasonings of the defence and the prosecution, and they will decide either in favour or against democracy. They have 5-10 minutes to consider the judgment, meanwhile, the defence and the prosecution are waiting for the verdict. The verdict can be supplemented with a numerical expression of success of the defence and the prosecution in the interval (-3; 3). The total success of the prosecution is rated (-3), neutral result (0) and total defence success (3).

6.

7.

**Disenchantment:** We stand in a circle and shake everything off the body, we can jump, or even accompany the shake-off by a snort. We take a step out of the circle as an imaginary exit from the role.

## Reflection:

- How was it for you in the role of judges, defence, prosecution?
- How did you manage to decide independently?
- What was it like to create reasonings?
- Which moments did you perceive as turning points - key points?
- Is there any tension in you / how do you feel now?
- What are your feelings?
- What would you need for the tension to ease - disappear?

### What to watch out for:

Keeping participants in their roles, keep track of time and structure, it is recommended for the participants to make notes of everything.

### Notes:

If there is interest, the audience can join the judges at the discussion of the verdict.

3.



# DECISION-MAKING METHOD - SOCIOCRACY

## Goal:

Apply sociocratic way of making decisions, define criteria, reason, discuss, develop the ability to listen.

## Motivation:

Imagine that you are going on a school trip with your class. You arrive at the location and you have to decide how you want to split into the cabins.

## We will need:

Sociocratic decision-making procedure (voting), see chapter 1.

## Task assignment:

The teacher determines in advance how many cabins there are and how many beds they hold each. The teacher then does not introduce any further criteria (for example, girls and boys sleep separately), this remains up to the pupils.

## RECOMMENDATION:

It is advisable that all cabins have the same number of beds (3 – 5), then different options are possible:

- A) there are the same number of places in the cabins as the total number of pupils
- B) some cabins may not be fully occupied.

It is advisable for the teacher to be more of an observer and not to guide the pupils to any particular solution. For younger children, the teacher can be the moderator of the discussion.

## Total time:



## Environment:

Pupils sit together so that they can all see each other (ideally in a circle).

## Target group:



## Activity description:

1.

Pupils choose a discussion moderator. His/her task is to lead the discussion and call on individual pupils. Anyone who wants to speak, will be given the opportunity.

Together, the pupils determine the criteria according to which the division into cabins should take place - the process of getting to an agreement shall take as long as the whole group comes to a mutual agreement. It is convenient to write down the criteria so that everyone can see them.

2.

3.

Anyone who has a specific proposal for a solution shall raise it.

The moderator invites the group to comment on the proposal by voting. If there is someone in the group strongly against, the proposal in this form cannot be approved. The opponent should be able to explain why he/she does not like the given proposal and can submit a counter proposal or an amendment to the existing proposal to the extent of satisfaction.

4.

5.

If the proposal is not approved, anyone from the group can propose a new proposal.

The final proposal is sought by way of sociocratic voting until the whole group is satisfied. (A such proposal to which no one strongly against can be approved).

6.

## Reflection:

Have we reached a satisfactory solution?

How did I feel when we found/didn't find a solution?

Was it easy to find a solution that everyone was happy with?

How did I feel when I voted against the proposal?

What are the advantages and disadvantages of sociocratic decision-making process?

### TIP

It is possible that in the time you have allocated for this activity, the pupils will not be able to agree on any of the proposals.

It's okay, you can finish the activity by concluding that the group did not find a satisfactory solution.

4.



# METHODS OF DECISION-MAKING PROCESS AUTO-, DEMO-, SOCIOCRACY

## Target:

Experience and describe the differences in how we perceive a decision which we have reached via autocratic, democratic or sociocratic process.

## Motivation:

We will try out different ways how you can as a group come to a decision. What does it look like when someone comes to a decision based on his/her authority? How can we vote and what weight can your vote have? Try it out and find out which method suits you best.

## RECOMMENDATION:

The scope, length and form of experience of each decision-making method is completely variable.

It can be experienced as a 10-minute activity, but it can also take place within the framework of the entire day or week when one of the decision-making methods is applied.

## Total time:



## Activity time:



## Reflection time:



## Tools:

Knowledge of the democratic and sociocratic decision-making process. See chapter 1.

## Target group:

10+



## Activity description:

1.

Try to think of a way how the different forms of decision-making process can be applied to a school day or lesson. Examples of a decision-making topic can be for instance: where to go on a trip, the arrangement of desks in the classroom, or classroom decoration, a lesson topic and its form, way of spending a break, etc.

Select one topic to make a decision about.

2.

3.

Try autocracy: Based on an elected authority, an individual or group decides. The decision is made by, for example: the teacher, a selected small group of pupils, a pair of pupils sitting at the first desk or the one who had the highest score in the last test, etc.

5.

Try sociocracy:  
Decide using a sociocratic method of voting.

Try democracy: Decide by applying democratic majority voting.

4.

### TIP

It is possible to decide three times on the same issue, alternatively, you can choose a different problem for each method.

## Reflection:

What did you perceive to be the main differences in the different decision-making methods?

How did you feel about the autocratic decision-making process when you were to make the decision on behalf of the whole group?

How did you feel when you had to give in to the authority decision?

How did you feel about the democratic voting method?

How did you feel when you were outvoted?

How did you feel during the sociocratic decision making process?

Which of the ways do you think best reflects the opinion of your class as whole?

Which of the ways best reflected your own opinion?

Which way of decision making would you choose next time?

Alternatively, based on what would you choose the voting method?

What advantages and disadvantages do you see in autocracy, democracy, and sociocracy? Give this point a great deal of attention.

You can write down your opinions.