

# DemokratieLabo: The next lesson

## Proposals for classroom activities for teachers



### The next lesson – Why it is important!

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The visit to the exhibition **Den DemokratieLabo** is intense. It requires visitors to not only read and hear about different topics (such as identity, poverty, migration,...), but also to address and discuss them with a partner. This inevitably raises many questions, which encourage visitors to want to dig deeper into these topics. This might also be the case for your students. "The next lesson" therefore offers teachers a variety of activities (with full instruction on how to implement them in class), that can be carried out after the exhibition.

1. **Our image of democracy before/after the visit (approx. 1 lesson of 50 minutes)**
2. **Compare your lab reports with others (approx. 1 lesson of 50 minutes)**
3. **Take a stand - „Our joint evaluation“ (approx. 1 lesson of 50 minutes)**
4. **Wordcloud about democracy „What is important to us?“ (2 lessons, approx. 100 minutes)**

The suggested activities can be combined, but can also be completed independently. For activity no. 4 (Wordcloud about democracy) it is recommended to carry out activity no. 1 (Our image of democracy) beforehand.

In the appendix of this document you will find all necessary copy templates that can be used for the implementation of the activities. Furthermore, a table provides you with a brief overview of the topics of the exhibition. This gives you the opportunity to identify the topics that you can use for further thematization in class.

If your students still need their personal lab report, they can fill it out on their smartphone and print it out. You can use the following hyperlinks: or.

Have fun in **Den DemokratieLabo** and with the following activities.

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### 01 Our image of democracy before/after the visit | 50 Minutes

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#### Objective

The visit of the exhibition starts off with a brainwriting session, in which students are expected to write down what they associate with the term “democracy” in their notepads (“For me, democracy is...”). After finishing their visit, they will have the chance to share their thoughts in a group discussion with the entire class. They will then also be able to evaluate whether their conception of democracy has (not) changed after having been through the exhibition. However, if there was not enough time for your class to participate in this post-discussion, the following reflective questions offer another starting point to enter into discussion.

#### Required material

Students will need the notepads they received and used during their visit.

#### Reflective questions

1. If you think about your experience today in **Den DemokratieLabo** in five years from now, which element, topic or discussion would you most likely remember?
  2. Why does the exhibition make use of the imagery of a laboratory? What does this have to do with democracy?
  3. Please describe how you felt during the exhibition. Why do you think you felt that way?
  4. Is there an element, or a topic of the exhibition that you found particularly touching?
  5. Ask a question about...
    - › Course A, Theme “Fairness”: Should all people be treated equally? Should all people in similar situations be treated equally?
    - › Course B+C, Theme “Safety/Freedom”: What aspects did you choose in task 22 to increase your safety? To what extent are you willing to give up some of your freedom for the sake of your safety?
  6. What thoughts on the topic of "democracy" did you write down at the beginning of your visit to **Den DemokratieLabo**?
    - › Alternative: Here you can also respond to the answers/examples from the last task "What would you do for society? What actions were suggested to you? What do you think of these actions? What other possibilities do people have who would like to become engaged in society?"
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## 02 Compare your lab-report with others

| 50 Minutes

### Objective

This is a debriefing of the exhibition based on the lab reports. The debriefing can be extended by further discussions. The activity should be carried out according to the *Think - Pair - Share* principle.

### Required Material

Lab-reports  
Notepads (from the DemokratieLabo)  
Paper cards or in DIN A6 format (solid paper)  
Pens and highlighters

### Implementation

**Think (individually):** In a first step, the students should read through their lab report. They should mark the points or passages that are particularly important to them or that they would like to discuss. **Time required: 10 minutes.**

**Pair (group work in pairs):** For the next step, the students sit down in pairs of two and converse about the exhibition and especially about the contents that they found particularly important (highlighted in the lab report). They should agree on a topic that they would like to follow up on in class? **Time required: 15 minutes.**

**Share (whole group):** Each pair explains in class what personal experiences they have talked about and what topics have particularly moved them. The teacher writes down the topics on the board (or on the cards) that the students would like to explore in class. Statements that are mentioned several times by different teams can be clustered directly. Repetitions provide a first indication for teachers to recognize the importance attached to a given topic and to choose topics suitable for follow-up discussions. **Time required: 25 minutes.**

### Possible questions for the phases *Think* and *Pair*

1. Read and compare your lab reports. Did you receive the same feedback?
2. Underline three aspects that are most important to you.
3. What other additional insights or thoughts did the lab report give you?
4. What aspects of the feedback do you agree with? What aspects do you disagree with?
5. Did anything in the exhibition remind you of a situation or feeling that you have already personally experienced? If so, what about it was most touching to you?
6. If you could choose a topic from the exhibition to discuss in class, which topic would it be?

### 3 Take a stand - „Our joint evaluation“

| 50 Minutes

#### Objective

This positioning exercise helps your pupils to reflect on their personal experiences and to share different opinions and attitudes expressed during the visit of *Den DemokratieLabo*. The positioning exercise can be implemented with the class without prior preparation and without additional material. Only tables and chairs should be moved aside to carry out the activity.

#### Required material

List with questions (can be extended)

#### Implementation

Two “positions” are determined in the classroom. One side represents the position "I agree" and the other side represents the opposite position "I disagree". The teacher reads out one statement at a time and the students position themselves accordingly in the classroom. Alternatively, the middle of the classroom can represent the position “I abstain”. Depending on the positioning, the teacher can ask different students to explain themselves.

#### Possible statements

##### Assignment 43: Prejudices

- Everyone has prejudices.
- One can unlearn prejudices.

##### Assignment 3: Opinions and their influencing factors

- Personal opinions are subject to various influences.
- I know where my attitudes come from and how they have been influenced.

##### Assignment 6: Identity

- I have certain assumptions about who is a real Luxembourger.

##### Assignment 2: Identity

- The snapshot of my identity is accurate.

##### Assignment 16: Skin Color

- My skin color plays a role in my life.

##### Assignment 14: Fairness

- It is fair to treat everyone equally?

##### Assignment 10: Democracy – No Democracy

- „School rules are made together“ – I categorize this statement as „democracy“.
- The statement „school rules are made together“ reflects the truth in my school.

**A list of topics from the DemokratieLabo can be found in the appendix: Document 3.**

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### 04 Wordcloud about democracy „What is important to you?“ | 100 Minutes

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#### Objective

Before the pupils visit the exhibition, the entire class will participate in a brainwriting session, in which students are expected to write down what they associate with the term “democracy” in their notepads ("For me, democracy is..."). After finishing their visit, they will have the chance to share their thoughts in a group discussion with the entire class. They will then also be able to evaluate whether their conception of democracy has (not) changed after having been through the exhibition.

As a next step, the students can either individually or collectively create a large wordcloud containing the statements about democracy that are most important to them.

#### Required Material

Lab-reports

Notepads (from *Den DemokratieLabo*)

Appendix: Document 1+2 "Democracy" in poster size (e.g. DIN-A2)

Coloured pencils

#### Implementation

The class discusses the statements that the students wrote down in the brainwriting session (Democracy means...) (check Activity 1 - Our image of democracy before/after). The teacher collects the opinions about democracy in bullet points and takes notes on the board. The pupils are now given the task of creating their own wordcloud and writing down or articulating those terms that are most important to them. Alternatively, or in addition, the class can create a large wordcloud about democracy that summarises all the students' statements (Appendix: Document 2). In the end, this wordcloud can be displayed in the classroom.

*To us, democracy is...*

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### Document 1: To me, democracy is...

To me, democracy is...

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### Document 2: To us, democracy is...

To us, democracy is...

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### Document 3: Topics addressed in the DemokratieLabo. These can be further discussed in class.

This list does not include all of the topics addressed in the exhibition. Additional teaching content, e.g. on the lack of housing, poverty, climate change, migration or the separation of powers, the role of the state or the differences between democracies and dictatorships will gradually be available for download on our website at [www.demokratielabo.lu](http://www.demokratielabo.lu).

Nummer	Parcours A	Parcours B	Parcours C
2	Identity	Identity	Identity
3	---	Developing an opinion	Developing an opinion
6	„Real Luxembourger“	„Real Luxembourger“	„Real Luxembourger“
14	Fairness	---	---
15	---	Fairness	Fairness
16/17	Skin color/discrimination	Skin color/discrimination	Skin color/discrimination
22/23	---	Safety vs. freedom	Safety vs. freedom
40 - 44	Prejudices	Prejudices	Prejudices