



LEARNING  
UNIT

7

EQUALITY AND  
DEMOCRACY

# 7

## LESSON

### Activity 1: Equality Workshop

#### KEY WORDS:

#### DURATION:

- 1 hour



#### OBJECTIVES:

- Participants will be able to define equality
- Participants will understand the difference between equality and fairness.
- Participants will be able to identify different types of discrimination
- Participants will gain examples of moments in history which contributed to Equality

#### MATERIALS:

- Pens or Pencils
- Coat of Arms Worksheet
- Whiteboard

**DESCRIPTION:**

- 1) Icebreaker activity. Illustrate that in response to relevant questions, each participant will draw something on each of the five parts of the Coat of Arms handout. Participants will then pair up, share their drawings and attempt to interpret the drawings in order to present their partner to the entire group.
- 2) Get participants to define what equality means to them. Then they will pair up (in different pairs than previous exercise) and ask their partner what equality means to them. Get individuals to share their answers with the whole group.
- 3) Participants will think of different historical or current events in the place where they live or where they are from which have contributed to a more equal society. The events will be shared and the group will create an 'Events towards Equality' table on the board.
- 4) Participants will individually think of different types of discrimination. Then they will match them with the relevant example. This exercise is meant to challenge participant's perceptions of different types of discrimination. Correct answers should be shared with participants at the end of the exercise.
- 5) Present the question 'Equality is the same thing as Fairness' to the group. Separate the group into two groups. Group 1 will argue in favour of the statement, Group 2 will argue against.

## Worksheet 1:

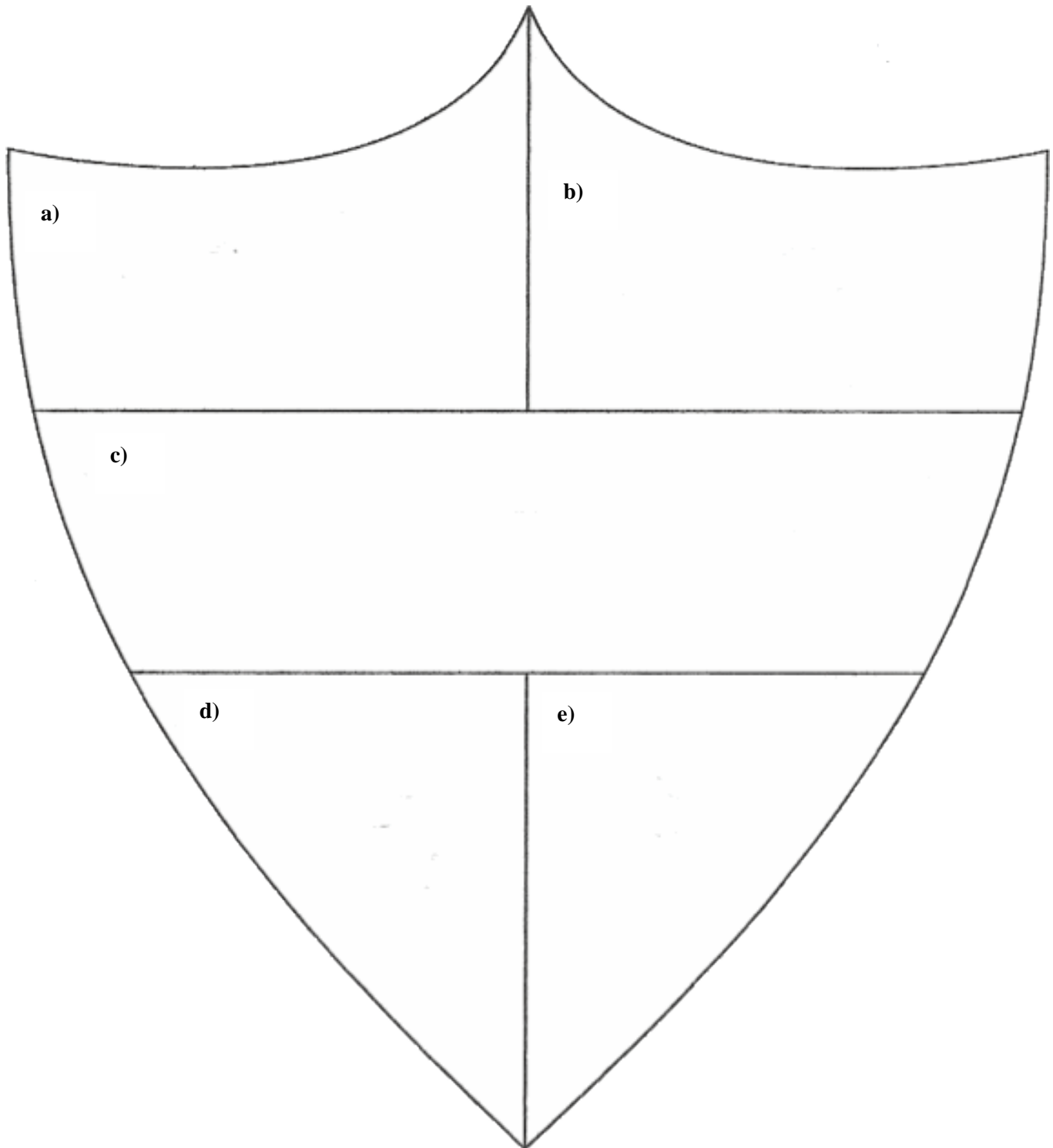
### 1) Coat of Arms

*1a. Draw a picture in each of the five sections of your personal 'coat of arms' shield in response to the following questions:*

- a) What do you do for work?
- b) What do you like doing in your spare time?
- c) What is something you think you're very good at?
- d) What is something about you that the people in this room don't know/couldn't guess?
- e) What is one of your personal values?

*1b. In groups of two, try to interpret what each section of your partners 'coat of arms' means. Then present your partners coat of arms to the group.*

## Personal Coat of Arms





## Worksheet 2:

### 2) Define

a) What does Equality mean to you?

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What does it mean to person next to you? (To your left)

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b) Types of Equality:

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### Worksheet 3:

3) Think of current and/or historical events which have taken place where you live, or in the place you are from, which have contributed to a more Equal Society.

Share with the group and make Equality Movements Group Timeline:

Year	Event	What kind of Equality was the event promoting?

## Worksheet 4:

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## Learners Glossary:

### 4) Discrimination and Protected Characteristics:

a) What groups of people commonly experience discrimination? As a group try to think of nine different types of Discrimination. The first one has been done for you:

- |                      |   |   |
|----------------------|---|---|
| ➤ Sexual Orientation | ➤ | ➤ |
| ➤                    | ➤ |   |
| ➤                    | ➤ |   |
| ➤                    | ➤ |   |

b) Match the ‘Type of Discrimination’ with its relevant example.

Type of Discrimination	Example
	A transsexual woman is fired from her job for taking leave from work for surgery related to her gender affirmation.
	An optician gives customers the chance to pay for their glasses through instalments, however only if they currently have a job.
	The owner of a hotel refuses a room to two men
	A woman is breastfeeding on the bus. Another customer makes a complaint and the bus driver tells her to stop.
	A secondary school plans a trip to the museum. The school believes that one student with down syndrome should be excluded from the trip because they will not be able to participate in the activities provided by the museum.



	A woman is working night shifts at her job. She gets married and her boss changes her hours because they think a woman should be at home with her husband at night.
	A boss makes a comment that there is no point promoting a woman because she will go off and have children.

c) Can you think of any other group which should be added to the ‘protected characteristics?’

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## Worksheet 5:

### 5) Debate.

Divide into two groups, Group 1 and Group 2. The groups will then have a speed debate. Group 1 will argue in favour of the statement below and Group 2 will argue against it:

Equality is the same thing as Fairness.

What is the key difference between the two if any?

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### Self-assessment

Exceeds	Proficient	Developing	Novice
<b>I am able to give a definition for 'equality'</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>I recognise the difference between equality and fairness (equity)</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>I am able to identify types of discrimination</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## TEACHER'S GUIDE

### Answers to Questions:

4b)

Types of discrimination (in alphabetical order):

*Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Sex, Sexual Orientation.*

<b>Type of Discrimination</b>	<b>Example</b>
Gender Reassignment	A transsexual woman is fired from her job for taking leave from work for surgery related to her gender affirmation.
Age Discrimination	An optician gives customers the chance to pay for their glasses through instalments, however only if they currently have a job.
Sexual Orientation Discrimination	The owner of a hotel refuses a room to two men
Pregnancy and Maternity Discrimination	A woman is breastfeeding on the bus. Another customer makes a complaint and the bus driver tells her to stop.
Disability Discrimination	A secondary school plans a trip to the museum. The school believes that one student with down syndrome should be excluded from the trip because they will not be able to participate in the activities provided by the museum.
Marriage and Civil Partnership Discrimination	A woman is working night shifts at her job. She gets married and her boss changes her hours because they think a woman should be at home with her husband at night.
Discrimination based on sex	A boss makes a comment that there is no point promoting a woman because she will go off and have children.

# 7

## LESSON

### Activity 2: Democracy Learners Guide

#### KEY WORDS:

- Democracy
- Political Equality

#### DURATION:

- 1 hour
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#### OBJECTIVES:

- Participants will develop vocabulary and the definitions surrounding democracy and equality.
- Participants will develop a critical outlook on their political environment

#### MATERIALS:

- Internet Access
- A large screen for YouTube Video
- Pencils/Pens

**DESCRIPTION:**

1. Ask participants what they think the general definition of democracy is and how it relates to equality. Participants write their definitions down individually. Answers are then shared among the group.
2. Participants will watch a three minute video on the definition and brief history of democracy. In order to stimulate discussion, ask participants if they learnt something new during the video.
3. Participants then attempt to complete the 'Democracy Glossary' individually. The answers are then shared among the group and corrected.
4. Participants fill in the spider diagram answering the question 'In what ways does democracy aid equality?'
5. Participants read the examples of times in history where democracy has been implemented. They decide where they would rather live. They then think of alternatives where/when they feel democracy was best practiced.

## Worksheet 1:

### 1) Introduction

What do you think the definition of democracy is? How do you think democracy is related to equality? Discuss.

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### 2) Short Video Introduction

A 3 minute video introducing the basic concepts of democracy and its history.



Democracy- a short introduction (MinuteVideos)  
(<https://www.youtube.com/watch?v=u6jgWxkbR7A>)

## Worksheet 2:

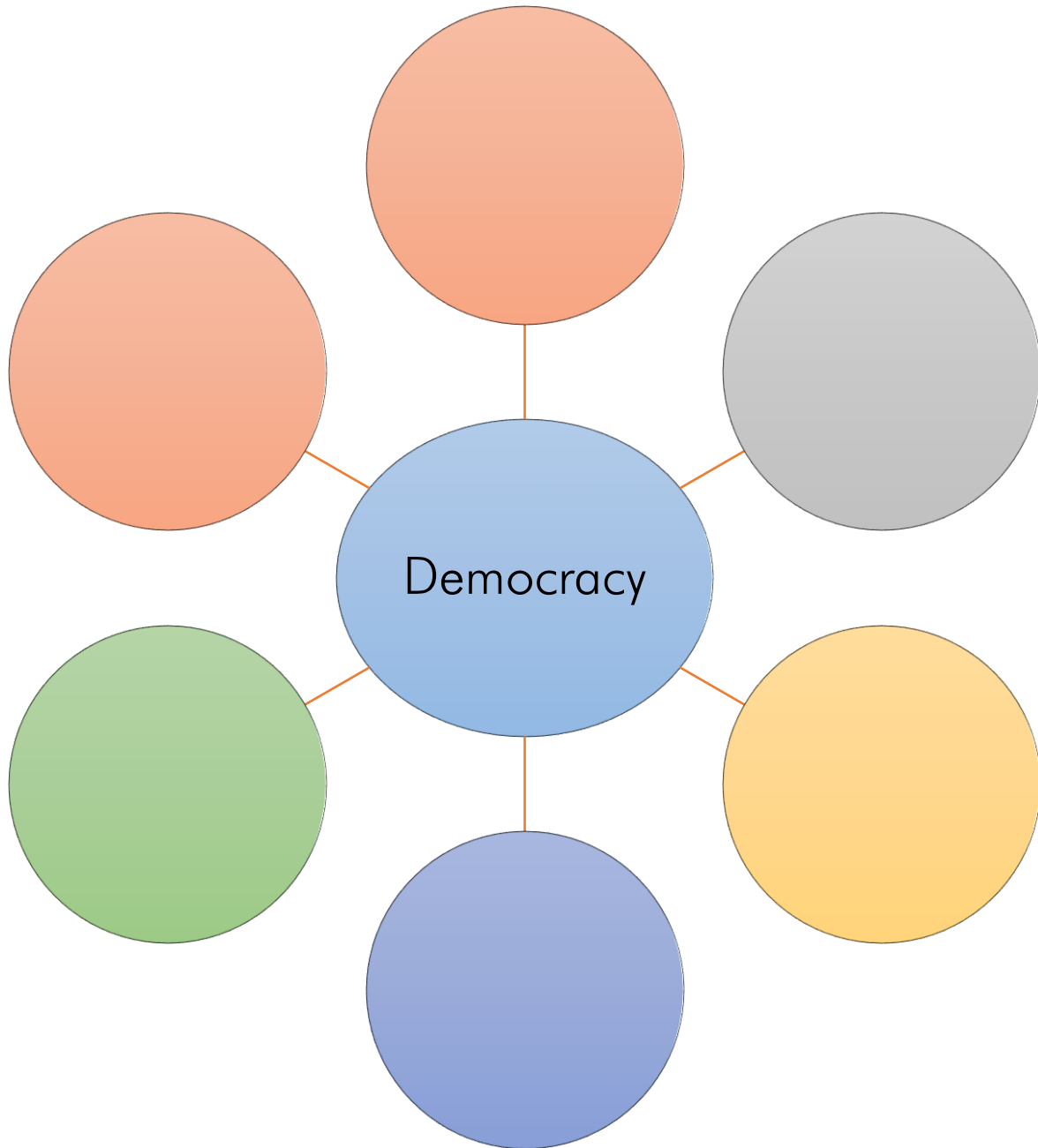
### 3) Learner's Glossary

Connect the words with their correct definitions. Discuss answers together:

<b>Democracy</b>	a system founded on the principle of elected officials representing a group of people. In it the power is in the hands of representatives who are elected by the people.
<b>Direct Democracy</b>	an attitude towards other people, beyond family and friends. It involves a sense of belonging to a group or community, an awareness of other people in the group, and a sense of civic duty towards that group.
<b>Representative Democracy</b>	the extent to which citizens have an equal voice over governmental decisions.
<b>Majoritarianism</b>	a form of direct participation of citizens in democratic decision making. May operate through an assembly of citizens or by means of referenda and initiatives in which citizens' vote on issues instead of candidates and parties.
<b>Civic Mindfulness</b>	a highly concentrated and centralized government power maintained by political repression and the exclusion of potential challengers.
<b>Political Equality</b>	a method of group decision making characterized by a kind of equality among the participants at an essential stage of the collective decision making.
<b>Authoritarianism</b>	

### Worksheet 3:

#### 4) In what ways does democracy aid equalit







## Worksheet 4:

### 5) When would you rather live?

- Imagine you could travel back in time and live in whichever era and place you could. Which era would you chose and why?



**12-9th centuries**

**Ancient Greece**

An equal democratic structure was established in Athens where all men were granted the freedom to speak and participate in the political system. The system was also known as the "law by people". However, Athenians were slave owners. Women, slaves, and non-land owners could not vote.



**1215**

**England**

King John issued the famous 'Magna Carta' document. The text established that the law would have to be abided by all, including the King. The document also gave men the right to a fair trial and justice. Women still could not vote or work until 1918 and homosexuality remained illegal till 1967.



**1787**

**United States**

One of the oldest democratic constitutions is the US constitution. It defined the powers of government; when detailing laws, the president had executive authority. As Congress wanted to avoid the abuse of power, the constitution also created a federal structure. The vote continued to be denied to slaves, people of colour and women.



**1947**

**India**

As it marked the end of the British empire and their gain of independence from the British crown, 1947 was a big year for India. Soon after that, India became the world's largest democracy. The 'caste system' however prevailed.

Are there any places in the world or times in history where you think democracy was best practiced? Share and discuss with the group.

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## Self-assessment

Exceeds	Proficient	Developing	Novice
I can define democracy and equality			
4	3	2	1
I may briefly explain the history of democracy			
4	3	2	1
I have developed a critical understanding of 'democracy'			
4	3	2	1

## TEACHER'S GUIDE

### Glossary:

Correct Answers are as follows:

<b>Democracy</b>	a method of group decision making characterized by a kind of equality among the participants at an essential stage of the collective decision making.
<b>Direct Democracy</b>	a form of direct participation of citizens in democratic decision making. May operate through an assembly of citizens or by means of referenda and initiatives in which citizens' vote on issues instead of candidates and parties.
<b>Representative Democracy</b>	a system founded on the principle of elected officials representing a group of people. In it the power is in the hands of representatives who are elected by the people.
<b>Majoritarianism</b>	a system that a majority of the population is entitled to a certain degree of primacy in society, and has the right to make decisions that affect the society.
<b>Civic Mindfulness</b>	an attitude towards other people, beyond family and friends. It involves a sense of belonging to a group or community, an awareness of other people in the group, and a sense of civic duty towards that group.
<b>Political Equality</b>	the extent to which citizens have an equal voice over governmental decisions.
<b>Authoritarianism</b>	a highly concentrated and centralized government power maintained by political repression and the exclusion of potential challengers.

# 7

## LESSON

### Activity 3: Applying the Principles of Democracy

#### KEY WORDS:

- Citizen Representation
- Political Representation
- Human Rights
- Transparency

#### DURATION:

- 1 hour
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#### OBJECTIVES:

- Learners will define practical principles of democracy and equality
- Learners will critically assess to what extent the various elements of democracy are practiced in their country/region.
- Through a comparative approach, Learners will gain examples of modern democracy in practice across Europe.

#### MATERIALS:

- Flip Chart
- Pencils/Pens

**DESCRIPTION:**

- 1) Learners will be divided into groups of two. The groups will come up with definitions for 'Active Democracy Concepts' and one practical example.
- 2) The definitions and examples will then be shared, discussed and compared among the whole group.
- 3)
  - a) The table will then be completed individually. Learners will provide a rating for how well each active democracy concept is applied within their country region from 1 to 5 (1 being very good, 5 being terrible).
  - b) Learners will complete the sentences giving their personal opinion on the different statements. They will then compare their answers with a partner.
- 4) The individual ratings will then be discussed with those who wish to share their answers and suggestions on possible improvements.
- 5) Learners will be divided into two groups A and B for a speed debate. The groups will debate either for or against the sentences in the table depending on whether they're in group A or B. This exercise is meant to represent the key elements of democracy which are participation, inclusion, representation and diversity of opinion.

## Worksheet 1:

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## Learners Glossary:

### Applying Principles of Democracy

- 1) In groups of two, try to define the following concepts and come up with a practical example.

### Active Democracy Concepts:

**Citizen Participation:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*example:* \_\_\_\_\_

\_\_\_\_\_

**Abuse of Power:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*example:* \_\_\_\_\_

\_\_\_\_\_

**Equality:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*example:* \_\_\_\_\_

\_\_\_\_\_

**Human Rights:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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*example:* \_\_\_\_\_

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**Political Representation:** \_\_\_\_\_

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*example:* \_\_\_\_\_

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**Regular & Free Elections:** \_\_\_\_\_

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*example:* \_\_\_\_\_

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**Government Transparency:** \_\_\_\_\_

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*example:* \_\_\_\_\_

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**2) Discuss Answers to ‘Active Democracy Concepts’ as a Group**



**Worksheet 2:**




**3)  
a) Chart:**





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To what extent are these key components of Equality and Democracy being fulfilled in your country? Compare and discuss your answers.

	1 – Very Good	2- Good	3 – Satisfactory	4- Very Bad	5- Terrible
<p>Citizen Participation</p>  <p><b>Do citizens participate in socio-political affairs? (voting, protesting etc.)</b></p>					
<p>Abuse of Power</p>  <p><b>Do you think people in power abuse their positions?</b></p>					

<p>Equality</p>  <p><b>Do you think all citizens are treated as equals?</b></p>					
<p>Human Rights</p>  <p><b>Are the rights of citizens protected fairly?</b></p>					
<p>Political Representation</p>  <p><b>Is there a diverse and fair representation in government?</b></p>					

<p>Regular &amp; Free Elections</p>  <p><b>To what extent are elections free and accessible to all?</b></p>					
<p>Government Transparency</p>  <p><b>Is government transparent with their actions and decisions?</b></p>					

**b): Sentence completion**

**Complete the phrases below, offering your views. Compare the phrases with a partner.**

- 1) In my opinion, most politicians
  
- 2) If I were Prime Minister or President of my country I would..
  
- 3) The political system in my country is..

4) I wish politicians would..

5) In an ideal world..

### Worksheet 3:

#### Speed Debate:

Divide into two groups; Group 1 and Group 2. Each group will debate the question addressed according to the table below.

Debate Question	GROUP 1	GROUP 2
If democracy is government by the people, are there any real democracies in the world?	YES	NO
Is it ever appropriate for the government to restrict freedom of speech?	YES	NO
Does democracy protect the rights of minorities?	NO	YES
Should the voting age be lowered to 16 years old?	YES	NO
With complete freedom comes complete equality.	DISAGREE	AGREE

#### Notes:

## Self-assessment

Exceeds	Proficient	Developing	Novice
I can give practical examples/principles of modern democracy			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can identify elements of democracy in the country I live and in Europe			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

# 7

## LESSON

### Activity 4: VOTE

#### KEY WORDS:

- Voting
- Political Party
- Citizen Participation

#### DURATION:

- 1 hour
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#### OBJECTIVES:

- To understand the democratic voting procedure
- To explore and reflect on different types of citizen participation

#### MATERIALS:

- Flip Chart
- Pencils/Pens



**DESCRIPTION:**

- 1) Put students into groups representing different ‘parties’. The groups will then come up with five policies that will try and use to try and win the election. Encourage the groups to think about which issues are important to them and come up with a name for their party. When they’re finished brainstorming and planning, each group will select a spokesperson from their group who will have 3 minutes to persuade the other groups to vote for them. Hold a secret ballot vote and present the winner. Participants are not allowed to vote for their own party. If you have time at the end of the session, discuss the process and learners opinion on their experience.
- 2) This exercise is meant to get learners to think about the different forms of active participation citizens may engage in. Ask learners to read the different ‘types of action’ column. Then they will fill in the advantages and disadvantages of each type of action in the empty boxes. This exercise may be done alone or collectively.

## Worksheet 1:

1)

### Vote for us!

Divide into groups of 3. A new political party is going to be founded by you! Think of a party name and five things you're going to do if you're elected. Try persuading your classmates to vote for you!

### Brainstorming:

What are the key values you hold as a group?

What political issues are most important for you? (E.g. the environment, Health, the Economy, Education, Crime, Taxes, Discrimination, employment etc...).

What innovative changes will you make to society?

What Democratic model will you follow as a party?

Try and think of any other relevant issues you would like to include in your pitch.

### Final Tuning

- What is your party's full name?
- Who is your party leader? (Ask each party to choose a leader)
- What are your party's main beliefs? (party platform)
- What are three policies—plans of action—which your party would like to implement? (party policies)
- What's your slogan?
- Find is your trademark symbol?

The \_\_\_\_\_ Party

If we are elected we will:





**What were the key points that made you vote for the party you voted for?**

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## Worksheet 2:

### 2) Active Political Participation of Citizens

Elaborate on the Advantages and Disadvantages of the different forms of active participation as citizens. How do these make a difference? How do they lack in efficiency? Add any additional 'types of action' in the blank rows.

Type of Action	Advantages	Disadvantages
<b>Vote</b>		
<b>Go a political rally</b>		
<b>Arrange a peaceful protest</b>		
<b>Sign up to a local collective/movement</b>		
<b>Make a speech at your school/workplace about the issue</b>		
<b>Email your local member of Parliament</b>		
<b>Make a newsletter/short-film/Instagram page</b>		

<b>providing information on an issue</b>		

### Self-assessment

Exceeds	Proficient	Developing	Novice
I understand the process of voting in a democracy			
4	3	2	1
I can define active participation			
4	3	2	1
I am able to identify political movement which I am passionate about			
4	3	2	1
I am able to work in a group effectively			
4	3	2	1