



EuropePlus

R2

BOX OF VALUES

DEMOCRACY

VALUE	DEMOCRACY
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Value introduction

Democracy is a system of government in which the citizens of a country have the power to make decisions about their government and its policies.

This system emphasizes the principles of political participation, representation, and the protection of individual rights. In this framework, citizens have the right to elect leaders, engage in decision-making processes, and ensure leader accountability through free and fair elections.

European democracy is characterized by respect for the rule of law, freedom of speech, press, and assembly, as well as the protection of minority rights.

Democracy can manifest in different forms, such as direct democracy (where citizens vote directly on laws and policies) and representative democracy (where citizens elect representatives to decide on their behalf). The details of how a democratic system operates can vary from one country to another.

GAME

Title: "Democracy Builder"

Overview: This is a political simulation game that immerses students in the democratic process, where they must campaign for votes, make policy decisions, and lead their nation to success.

Description:

Step 1 - Character creation:

Students start by creating their own political candidate, customizing their appearance, name, and political ideology. Allow 10 minutes for them to think about these details slowly. Resolve any doubts they may have and ask them to justify why they are dressed and how they look.

Teachers can show pictures of national politicians to inspire students.

Here are some examples of relevant European politicians:



Emmanuel Macron



Ursula von der Leyen



Charles Michel

Step 2 - Campaign Phase:

Students campaign in various regions of their country (the class will be divided into several groups of 4-5 people representing a nation). Each candidate has to offer his or her speech (they should prepare one; see the [annex](#) for inspiration) and engage with voters.

This is the phase where they must choose campaign strategies, such as focusing on particular issues (immigration, health care, education, climate change...), or targeting specific demographics (youth, seniors, women, racial minorities...)

***Decision-making during the campaign affects their popularity.**

Step 3 - Election Day:

Students compete in local, regional, and national elections, striving to secure the majority of votes.

The game incorporates a voting mechanism based on real-life democratic systems, taking into account proportional representation, electoral districts, and the popular vote.

Although it is important for students to have knowledge of how to conduct a democratic count during an election, in this case a majority can be used as the most useful method for determining a candidate's victory.

Each student (in this phase, taking the role of a citizen) will vote for the candidate who has convinced him/her the most.

Step 4 – Reflection time:

After revealing the winning candidate, students will have to justify what elements contributed to voting for that politician.

- Was it the way he/she dressed?
- The way he/she spoke?
- The way he/she defended a specific idea they agreed with?
- The way he/she treated citizens?

CASE STUDY

The play "Rebirth of Democracy: The Fall of the Berlin Wall" is based on the historical events leading up to and following the fall of the Berlin Wall in 1989. This momentous event in European history marked the end of the Cold War division between East and West Germany and the beginning of a new era of democracy and reunification.

The fall of the Berlin Wall symbolized the end of the Cold War and the triumph of democratic values over authoritarianism. It paved the way for the reunification of Germany and contributed to the broader wave of democratization across Eastern Europe. The event serves as a powerful reminder of the resilience of ordinary people in the pursuit of democracy and their ability to bring about significant historical change through peaceful means.

THEATRE PLAY

Title: "Rebirth of Democracy: The Fall of the Berlin Wall"

Before starting, the teacher will distribute the following characters among students in the class:

- **Max:** A young student living in East Berlin.
- **Sophie:** Max's friend and fellow student.
- **Mr. Müller:** A history teacher who guides the students through the events. [The teacher can take this role if he/she wishes to participate in the play]
- **Anna:** Max's cousin living in West Berlin.
- **Stasi Agent:** A character symbolizing the oppressive East German government. [This character can be represented by several students at the same time]
- **West Berliner:** A character representing the residents of West Berlin. [This character can be represented by several students at the same time]

Description:

Act 1 - Divided City

The play introduces Max and Sophie, two students living in East Berlin. They attend history class where Mr. Müller discusses the division of Berlin and the Berlin Wall.

The students learn about the hardships faced by families separated by the Wall.

Act 2 - Growing Dissatisfaction

Max and Sophie become aware of the restrictions on their freedom and the lack of democracy in East Germany.

They start reading about peaceful protests and movements for change happening in East Germany and other Eastern European countries.

Act 3 - Protests and Hope

Max and Sophie participate in a school project where they create posters calling for democratic reforms. [The teacher can hand out poster board and markers for the characters to write their actual banners]

They witness peaceful protests in East Berlin and learn about the courage of activists.

Act 4 - The Fall of the Wall

Max's cousin Anna visits from West Berlin, and they have a secret meeting at the Berlin Wall.

News spreads that the border crossings are open, and families and friends from East and West reunite amid celebrations.

Act 5 - Lessons in Democracy

Mr. Müller concludes the play by discussing the importance of democracy, freedom, and unity.

Max and Sophie, now inspired by the events, express their hopes for a brighter future.

Reflection:

The teacher can take advantage of Act 5 to include the moral or reflection on democracy drawn from the play.

He/she can also let the students finish and then raise a series of reflections that should be discussed together.

What role did the Fall of the Berlin Wall play for democracy in Europe?

Annex:

Teachers can dedicate a few minutes to hand out the following table of tips for creating a good political speech.

TIP	EXPLANATION	EXAMPLE
Clear Message	Choose a simple, clear message tailored to your classmates' interests.	"We need to reduce plastic waste in our school to protect the environment."
Engage with Stories	Use relatable stories and examples to make your speech engaging.	"Imagine a schoolyard filled with colorful flowers and buzzing bees because we planted a pollinator garden."
Practice and Confidence	Rehearse, speak clearly, and maintain a positive tone.	"I'm confident that together, we can make a positive change in our school."
Visual Aids (if needed)	Use visuals like images or graphs to support your message.	"Look at this graph that shows how much money we could save with this proposal."
Call to Action	Conclude with a clear call to action for your audience.	"I encourage each of you to join our 'Green Team' after this speech."