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What is democracy?

1

free elections
fundamental rights
rule of law
separation of powers
protection of minorities

- „How would you define democracy in one sentence?“
- „Why does democracy need rules and institutions?“
- „What would our school day look like without participation in decision-making?“

„For me, democracy means ...“
„An important feature is ...“

Fundamental rights and human dignity (Art. 1 GG)

2

Equality before the law
Personal freedom
Protection of privacy
Freedom of religion
Freedom of assembly

- „Which fundamental right is most important to you in everyday life?“
- „How do fundamental rights protect minorities?“
- „Which duties follow from rights?“

„The fundamental right ... is important because ...“
„An example in a school context is ...“

Freedom of expression and its limits

3

Freedom of expression
Facts vs opinion
Insults/hate speech prohibited
Protection of minors
School as a safe space
Culture of debate

- „What am I allowed to say — and what not?“
- „Where is the line between criticism and discrimination?“
- „How does it feel when your own boundaries are crossed?“

„I express my opinion in a way that ...“
„A legitimate limit is ...“

Equality, Diversity, Protection of Minorities

4

Anti-Discrimination
Inclusion
Equal Opportunities
Accessibility
Gender Equality
Intercultural Respect

- „Where do you experience diversity at our school?“
- „What structures promote equal opportunities?“
- „How do we give minorities a strong voice?“ “

„To me, diversity means...“
„A fair rule would be...“

Rule of Law and Separation of Powers

5

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| Bound by law | • „Why is ‘law before power’ important?” |
| Independent courts | • „How do state institutions check and balance each other?” |
| Checks on power | • „What rules ensure fairness at school?” “ |
| Protection of fundamental rights | |
| Proportionality | |

„Under the rule of law, ...”
„Oversight prevents ...”

Elections and political participation

6

free, equal, secret
diversity of political parties
participation (petitions, demonstrations, youth parliaments)

- „What forms of participatory decision-making do you know?”
- „How do you inform yourself before making decisions?”
- „How can non-eligible voter participate in political life?”

„Participation succeeds when ...”
“A good source of information is ...”

School as a democratic learning environment

7

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| Student Council | • „Where can we really have a say in school?” |
| Developing rules together | • „What obstacles are there—and how do we overcome them?” |
| Culture of feedback | • „How do we measure whether participation is fairly distributed?” |
| Participatory projects | |
| Complaint procedures | |

„A concrete suggestion for improvement is...”
„We could test whether...”

Media literacy and disinformation

8

Checking sources
Fact-checking
Image/video manipulation
Dealing with rumours
Being respectful online

- „How can you recognise a reliable source?”
- „How do filter bubbles influence our opinions?”
- „Which class rules help against misinformation?”

„My source is ...”
„I distinguish opinion from fact by ...”

Conflict, compromise, consensus

9

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| Interests vs. positions | • „When is a compromise a good thing?“ |
| Ability to compromise, fair procedures | • „How can the minority remain visible despite a majority decision?“ |
| Majority principle | • „Which decision-making methods are fair (drawing lots, rotation, trial period)?“ “ |
| Protection of minorities | |

„Under the rule of law, ...“

„Control prevents ...“

Freedom of religion and belief

10

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| Freedom of conscience |
| State neutrality |
| Respect in coexistence |
| Spaces for practice |
| Limits: the rights of others, school rules |

- „How do we live with different beliefs respectfully?“
- Further exploration: „Which needs require agreements?“
- Change of perspective: „How do we avoid favouritism or discrimination?“

„It is important to me that ...“

“A fair rule would be ...“

Civil society and engagement

11

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| Voluntary work |
| Clubs/initiatives |
| Local projects |
| Solidarity |

- „Where are you involved, or where would you like to get involved?“
- „What motivates long-term engagement?“
- „How can school make engagement possible?“

„A project that fits is ...“

„We could win partners by ...“

Democracy globally – intercultural perspectives

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| Human rights worldwide |
| Different democratic traditions |
| Migration experiences |
| Learning from one another |

- „What experiences with participation exist in your countries of origin?“
- „Which elements are important everywhere – and which vary culturally?“
- „What can we adopt for our school?“

„In my country I experienced that ...“

„We could adopt ...“

Your task as the MODERATOR

You take on the moderation at the table and guide the discussion.

First, ask everyone present to briefly introduce themselves.

Then agree on a topic to start the exchange.

Your task is to involve everyone and keep the conversation going by adding new prompts and follow-up questions.

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Your task as the NOTE-TAKER

You take the notes at the table. The template will help you.

You have space for notes, you can record the topics you discuss at the table and write down the key insights from your conversation.

Afterwards, you will give a short presentation.

You do not have to do this alone — feel free to ask someone from the group to support you.

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