

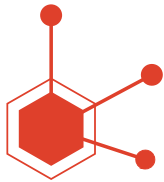
DemokratieLabo: The next lesson

Suggested activities for teachers in the classroom



The visit to the exhibition **Den DemokratieLabo** is intense: a lot of different topics (such as identity, poverty, migration...) are discussed. The exhibition raises questions and encourages visitors to dig deeper and ask for further information. For teachers, it offers an opportunity to address some of these topics in class. Here are a number of activities that can easily be carried out, for example during the lesson following the visit to the exhibition.

Overview of the activities:



1. For me, Democracy is ...

(± 50 minutes)

2. Comparing Laboratory Reports

(± 50 minutes)

3. Taking Positions "Agree - Disagree"

(± 50 minutes)

The questionnaire can be completed on the tablets in the exhibition or on the smartphones of the students. However, it is important that your students generate their lab reports in the exhibition itself, otherwise they will be missing crucial information.

You can use the following hyperlink (in the exhibition):



www.qrcode.lu/DemoLab



The three proposed activities can be combined or carried out independently from each other.

We wish you an enjoyable visit and lively activities!

Activity 1

"For me, Democracy is ..."



Duration : 45-50 minutes

Material :

- notepad (from the DemokratieLabo)
- cardboard cards in DIN A6

Objectives : reflect on the concept of "democracy"

Description :

At the beginning of the visit to the exhibition, the students write down what they associate with the word "democracy": "For me, Democracy is ..." (brainwriting).

After finishing their visit, they can share their impressions and reflect on how they discussed the different topics. Has anything changed for the students after going through the exhibition? If there is not enough time for a joint evaluation after the visit, the following questions help to make an evaluation in class. The last question pertains to the students' thoughts on the question "For me, Democracy is ...".



You can also put up a big sign at the back of the room with the title "Democracy means to us ...". At the end of the activity, the students are invited to write down the associations that seem the most important to them.

Evaluation questions



1. In five years' time, when you think of your visit at the DemokratieLabo, what element, topic or discussion will you most likely remember?

2. Why was the **concept of a laboratory** used for the exhibition?

What does this have to do with democracy?

3. Describe your **feelings** when you went through the exhibition.

Was there anything in the exhibition that particularly affected you?

Why do you think you felt a particular way?

4. Ask your students **questions** about ...

4a. Equity:

All people should always be treated equally.

All people should be treated equally in equal cases.

4b. Freedom or Security: What did you choose in task 22 to increase your security? To what extent are you willing to give up some of your freedom for the sake of your security?

What does this mean for society in general?

5. Take the opportunity to respond to the examples in 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 are there for people who want to get involved in society?

6. Follow up on the **brainwriting** from the beginning: What thoughts about democracy did you write down at the beginning of your visit to the DemokratieLabo?

Activity 2

Comparing Laboratory Reports

Duration : 45-50 minutes

Material:

- lab reports (previously generated in the exhibition)
- pens and highlighters

Objectives :

- to draw up a balance sheet based on the lab reports
- detect similarities and differences
- identify topics that are important to young people and that deserve to be explored further



Please don't forget the lab reports (previously generated in the exhibition).

Description :

1. **Think** (individual work): Students are asked to read their laboratory report. They highlight the issues or sections of the text that are particularly important to them or that they would like to discuss.

(Time needed: 10 minutes)

2. **Pairs** (in teams of two): The students talk in pairs about the exhibition and especially about the contents they found particularly important (marked in the lab report). Can they identify a topic that they would like to explore further in class?

(Time needed: 15 minutes)

3. **Share** (whole group): Each two-person team shares reflections and particularly relevant topics with their classmates. The teacher collects the topics that the class wants to explore further and writes them on the board (or on the cards). The teacher can group together similar comments.

(Time needed: 25-30 minutes)

Evaluation questions



Questions for the Think and Pair work phases:

1. Read and compare your reports. Did you have the same reactions?
2. Underline three aspects of the lab report that you think are particularly important.
3. Which items in the report do you agree with? Which items do you disagree with?
4. Is there a theme or aspect of the exhibition that particularly struck you?
5. What topic would you like to work on in class?

Activity 3

Taking Positions

"Agree – Disagree"

Duration : 45-50 minutes

- Objectives :**
- reflect on their personal opinions
 - discuss the different opinions and attitudes exchanged during the visit
 - detect consensual and/or controversial issues

- Material :**
- lab reports (pre-generated in the exhibition)
 - list of statements (attached)
 - statements "I agree" / "I disagree"

Description :

- Move tables and chairs to create space in the middle of the room.
- Post the statement "I agree" on one side of the room and "I disagree" on the other.
- The teacher reads out one statement after the other and the students position themselves in the classroom. Depending on the positioning, they ask the students for explanations in order to start a class discussion.



Students sometimes tend to want to be in the middle, (a kind of "I don't know"). It is up to you to decide, whether you want them to take a position or not.

List of statements (non exhaustive)

Task 43: Prejudice

Everyone has prejudices.
You can unlearn prejudices.

Task 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.

Task 6: Identity

I have certain assumptions about who is and is not a real Luxembourger.

Task 2: Identity

The snapshot of my identity is accurate.

Task 16: Skin colour

My skin colour plays a role in my life.

Task 14: Equity

It's fair to treat everyone equally.

Task 10: Democratic - not democratic

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



To complete the list according to your needs, you can use the topics in the notebook.