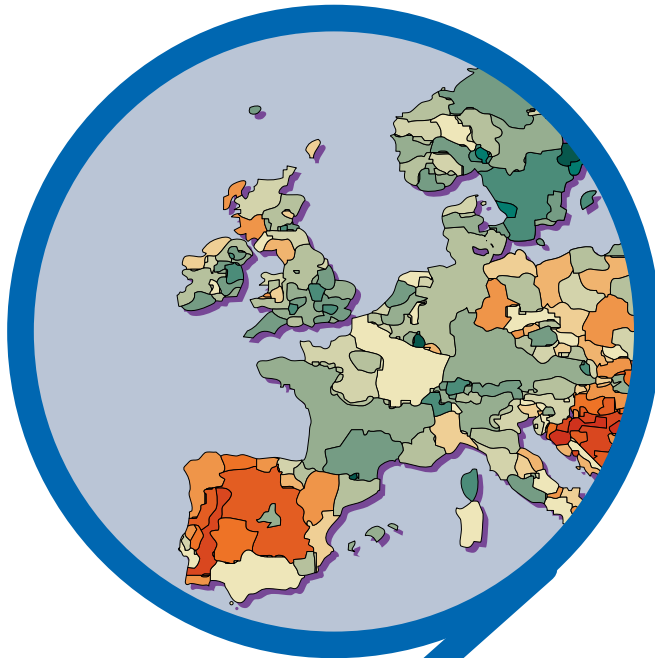


KEY ELEMENTS

Democracy



Key elements of the learning situation

Shipping Area

Right to live in a village?

Station 1

The European rural exodus.

Station 2

Models of democracy.

Station 3

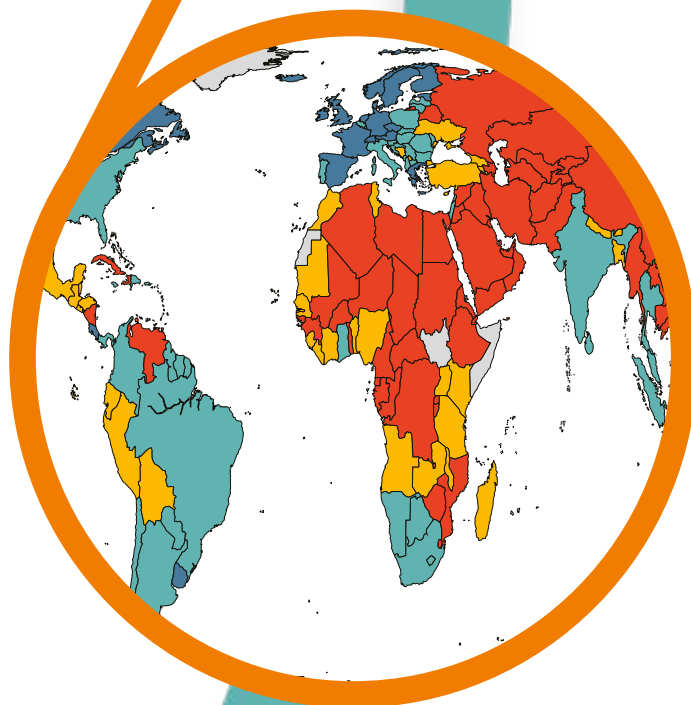
Democratic skills.

Station 4

Social rights and democracy.

Arrival station

Strengthening democracy and social rights.





This document has been prepared by the DEMOCRAT and FUHEM project.



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<https://democrat-horizon.eu> DOI: 10.5281/zenodo.18328733

Summary: The DEMOCRAT project has developed an example of a learning unit of Education for Democracy. Unity has focused on human geography, which is considered a very appropriate field of knowledge to address the various areas related to sustainability and responsible democratic citizenship. The example of the rural exodus, which affects all the countries of the European Union and the world equally, has been chosen.





A learning situation is being proposed, in which the students will understand from a historical and holistic perspective the socioeconomic and cultural problems associated with the rural exodus. With this starting point, it will reflect on democracy and the achievements of collective rights by social movements. All this will have as a guiding thread the conversations between a teenager and his grandmother about whether or not the latter should migrate to the city. The protagonist asks the question that turns out to be the material's challenge: What's better, if grandma goes to town or tries to improve her situation in the village? Students will have to use democratic skills to respond to this challenge.

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DEMOCRAT - Education for Democracy project information sheet

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Coordinator: Universitat de Barcelona

Reference: 101095106

Type: HORIZON

Programme: Horizon Europe

Home: 1 March 2023

Duration: 36 months

Website: democrat-horizon.eu/

Consortium:

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Notus, Spain

University of Tallinn, Estonia (TLU)

Helsingin Yliopisto, Finland (HY)

Hochschule Dusseldorf, Germany (HSD)

Uniwersytet Jagiellonski, Poland (UJ)

Dublin City University, Ireland

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Stichting International Parents Alliance, Netherlands (IPA)

Continuing Education Network of European Universities, Belgium (EUCEN)

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Working Package5

Task: EfD learning unit example - human geography

Level of dissemination: Public

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Contributors: DEMOCRAT Team & FUHEM

Key elements of the 'Democracy' learning situation

Narrative

In this learning situation, the students will understand from a historical and holistic perspective the socio-economic and cultural problems associated with the rural exodus. With this starting point, it will reflect on democracy and the achievements of collective rights by social movements. All this will have as a guiding thread the conversations between a teenager and his grandmother about whether or not she should move to the city. The protagonist asks the question that turns out to be the material's challenge: What's better, if grandma goes to town or tries to improve her situation in the village? Students will have to use democratic skills to respond to this challenge.

The learning situation consists of the following stations:

- Boarding area. Right to live in a village? In this station the challenge is launched, previous knowledge is collected and activated, and students are encouraged about the learning they are going to address.
- Station 1. The European rural exodus.
- Station 2. Models of democracy.
- Station 3. Democratic skills.
- Station 4. Social rights and democracy.
- Arrival station. Strengthening of democracy and social rights.

Learning objectives, achievement indicators and sources of verification

Table 1 shows the learning objectives that are working in this learning situation, their achievement indicators, the activities that address them and the verification sources that can be used to do the evaluation. The activities are named by its station (first number) and numbering within it. The 0 corresponds to the boarding area and the 5 corresponds to the arrival station.

Learning objectives respond to the following statement: 'When the student completes this learning situation, he will be able to ...' These are actions that students learn to perform using a set of basic knowledge related to the topic. They are the focus that guides each of the activities that compose the learning situation, both those suggested and those that can be devised new.

Achievement indicators allow the degree of achievement of learning objectives to be determined. In addition, they are used by teachers to better understand what the meaning of the learning goals is.

The evaluation should be, above all, at the service of learning, aiming to identify the changes that are necessary to introduce in the teaching and learning process to help the students in their knowledge construction process. In short, it is about making it easier for students to learn more and, above all, better. Continuous evaluation is essential to this end. In other words, all activities in Table 1 that are associated with each of the competency objectives can (and at least in some cases should) be understood as part of the evaluation system. In this way, what is intended is for students to receive constant returns to help them advance their learning.

In addition, this learning situation provides more tools to perform this formative and also trainer evaluation. Among others, evocation activities at the beginning of each station, and of self-evaluation and metacognition by the students at the end of them.

Evaluation, in addition to a pedagogical function (formative and training assessment), also has a social or accreditation function. That is, to determine whether the students have reached the required level of learning. This assessment requires a summative assessment. Among all the activities where the learning objectives are worked, Table 1 shows those that are particularly appropriate to this summative evaluation.

Table 1. Learning objectives, achievement indicators and activities where they work.

Learning objectives	Achievement indicators	Activities where working	Sources of verification
LO1. To identify the causes and consequences of exodus and rural depopulation.	It explains the causes of rural exodus in Europe.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.5, 4.1, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3	5.1, 5.3 (sum of both)
	It explains the impact of rural exodus on cities and the countryside.		
	It relates rural exodus and democracy.		
LO2. To analyze critically different models of democracy.	It defines democracy in a complex way.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 3.5, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3	2.9, 5.2, 5.3 (sum of all)
	It identifies countries with different types of democracy.		
	It analyzes critically the level of real participation of different models of democracy.		
	It expresses the importance of considering the needs of living beings who cannot express their opinions and who are affected by the democratic processes in which it participates.		
LO3. To use democratic tools for collective reflection and decision-making.	It identifies basic democratic skills.	3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3	5.1, 5.2 (sum of both)
	It applies democratic skills in the challenge solving.		
	It analyzes the advantages, disadvantages and uses of the different types of mechanisms in democratic decision-making.		
LO4. To recognize the role of social movements in achieving social changes.	It explains the role of social movements in the conquest of rights and in the evolution of democracy.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3	4.6, 5.1, 5.3 (sum of all)
	It relates democratic participation and social class inequality in Europe and the world.		
LO5. To value social justice as a fundamental tool to meet social needs.	It relates democracy to satisfiers of human needs.	2.7, 2.8, 2.9, 4.3, 4.4., 4.5, 4.6, 5.1, 5.2, 5.3	2.7, 5.2 (the sum of both)
	It expresses that social rights guarantee the quality of citizens life.		
LO6. To find and select relevant and reliable information to answer questions related to democracy and rural exodus.	It find and select relevant information to answer questions related to democracy and rural exodus.	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3	5.1, 5.3 (sum of both)

Learning objectives	Achievement indicators	Activities where working	Sources of verification
LO7. To interrelate and systematize the information collected to respond to challenges in demography, democracy and social rights.	It interrelates and systematizes information to answer to challenges in demography, democracy and social rights.	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.3, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3	5.1, 5.2, 5.3 (sum of all)

Virtual Classroom

We present a material for students that is complemented by a large number of documents in a virtual classroom. These documents have a code for easy identification:

- **P** (teaching staff): methodological recommendations, sauces or teaching support materials.
- **D** (diversity): activities to address the diversity of student.
- **A** (activities): other training techniques than those set out in the printed material.
- **E** (links): complementary materials needed to carry out the activities.



Virtual Classroom

To access the virtual classroom auladigital.fuhem.es:

Teaching Materials with Ecosocial Perspective > Secondary Education>
3rd ESO The territory of the questions

Username: democrat

Password: Democr@t-2025

Boarding area. Right to live in a village?



1 Who's right, grandma or grandson? Synthesize your opinion in one sentence and engage with others with a similar opinion.

2 Democracy, justice and rural exodus.

a) Does democracy have anything to do with people being forced to emigrate?

b) How do the lack of basic services and poverty relate to democracy?

c) What is democracy?

d) What are your views on democracy?

e) Why does Grandma think she can change things more in her village than in a city? Is he right?

3 Define the following concepts.

DEPOPULATION

RURAL EXODUS

SOCIAL RIGHTS

SOCIAL MOVEMENTS

A

METHOD

The main objective of the boarding area is to generate involvement in the students. It presents the learning situation based on activities that capture interest and through which the questions and the challenge they must solve will be presented. In addition, this first station also aims to evaluate and activate the previous knowledge of the students. Checking whether students have the knowledge required to start a learning situation is different from mobilizing their previous knowledge about what they will learn: It is one thing to make sure that students have the knowledge that we are going to take for granted and

another to activate their ideas related to what they are going to learn to facilitate the connection of new ideas.

The goal of this title is to connect the content we need to teach with essential questions that point to broader issues. These help make content provocative and relevant. The essential questions are open-ended, force students to think, question them and provoke curiosity. They help not to lose sight of the sense of what is being learned.

1

METHOD

It will be explained to the students that they can be grouped standing according to the different opinions they have so that they can easily see the majority feeling of the classroom.

2

METHOD

This activity aims to activate previous knowledge and thus promote connections between existing and new knowledge. The more connections you make, the stronger the learning will be. Activating previous knowledge does not consist of making a 'review' of the knowledge, but to propose activities that allow the erroneous conceptions that the students have to surface.

If you want to know the general starting situation of the group you can make a physical grouping of the students organizing it by types of answer to each question. A method similar to that explained in activity 1 can be used. It is recommended to perform heterogeneous groups taking into account the following factors:

- Personal factors, such as gender, abilities, interests, level of socio-emotional skills, attitude towards cooperation...
- School factors, such as level of motivation against learning, academic performance, interest in the subject, educational support needs...
- Social factors, such as socioeconomic level or level of integration into the class group, family situation...

For the formation of the teams, the teachers must do a previous work of knowledge about the students. It is interesting that this work collects the gaze of all the professional people who intervene with that group. It is recommended that teams be stable throughout the learning situation so that they can consolidate as a group.

3

METHOD

The dynamization of the activity with the cooperative structure '1-2' is suggested. To carry it out, the teachers propose the following guidelines:

- A question, problem or activity is raised.

- Each student individually thinks about his or her opinion or what he or she thinks is the correct answer and writes it (1).
- Students are placed in pairs. They exchange their answers and listen actively, in turn, comment on them in turn.

ECOSOCIAL

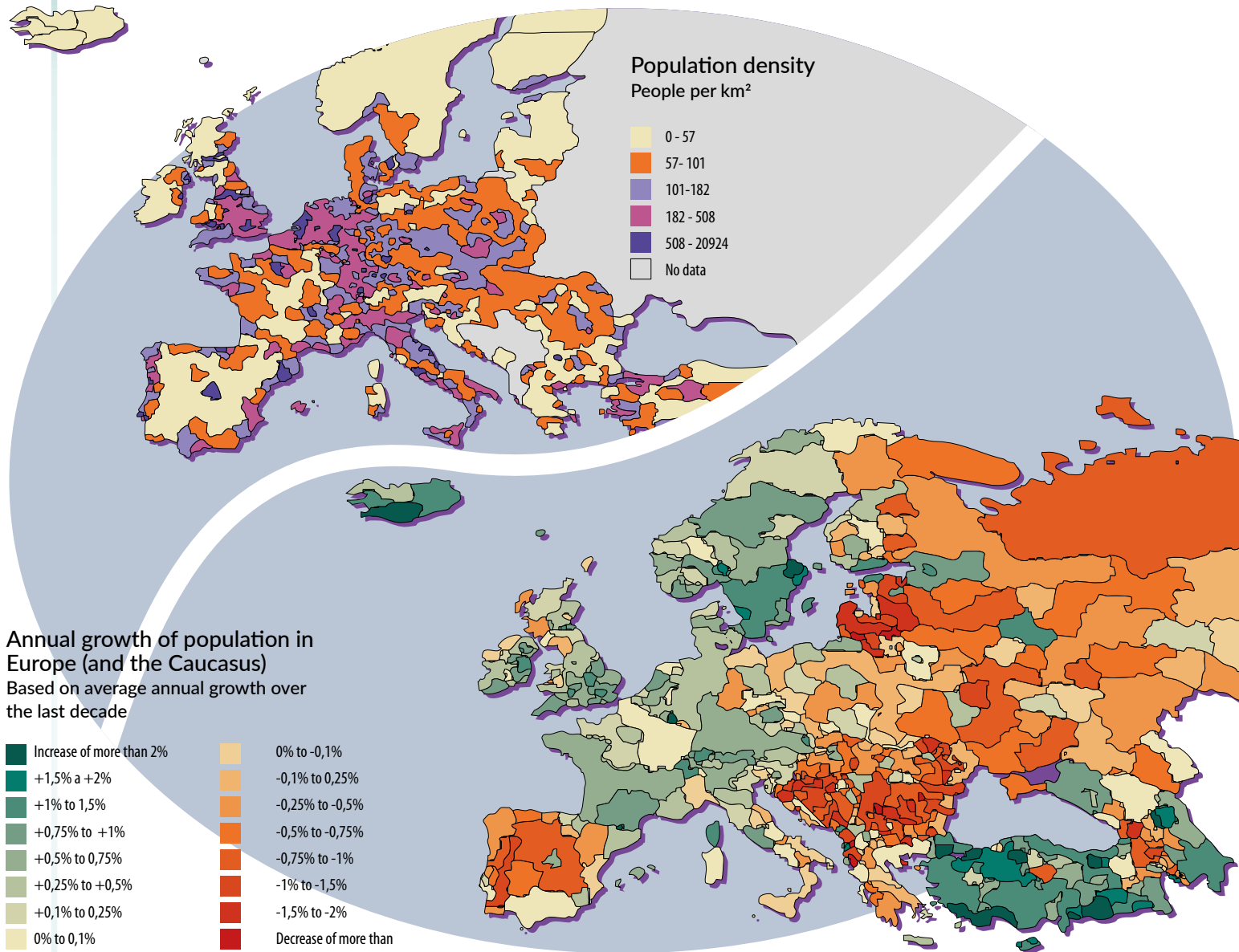
Once the activity has been carried out, it is essential that the teachers provide a correct definition so as not to fix possible errors. An option inspired by Wikipedia definitions is:

- Depopulation: depopulation and depopulation are two demographic phenomena related to the massive loss of inhabitants of a geographical space. Depopulation occurs when natural growth is negative, that is, when mortality is greater than birth, while depopulation occurs when what is negative is total population growth, which implies that the migratory balance does not compensate for natural degrowth (or even reverses the natural growth that still exists).

- Rural exodus: rural exodus is the migration pattern of people from rural areas to urban areas that causes the population to decline in the former and increase in the latter.
- Social rights: Social rights are those that make it easier for citizens to live with autonomy, equality and freedom, as well as to have a dignified life.
- Social movements: A social movement is a group of individuals or organizations whose purpose is social change.

Analyze the population distribution in Europe.

- a) Relate these two population maps in Europe and draw as many conclusions as you can.



- b) What are the causes of the population evolution and distribution that are observed?
- c) Can general conclusions be drawn on urban and rural areas?

WHAT ARE WE GOING TO LEARN?

ANALYZE THE CAUSES AND CONSEQUENCES OF EXODUS AND RURAL DEPOPULATION.
CRITICALLY ANALYZE DIFFERENT MODELS OF DEMOCRACY.
DEVELOP TOOLS FOR COLLECTIVE REFLECTION AND DECISION-MAKING.
RECOGNIZE THE ROLE OF SOCIAL MOVEMENTS IN BRINGING ABOUT SOCIAL CHANGE.
VALUE SOCIAL JUSTICE AS A FUNDAMENTAL TOOL TO MEET THE NEEDS OF OUR SOCIETIES.



CHALLENGE

Should Grandma stay in her village or emigrate to the city? If she stay in her village, what should she do?

4

METHOD

To carry out this activity it is suggested to use the cooperative structure 'heads together numbered'. Teachers propose the following guidelines:

- Team members are numbered from 1 to 4.
- Teachers ask a question on any topic.
- The students think individually about the answer to the questions.
- They do a pooling within their team 'bringing their heads together'.

- After a few minutes, the teachers choose one of the numbers (randomly) and the students of each group that has that number give the consensus answer in their team. It is preferable to define first the number that will respond and then the team to which it touches. Depending on the time and degree of deepening, it is not always necessary for all teams to respond in each round. The form of response can be dialogued or written.

B

METHOD

To encourage self-regulation of learning, we must ensure that learners understand the learning objectives. Therefore, he proposes to spend a few minutes in class to explain with his words what each of these objectives means

and what he suggests. We can take advantage to try to capture the sensations and the interest they produce.

Station 1. The European rural exodus



RURAL DEPOPULATION

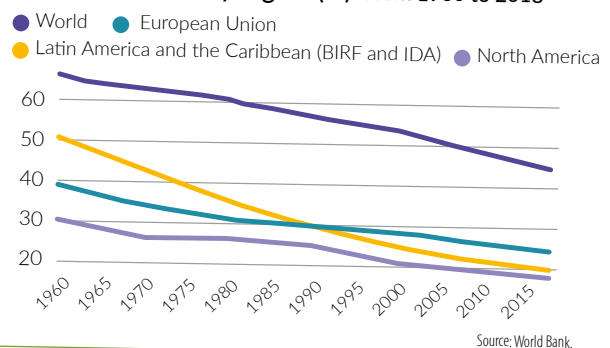
Rural depopulation is one of the critical issues for the European institutions, although it is a global phenomenon. It is estimated that by 2033 some 30 million people will have left rural Europe in a time span of 40 years.

According to Eurostat data, 45% of the territory of the European Union are rural areas, but only 21% of the population lives in them. They are the areas that also lose more population and where it is older.

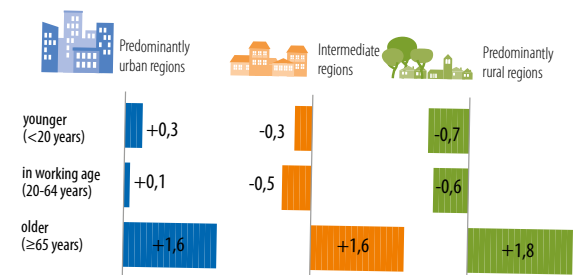
Among the causes of rural depopulation are:

- The ageing of the population and the low fertility rate.
- The devaluation of the rural versus the urban.
- The mechanization of agricultural activities or the use of the field for non-agricultural purposes (such as obtaining energy) and the reduction of the necessary labor that they entail.
- The globalization of food production, which involves the importation of food at low prices.
- Job opportunities in the secondary sector (industry and construction) or tertiary sector (services) in urban areas.
- The low remuneration of agricultural activities. Low wages in the countryside.
- The land tenure system concentrated in a few hands or widely dispersed.
- Reduced access to services (health, education, etc.) in rural areas.

Rural population by region (%). From 1960 to 2018



Population change by age and place of residence in the EU between 2015 and 2020



How has the EU population evolved?



Source: World Bank.

Next page notes

1

OBJECTIVES. This activity allows you to work:

- 1** Identify the causes and consequences of exodus and rural depopulation.
- 6** Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

- 7** Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

1a

METHOD

To facilitate the research work, the following recommendations can be provided:

Tips for selecting reliable sources of information:

- Often, in the top positions of the search engine, sales or advertising pages appear. Don't waste time on them.
- Check official sites: universities and research centres, official public bodies, cultural and scientific institutions (museums, academies, archives, etc.).
- It is important that confirmation bias (which is the tendency to preferably look for and remember information that is consistent with our ideas and ignore and forget information that is not) does not influence the sources that are considered most

reliable when searching for information on the Internet.

Tips to make your search more efficient:

- The order of the words you use in the search engine is fundamental, since it considers that they are written from greater to lesser importance.
- The search engine does not take into account articles, prepositions or other short words. It also does not use punctuation marks and does not distinguish upper and lower case. You should write only the keywords.
- Use quotes to find an exact phrase.
- Use the minus sign (-) pasted to a word to remove the results that contain it.

1b
1c

METHOD

To encourage communication within the team, respecting the opinions of other people and training active listening, it is suggested that the teachers throw a random slogan to indicate which person in the group begins the dialogue (for example, the person whose birthday is closer to today).

It is interesting that, once the dialogue has started, there is a rotation so that all members of the group can actively listen to each other and give their opinion before reaching a collective consensus on decisions. To facilitate this rotation, teachers can set the pattern of a specific time of intervention in each person.

CAUSES OF RURAL EXODUS.

- a) Distribute the following causes by groups **and make an infographic that expresses in each case why this process expels population from rural areas.**

Aging and low fertility

Depreciation of rural areas

Mechanisation of agricultural activities

Globalization of food production

Greater job opportunities in the city

Less access to services

Low remuneration for agricultural activities

Land tenure system concentrated in few hands or widely dispersed

- b) Share your conclusions.

- c) **Classify the various cases in order of importance.** Several causes may have similar levels or be related to each other.

POLICY OF THE EUROPEAN UNION AND RURAL EXODO. The EU has expressed its concern about the rural exodus in numerous statements. But it has also received criticism for encouraging him. **Describes, in at least 3 of the causes analysed in the previous activity, whether the EU is encouraging or stopping the rural exodus. For example,** is it incentivising a globalisation of food production?

CONSEQUENCES OF THE RURAL EXODUS.

- a) **Analyse the consequences of rural exodus in cities and in the countryside.**

Consequences in cities: urban growth, urbanisation, pollution, living conditions in peripheral neighbourhoods, etc.

Consequences in the field: changes in rural social structures, land abandonment, political abandonment, lack of resources and job opportunities, etc.

- b) **Are there causes that can be consequences? What conclusions do you draw from this?**

RURAL EXODUS IN EUROPE. Analyze the phenomenon of rural exodus in a country in Europe and how it affected its social and economic structure.

- a) **Choose a European country where the rural exodus has had a significant impact.**

- b) **Investigate how the rural exodus was:** when it started, the main causes, the most affected areas and how the associated difficulties were or were not resolved.

- c) **Prepare a written report.**

Analyze how the rural exodus has been portrayed in literature.

- a) **Read fragments of literary works that address the rural exodus.**

- b) **Analyse how the impact of rural exodus is described,** paying attention to changes in social relations and daily life.

- c) **Invent a micro-story that expresses your conclusions about what you learned in this season.**

Virtual
02p
Classroom

Responsibility for rural exodus from the EU

Virtual
03A
Classroom

Demographic deserts



Virtual
04L
Classroom

Literature and rural exodus

2

METHOD

Through this activity the elaboration of information is encouraged, that is, to think deeply about the meaning of it. Elaboration allows for stronger learning for two reasons: on the one hand, because more connections are made between new information and previous knowledge

and, on the other, because according to the theory of processing levels, the deeper the processing of information in terms of meaning, the more persistent the trace it leaves in memory and, therefore, the easier it will be to evoke it again.

OBJECTIVES. This activity allows you to work:

- 1 Identify the causes and consequences of exodus and rural depopulation.
- 6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

- 7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

3

METHOD

To carry out this activity, it is proposed to divide the class into groups and assign half the consequences in the cities and the other half the consequences in the countryside.

OBJECTIVES. This activity allows you to work:

- 1 Identify the causes and consequences of exodus and rural depopulation.
- 6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

- 7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

4

OBJECTIVES. This activity allows you to work:

- 1 Identify the causes and consequences of exodus and rural depopulation.
- 6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

- 7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

5

OBJECTIVES. This activity allows you to work:

- 1 Identify the causes and consequences of exodus and rural depopulation.
- 6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

- 7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

C

METHOD

Once or twice per station it is recommended to make an 'exit ticket' in which students have to solve a key question without whose correct answer should not be continued. The issue should only require a few minutes for the students. Individually it is answered on a small piece of paper. Teachers classify the answers as correct, correct but incomplete and incorrect. In this way, in a short time you can check the level of learning about that concept and the most frequent mistakes.

As the objective is diagnosis, the answers can be anonymous. The 'exit ticket' also allows to put the focus on the main idea of the session or sessions.

It is called 'outbound ticket' because it is usually done at the end of the class, but it can be used at any time.

Before moving to the next station, students can be provided with the rubric of self-assessment of the perception of learning to determine what situation they are in and what needs to be addressed in the learning situation. See VC12A Self-Assessment.

Station 2. Models of democracy

DO YOU KNOW WHY YOU DON'T HAVE A GOOD HEALTH CENTER IN TOWN? BECAUSE YOU ARE VERY FEW PEOPLE WHO LIVE IN THE COUNTRYSIDE AND YOUR VOTES WEIGH LITTLE. THAT'S WHY YOU'RE NEVER GONNA MAKE IT.

WE ARE GOING TO ACHIEVE IT BECAUSE DEMOCRACY IS ABOUT MUCH MORE THAN VOTING EVERY X YEARS. I MEAN TRUE DEMOCRACY.

1 Do you agree with what Grandma says? What would a 'true democracy' be? Give examples that may be related to what Grandma says.

2 **DEMOCRACY.** Using the cooperative structure '1-2-4', **define democracy.**

TYPES OF DEMOCRACY

There are three forms of state-developed democracy that are not exclusive and can be integrated as complementary mechanisms in political systems.

Representative democracy. Political power comes from the people, but it is not exercised by them, but by their representatives, who are elected by vote. There are several models of representative democracy:

- **Central.** It limits the right to vote to a part of the population, historically to those with a minimum purchasing level and/or males.
- **Universalist.** All the people who have the right of citizenship can vote. This often excludes migrants and children under a certain age.

Participatory democracy. The population expresses itself directly through different mechanisms:

- **Referendum.** The population votes yes or no to a specific proposal.
- **Plebiscite.** The citizenry makes the final approval (or not) of a norm of great importance (constitution, law, treaty).
- **People's initiative.** A group of people can propose a law to be voted on in parliament.
- **Popular dismissal.** Citizenship may remove a previously elected person.

Direct democracy. Decisions are made by the people in assembly. There are no representatives, but, in any case, delegates who act as spokespersons for what has been decided in the assemblies.

3 **TYPES OF DEMOCRACY.** Do a work on each type of democracy that appears in the table reflecting:

- At least one example of a country where such a mechanism is used.
- A list of at least 3 advantages and 3 disadvantages of each model, indicating whether the advantages or disadvantages weigh more.

D

METHOD

One of the most important keys to effective learning is the practice of evocation, which consists of trying to remember the information we have stored in our long-term memory (without having it in front of us). When we do this, we consolidate what we have learned more strongly in memory.

In addition, the practice of evocation provides teachers with very useful information for carrying out the formative evaluation, since it allows us to collect evidence about whether the group is acquiring the essential knowledge and be able to make decisions accordingly (if we detect that there are errors of understanding or the essential knowledge has not been acquired, we should not continue until we ensure that the students have reached them).

To practice evocation, we propose to follow the following recommendations:

- The practice of evocation is most effective when what has been learned has begun to be forgotten (the more cognitive effort it requires, the more effective it is). Therefore, we recommend trying to evoke what you learned at the beginning of the next

class better than doing it at the end of the same learning session.

- This practice must be carried out by all students individually.
- It should be carried out without looking at any source of information.
- The practice of evocation must always be contrasted with a more reliable source than our memory, since memory is reconstructive (not reproductive).

To evoke the learnings of station 1 we propose to make a 'round of memories' consisting of:

- For 2-3 minutes, each student individually writes down 2-3 ideas that he/she remembers from what he/she learned in the previous season.
- A ball is thrown between the students. Whoever holds it in his hand, says an idea that he remembers and passes it on to the next person. You can not repeat ideas or people (except if when the ball had reached someone had not yet remembered something).

1

METHOD

To maximize student participation in the debate it is recommended to follow the following steps:

1. Individual reflection (2-3 min).
2. Cuchicheo in pairs or trios (4-5 min).
3. Sharing and discussion in large group (15-20 min).
4. Collective synthesis. The debate can be closed with a group reflection through questions such as: on what do we agree?, what different positions emerged?, how could we apply this in our daily lives?

It is of great importance to perform steps 1 and 2 to ensure that all students process the information and to increase their security when speaking in a large group.

It is recommended to establish strategies to manage the speaking time, such as:

OBJECTIVES. This activity allows you to work:

1 Identify the causes and consequences of exodus and rural depopulation.

- Use a ball or 'object of the turn': Only those who have the object can speak.
- Use strategies of random participation, through the use of depressive sticks with names, a roulette or slogans (for example, it is the turn who has a garment of a certain color, who has not eaten an apple for longer, who turns years closer to today, etc.).
- Technical 'to talk, pay token': each student has 2 or 3 'tokens' (cards and objects) to intervene; each token corresponds to an idea. When he uses them, he can't talk anymore.

You can enrich the reflection by launching the question: What is democracy, a political system or a way of life to make collective decisions in different areas?

2 Critically analyse different models of democracy.

REPRESENTATIVE DEMOCRACY

Modern representative democracy has its origins in the revolutions of the 18th century in France and the United States. These, in turn, were inspired by contributions from philosophers such as John Locke (the 'natural rights'), Jean-Jacques Rousseau (the 'social contract') and Montesquieu (the separation of powers). In turn, the influence of Native American populations on the thinking of these people was relevant (individual freedom and political equality). As it was embodied in Europe, it implied the rise to power of the bourgeoisie, which ended with the Ancien Régime Monarchique. The foundations of modern representative democracy are:

- **Separation of the legislative** (the one who drafts the laws), executive (the one who implements their compliance) and judicial (the one who pursues non-compliances).
- **Election of the legislative power by vote of the population.** The people elect the people who will be their representatives in parliament.
- **Election of the executive power** directly (election of the presidency of the Government by vote) or indirectly (parliament elects the presidency of the Government).

Virtual
05L
Classroom

Representative democracy

MODELS OF REPRESENTATIVE DEMOCRACY. There are different models of representative democracy: presidentialism, semi-presidentialism, parliamentarism and parliamentary monarchies. **Make a scheme in which the similarities and differences of each model are shown.**

DEMOCRACY IN THE WORLD. In Democracy Index of The Economist, Russia and Venezuela appear as authoritarian regimes. However, both hold elections with a plurality of parties greater than that which exists in the United States, which is described as an imperfect democracy. Morocco is classified as a hybrid regime, where the power held by the monarch is high. Hungary appears as an imperfect democracy, while sharply curtailing the rights of LGBTBIQA+ people.

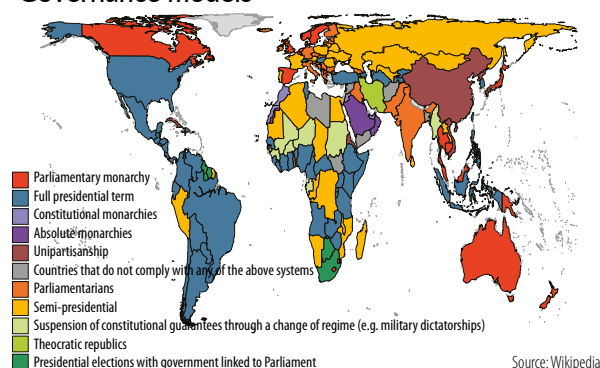
- What are full democracies, imperfect democracies and hybrid regimes?
- Collect information that refutes or confirms what the statement of the activity affirms.

- Do you think that the categorization of different countries of The Economist's is unbiased? Justify your answer.

DEMOCRACY AND VOTE. Make a text comment taking into account the following axes:

- What does 'real democratic participation' mean?
- Do you think, like the author, that if we simply vote we cannot truly participate in the change of our societies? Why?

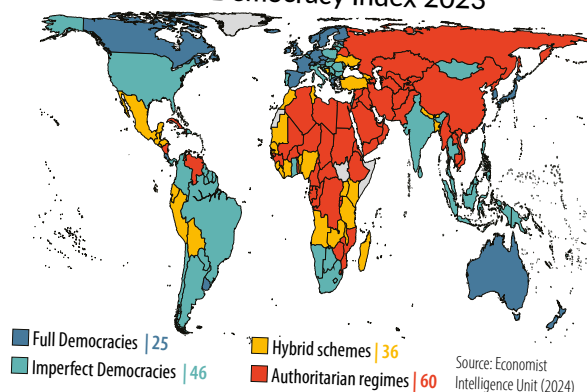
Governance models



Virtual
06L
Classroom

Democracy index

The Economist Democracy Index 2023



Real democratic participation not only involves voting from time to time, but also having an active and continuous role in making decisions that affect our lives. Democracy should not be limited to the electoral act, but should extend to all areas of social and economic life.

Carole Pateman, *Participation and Democracy*, 1970

2

■ **METHOD**

To realize the cooperative structure '1-2-4', we propose the following guidelines:

- A question, problem or activity is raised.
- Each student individually thinks about his or her opinion or what he or she thinks is the correct answer and writes it (1).
- Students are placed in pairs. Their answers are exchanged and, listening actively in turn, they comment on them. Once they've heard each other, each

couple writes the answer they've come to in common. This response should contain each person's input (2).

- Two couples share their writings, comment on them and produce a response containing input from all team members (4).

Time management is variable, so it increases with the number of participations.

■ **OBJECTIVES.** This activity allows you to work:

2 Critically analyse different models of democracy.

■ **ECOSOCIAL**

One possible definition to share with students would be that democracy attributes the ownership of power to all citizens. Democracy is a type of state organization in which collective decisions are taken by the people through tools of direct or indirect participation that confer legitimacy on their representatives. In a broad sense, beyond the organization of a state, democracy is a form of social coexistence in which members are free and

equal, which allows them to reflect and make decisions in a shared way.

As an application of the activity, and to better understand the definition, the following questions can be launched to the students:

- Can a democracy be considered a state in which not all the population has citizenship rights?
- Are freedom and equality essential for democracy to exist?

3

■ **METHOD**

Before carrying out the activities, it is proposed to carry out a team reading of the proposed text.

To do this, one person on the team reads the first paragraph while the rest pays attention. The person who comes next (following, for example, the clockwise sense) must explain what has just been read while the rest must say whether it is correct or not. Whoever has made the summary of the first paragraph will then read the second paragraph, and the next person (the third) must make a summary of it, while the

rest assesses whether the summary is correct or not. And so on, until the whole text has been read.

If an expression or word appears in the text that no one in the team knows what it means, the person who has the role of spokesperson for the team communicates it to the teaching staff, who will ask the other teams – who are also reading the same text – if there is someone who knows and can help them. If so, he explains it aloud and also comments on how they have discovered the meaning of that word or expression.

■ **OBJECTIVES.** This activity allows you to work:

2 Critically analyse different models of democracy.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

■ **ECOSOCIAL**

Direct democracy is not practiced in any state at a global level, however, examples can be found at a more local level, as is the case with open councils. The open council is a system of municipal organization in Spain in which small municipalities and entities of territorial scope lower than the municipality that do not reach a significant number of

inhabitants are governed by an assembly system that acts as the full council.

It is advisable for reflection that students are asked to argue why they consider that there is no State that uses direct democracy at the global level.

4

■ **OBJECTIVES.** This activity allows you to work:

2 Critically analyse different models of democracy.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

7 **DEMOCRACY AND SOCIAL JUSTICE.** There can be no democracy if there is no justice. Both concepts are intimately related. Justice can be defined as the situation in which the entire population meets its basic needs. Some of these needs, following the Chilean Manfred Max-Neef, are:

Subsistence	Coverage of the elements required to live: food, housing, clothing, etc.
Protection	Confidence that you will not receive physical or psychological aggression.
Affect	Reception of affection and social appreciation.
Participation	Possibility for the entire population (not only those who have citizenship rights) to participate in decision-making.
Understanding	Ability to interpret the environment in which you live and the causes of what happens.
Identity	Free expression of vital choices such as sexual identity, religion or ideology.
Freedom	Possibility to act without coercion and without coercing the action of other people.

a) Share each of the needs to a group.

b) Justify the relationship between the need that has touched you and democracy. Why must this need be met for democracy to exist?

c) Explain your work. During the presentations, **try to dismantle the arguments of the other groups and defend your position** with assertiveness and listening.

8 **DEMOCRACY IN GLOBALIZATION AND ENVIRONMENTAL CRISIS.** In a globalized world, many of the decisions made in a country affect people who live thousands of miles away. In addition, in a situation of environmental crisis (for example, with climate change), they also influence other species and people who have not yet been born.

a) Give 2-3 examples of decisions that can be made in one country and affect others. *For example*, changing tariffs (taxes on imported products).

b) Provide 2-3 examples of measures with global environmental implications. *For example*, putting aids to make gasoline cheaper and, with it, more consumed.

c) It lists the basic characteristics that a democracy that considers the rest of the species, future populations and populations that live far away would have to have. How to take into account the opinions of those who cannot give their opinion in a democratic process, but are influenced by decisions?

9 **TRUE DEMOCRACY.** Considering everything learned, perform the first activity again: **What characteristics should a 'true democracy' have, as Grandma said? Express it using all or some of the Mordillo images.**



Virtual Classroom
07p
Democracy of the Seventh Generation

Virtual Classroom
08L
Pictures of Mordillo

Previous page notes

5

■ **OBJECTIVES.** This activity allows you to work:

2 Critically analyse different models of democracy.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

■ **ECOSOCIAL**

This activity can be used with another index that evaluates democracy, although in this case it is not global in scope by not analyzing the most enriched territories. See VC13T BTI Transformation Index.

6

■ **OBJECTIVES.** This activity allows you to work:

2 Critically analyse different models of democracy.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

7

■ **OBJECTIVES.** This activity allows you to work:

5 Value social justice as a fundamental tool to meet social needs.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

7b

■ **METHOD**

In this activity we encourage deep learning using 'questions to think about'. They are those that allow students to make visible what they are thinking, connect with previous knowledge, help build scaffolds with new knowledge, pose challenges and mobilize higher-order thinking

skills. The opposite is the closed-ended 'factual questions', which can be answered with a datum, fact or definition.

7c

■ **METHOD**

In order for us to enrich ourselves with ideas other than our own, we must have an attitude of openness. It is important to reflect with the group about the cognitive dissonance that we experience when new information does not fit with our knowledge structures and that in

many cases has the consequence that we generate a confirmation bias. (which is the tendency to preferably look for and remember information that is consistent with our ideas and ignore and forget information that is not).

8

■ **OBJECTIVES.** This activity allows you to work:

2 Critically analyse different models of democracy.

5 Value social justice as a fundamental tool to meet social needs.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

■ **ECOSOCIAL**

Some Native American tribes practiced '7th generation' democracy. It consisted of reserving in the assemblies held to decide on strategic or important issues a physical space, a gap or seat to the 7th generation after the current one to take into account the future impact of the present decisions. This involved considering in the democratic process those who had not yet been born. An

extension of this proposal would be to reserve another place in the assembly for the rest of the species that can be impacted by the decisions and another one for the people who live far away, but whose lives are also affected by the decisions.

Station 3. Democratic skills



ASSEMBLY

Meeting of people to discuss issues of common interest and sometimes take decisions.

1 What makes an assembly go right or wrong?

a) **Share experiences that you have had of assemblies that have been like those described by the grandson and others that resemble those named by the grandmother.**

b) **What made one bad and the other good?**

c) **Extract what elements should be taken into account to make a good assembly and put them in common in class.**

2 DEMOCRATIC COMPETENCES.

a) **Justifies in 2-4 paragraphs why each of the 4 competencies are important for the development of democracy.** You can also express a critical view on some of them.

b) **Draw a logo or emoticon that represents each of the 4 competencies.**

DEMOCRATIC COMPETENCES

In order to be able to exercise democracy, it is necessary for the population to develop the following competences:

Inclusive participation. The population can participate in reflection and decision-making regardless of gender, origin, social class, physical traits, ideology, sexual orientations, etc. In addition, it should facilitate the participation of the entire population

Deliberation. Citizens are able to:

Constructing consensus

Listen and value other people's opinions

Use varied forms of communication

Resolving conflicts

Critically reflecting on your prejudices and beliefs

Managing emotions constructively

Express your arguments carefully and comprehensibly

Critical judgment. People make decisions based on assessing quality information and understanding its implications for society and the environment.

Democratic resilience. Society has mechanisms for the democratic system to cope with the challenges that may erode it.

Previous page notes

9

■ **OBJECTIVES.** This activity allows you to work:

- 2 Critically analyse different models of democracy.
- 5 Value social justice as a fundamental tool to meet social needs.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

E

■ **METHOD**

Before the end of the station we propose to make an 'exit ticket' in which, using the analogy of the three colors of the traffic light, the students must respond:

- Red: something I need help with because I still don't understand it.
- Yellow: something that raises some doubts for me.
- Green: something I could explain.

With this activity we encourage students to develop metacognition by having to reflect on their learning process. In addition, we obtain useful information to carry out the formative evaluation. We remind you that the formative evaluation is the one that occurs during the

learning process and has a double objective: adjust teaching by teachers based on learning outcomes and provide students with information so that they can improve their performance. It consists of three steps: collect evidence of learning, analyze the evidence obtained and make decisions establishing an action plan accordingly to the results. The formative nature of the evaluation depends fundamentally on how teachers and students make use of the evidence of learning collected.

Before moving to the next station, students can be provided with the rubric of self-assessment of the perception of learning to determine what situation they are in and what needs to be addressed in the learning situation. See VC12A Self-Assessment.

F

■ **METHOD**

Before entering this station, it is recommended to practice the evocation of the essential learnings previously worked to consolidate them more strongly in memory. For this we propose to carry out the following activity:

- Each student has a paper with two columns: 'ideas that I give' and 'borrowed ideas'.
- In the 'ideas I give' column, write down everything you know about the topic.

- In the 'borrowed ideas' column, you have to take information from your colleagues by reading what they have written and writing it on their paper once you return to your site.

This activity, in addition to favoring the practice of evocation, allows you to read many times the same idea (both your own and those of the rest), detect the missing own ideas and remember them again when writing them with your words.

1

■ **METHOD**

This activity aims to activate previous knowledge and thus promote connections between existing and new knowledge. The more connections you make, the stronger the learning will be.

To facilitate equal participation and dialogue within the couple, the faculty launches a random slogan to define which person begins by expressing their opinion. Then, the shifts are interspersed. Some examples of random slogans are:

- The dialogue begins with whoever has the smallest hand.
- The dialogue begins who has not eaten an apple for the longest time.
- The dialogue begins whoever turns years closer to today.

At the time of carrying out the activity, students will be explained that they can also think about meetings (for example, to carry out a job or to decide what to do on the weekend). They would be equivalent to an assembly.

■ **OBJECTIVES.** This activity allows you to work:

- 3 Use democratic tools for collective reflection and decision-making.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

G

■ **ECOSOCIAL**

Deliberation is not necessarily linked to building consensus or resolving conflicts, as could be deduced from the table. The power to deliberate does not always require

the power to resolve conflicts or build consensus. That depends on the purposes for which it is deliberated.

3

3

ACTIONS TO DEVELOP DEMOCRATIC COMPETENCES.

3a

3b

3c

4

4

Train your democratic skills.

- a) Indicate 2 actions that would be necessary in a deliberation for each of the elements indicated in the table on the previous page. You'll be 14 in all. *For example*, to 'listen and value other people's opinions' it would be necessary to 1) listen trying to identify what the other person may be right and 2) listen without thinking at the same time about how to counterargument what they are telling me.
- b) Repeat the exercise by choosing 2 actions for 'inclusive participation', 'critical judgment' and 'democratic resilience'. You'll have six in total.
- c) Of the 20 actions you have, **choose the 5 most important and then agree only 5 as a class. Write them big, place them in a visible place in the classroom** and put them into practice in the rest of the learning situation (and the course).

- a) Find a person you trust or feel comfortable with.
- b) Collect the 5 basic democratic actions that you have chosen as a class in activity 3 and perform an introspective analysis by writing on paper:

Which ones are especially good for me? Why?

Which ones are worse for me? What would I need to improve on?

- c) Repeat the activity, but thinking now about the person in front of you. Which actions do you do especially well and why, which ones could you improve? Write them down on a piece of paper and give it to him.
- d) Taking into account what your partner has returned and your self-assessment, **choose an action that you want to improve for your democratic practice.**
- e) **Together**, design a training for each of the actions you want to improve. **It must be something you can do in your everyday life. You can be inspired by the following example:**

Concrete action to be trained: Listening by trying to identify what the other person may be right about.

Level 1 training: Identify at the end of the day one thing I've been told where I feel they're right.

Level 2 training: Identify, after each discussion you have, an argument from someone else with an opinion other than mine in which you are partly right.

Level 3 training: Identify, during each discussion you have, an argument of another person with an opinion different from mine in which you have part of reason and tell them.

- f) **Keep track of your training for 2 weeks and perform a self-assessment on the improvements achieved.** Reflect this assessment in a small report.



Previous page notes

2

METHOD

These types of activities allow to generate deep learning, which is one that occurs with understanding and that can be transferred to new situations. The opposite would

generate an inert knowledge, superficial, that sounds to us but we can not use, impossible to activate in other contexts and that is forgotten.

OBJECTIVES. This activity allows you to work:

3 Use democratic tools for collective reflection and decision-making.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

3

OBJECTIVES. This activity allows you to work:

3 Use democratic tools for collective reflection and decision-making.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

3a

METHOD

To carry out this activity, we suggest making the cooperative structure 'pumpheads'. To this end, teachers propose the following guidelines:

- There are 7 groups (of 4 people) and a theme is assigned to each one:
 - Listen to and value the opinions of others.
 - Building consensus.
 - Resolve conflicts.
 - Reflect critically on their prejudices and beliefs.
 - Manage emotions constructively.
 - Use various forms of communication.
 - Express your arguments carefully and comprehensibly

- Each group should identify 2 concrete actions that help to implement it in a deliberation.
- Each person returns to their base group (this time made up of 7 people, so there will be 4 teams) indicating which are the 2 proposed actions.
- Among the whole group they complete the list with the 14 elements (2 actions x 7 elements).

It is very useful that teachers guide students in the choice of concrete actions and that they understand well what these actions consist of.

3b

METHOD

It is proposed to carry out this activity with the base teams that have been used throughout the learning situation (remember that there are 6 teams of 5 people each). Each team should choose 1 action for each item as follows:

- Team 1: choose an action for 'inclusive participation'.
- Team 2: choose an action for 'inclusive participation'.

- Team 3: choose an action for 'critical judgment'.
- Team 4: choose an action for 'critical judgment'.
- Team 5 and 6: choose an action for 'democratic resilience'.

They will be put in common and each person will write the list with the 6 proposed actions.

ASSEMBLY DECISION-MAKING MECHANISMS

In small groups, such as a class, democracy is usually exercised in an assembly-like manner.

There are two great **ways** to make decisions in an assembly:

- **Voting.** The decision would be the one that obtains a majority of suffrage. Some varieties:
 - **Secret ballot.** No one knows what each person voted for.
 - **Freehand voting.** Voting is public.
 - **Weighted voting.** For some reason that is decided collectively, the weight of the vote of some people is worth more than that of others.
- **Consensus.** It consists of reaching an agreement that is accepted by the whole group, not only by a majority. It requires a process of flexibility in positions. Two consensus models can be distinguished:
 - **Absolute consensus.** The whole group agrees with the decision made.
 - **Consent.** A part of the group does not agree with the decision made, but does not bother and consent to its adoption.

The **scope** of decision-making can be of two main types:

- **General assembly.** The whole group is involved in making the decision.
- **Delegation to working groups.** There are specific topics that are delegated to working groups and these are the ones that make the decision on the areas that fall within their competence.

5

5

DEMOCRATIC DECISION-MAKING MECHANISMS.

- a) Complete the following table for each of the decision-making forms and areas of decision. Look at the examples to guide you.

		Advantages	Disadvantages	Situations where to apply this mechanism
Decision-making	Voting by secret ballot			
	Voting by show of hands			
	Weighted voting			
	Absolute consensus			
	Consent			
Areas of decision	General Assembly			In important decisions
	Working groups			In operational decisions

- b) Take someone else's work, read it and complete yours with some idea that seems important to you.

- c) Repeat the operation with someone else's work.

Virtual
09A
Classroom

Sociocracy
and assembly
functioning

Station 3. Democratic skills

Previous page notes

3c

METHOD

For each base team to choose 5 actions among the 20 proposals through dialogue and consensus, it is recommended to perform a 'preference wheel'. To this end, teachers propose the following guidelines:

- On each base team, each person scores 3 favorite actions.
- Compare your choices as a group.
- They look for the ones that are repeated the most and agree on the 5 finals.

Once each team has chosen its 5 actions (30 actions in total, with possible repetitions), 5 actions must be agreed between the whole class. To do this we propose to perform the following steps:

- Each team writes each action on adhesive paper and glues it to the classroom slate and/or walls.
- As many will be repeated, they are grouped and a consolidated list (between 10 and 20 actions) is generated.
- Each student receives 3 gomets to vote for their favorites. They vote individually by walking around

the room and pasting their votes into the actions they consider most important.

- The 7 most voted actions are selected.
- Optionally you can open a guided mini-discussion: students argue why certain actions should be between the 5 finals.
- To agree on the 5 finalist actions, 3 cards are distributed to each student: a green one, a yellow one and a red one (they can be colored papers or marks on leaves).
 - Green: 'Yes or yes must be'.
 - Yellow: It may be, but it's not a priority.
 - Red: I wouldn't include it.
- The 7 actions are named one by one. For each one, students show a card (green, yellow or red) while the votes are recorded on the board.

It is of great importance to place in a very visible way the 5 actions chosen and that the teachers remember throughout the learning situation the importance of putting them into practice.

4

OBJECTIVES. This activity allows you to work:

3 Use democratic tools for collective reflection and decision-making.

5

OBJECTIVES. This activity allows you to work:

- 1** Identify the causes and consequences of exodus and rural depopulation.
- 2** Critically analyse different models of democracy.

3 Use democratic tools for collective reflection and decision-making.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

5b
5c**METHOD**

Alternatively, the 'two stars and one wish' technique is proposed to encourage co-evaluation. To do this, students exchange homework in pairs and highlight:

- Two stars: two positive aspects.
- A desire for something to improve, put forward as a concrete suggestion.

Co-evaluation encourages critical thinking and metacognitive reflection, since, when valuing their peers, students must analyze, justify and compare learning processes. This allows them to detect strengths and areas of improvement, both their own and others'. In addition, it promotes co-responsibility, making all people actively involved in the evaluation process. Thanks to these practices, social skills such as empathy and assertive communication, fundamental for collaborative work, are developed.

H

METHOD

Before the end of the station it is recommended to make an 'exit ticket' whose objective is to reflect on the learning process itself and which should not require more than 5 minutes. For this, a triggering slogan of a reflection is proposed that the students respond individually and in writing. Examples include:

- A clear idea that I take from this station.
- A question that has arisen after this class.
- Something I'm thinking about.

- Something I would tell a partner who didn't come up with what we learned today.
- In this station I realized that...
- Before I thought that...Now I think that...

Before moving to the next station, students can be provided with the rubric of self-assessment of the perception of learning to determine what situation they are in and what needs to be addressed in the learning situation. See VC12A Self-Assessment.

Station 4. Social rights and democracy



Charter of Fundamental Rights of the European Union

Everyone has the right to access health prevention and to benefit from health care under the conditions established by national laws and practices. A high level of human health protection shall be ensured in the definition and implementation of all Union policies and activities.

1 What does Grandma mean in her last intervention? Do you share his opinion?

2 RIGHTS.

- What is a right? What fundamental rights do you have? **Track:** You can analyze the Constitution and the Charter of Human Rights.
- Why are not all fundamental rights respected?
- What has to happen for a right to become mandatory laws?

3 SOCIAL CONQUESTS IN EUROPE.

- Share these blocks of social conquests and investigate how it was achieved in a European country. Explain when and how the conquest was achieved, which social or political movements played an important role, and what impact that conquest had on society.

Virtual
10A
Classroom

History of
democracy and
rights in Europe

Labour rights: working conditions, minimum wage, 8 h/week working time, unionisation.

Social welfare system: pensions, unemployment benefit, family support.

Women's rights: right to vote, equality at work, legislation against gender-based violence.

Access to education and health: universal access to education and health, access to quality information.

Civil and political rights: freedom of expression, the right to vote, the right to protest and strike.

Rights of migrants: reception and integration of migrants, rights of refugees.

- Share your findings through a video and timeline.

I

METHOD

Before entering this new station, it is recommended to practice the evocation of the essential knowledge worked to consolidate them more strongly in memory and ensure that all students have them entrenched. To this end:

- Students write individually:
 - Two things you have learned in this learning situation and find important.
 - Two things you need to go over.
- Two things you would like to go into more detail about.
- Share with another person what you have written and complete in your notebook what you have written.
- The same process is done with the rest of the group.
- It is used to resolve doubts that arise with the help of teachers.

1

METHOD

To energize the collective reflection it is suggested to follow the steps explained in activity 1 of station 2 of this learning situation or in VC14T Methodological tools.

OBJECTIVES. This activity allows you to work:

- 1** Identify the causes and consequences of exodus and rural depopulation.
- 4** Recognize the role of social movements in achieving social change.

2

METHOD

This activity seeks to evaluate and activate the previous knowledge of the students.

Checking if the students have the required knowledge is different from mobilizing their previous knowledge about what they will learn: It is one thing to make sure that

students have the knowledge that we are going to take for granted and another to activate their ideas related to what they are going to learn to facilitate the connection of new ideas.

OBJECTIVES. This activity allows you to work:

- 4** Recognize the role of social movements in achieving social change.
- 6** Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

ECOSOCIAL

This activity, especially the last two questions, allows students to work with the vision of rights and legislation as the crystallization, always temporary, of a constant dispute between social sectors. In some cases, such crystallization is in the form of a soft right, which can be violated, such as the fundamental rights of constitutions. At other times, it leads to stronger regulations, in the form of mandatory laws.

In any case, compliance with the laws and respect for fundamental rights does not depend only on the apparatuses of the State, but to a large extent on citizen action in one sense or another. In many cases, social organizations are the only ones that denounce the non-compliance with the laws or press for the respect of rights, thus ensuring their safeguarding or transformation.

3

METHOD

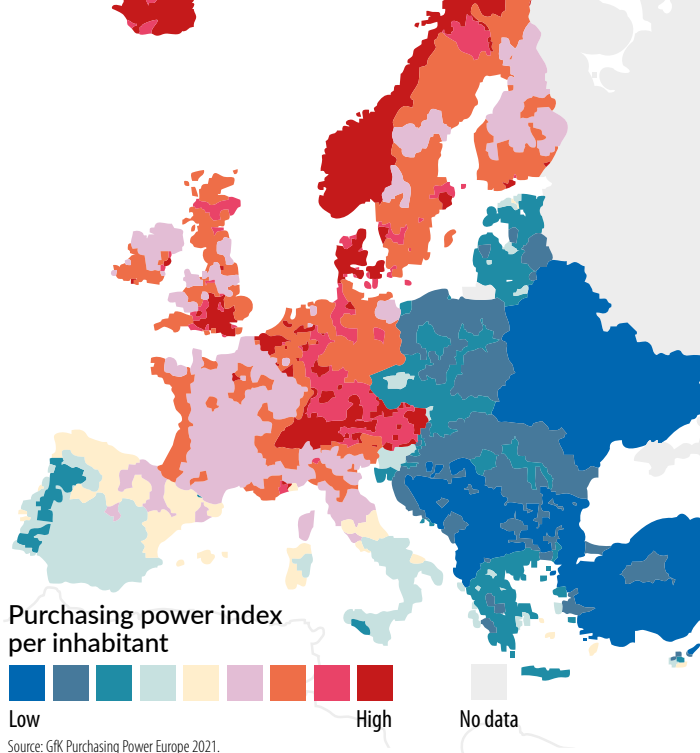
If it seems more convenient, this activity can be carried out only in one country, for example, one's own.

OBJECTIVES. This activity allows you to work:

- 2** Critically analyse different models of democracy.
- 4** Recognize the role of social movements in achieving social change.
- 5** Value social justice as a fundamental tool to meet social needs.
- 6** Find and select relevant and reliable information to solve questions related to democracy and rural exodus.
- 7** Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

DEMOCRACY AND DISAGREEMENT. Taking into account the text, graph and maps below, answer the questions

- Describe the distribution of wealth within Europe and globally.** Pay attention to the differences between blocs of states, states, and between the rural and urban worlds.
- Does economic inequality affect the quality of democracy?** Can lack of resources limit the participation of a part of the population in democratic processes? Why? Give examples.
- What rights should be the same for all people regardless of their social class?**

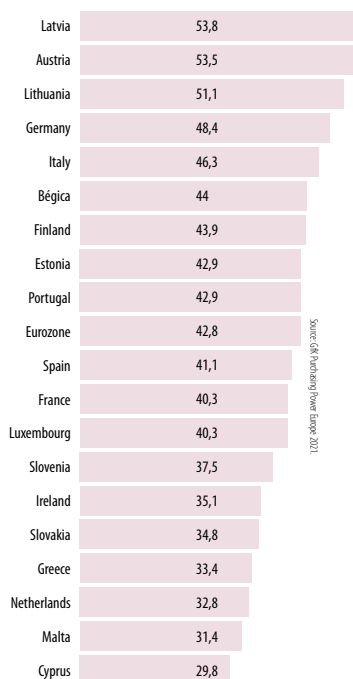


Our democratic societies are based on a meritocratic view of the world, or at least on a meritocratic hope, that is, on a belief in a society in which inequality would be based more on merit and work than on kinship and income. This belief and hope play a central role in modern society for a simple reason: In a democracy, the proclaimed equality of

citizen rights stands in stark contrast to the very real inequality of living conditions, and to get out of this contradiction it is vital to make social inequalities the result of rational and universal principles and not of arbitrary contingencies.

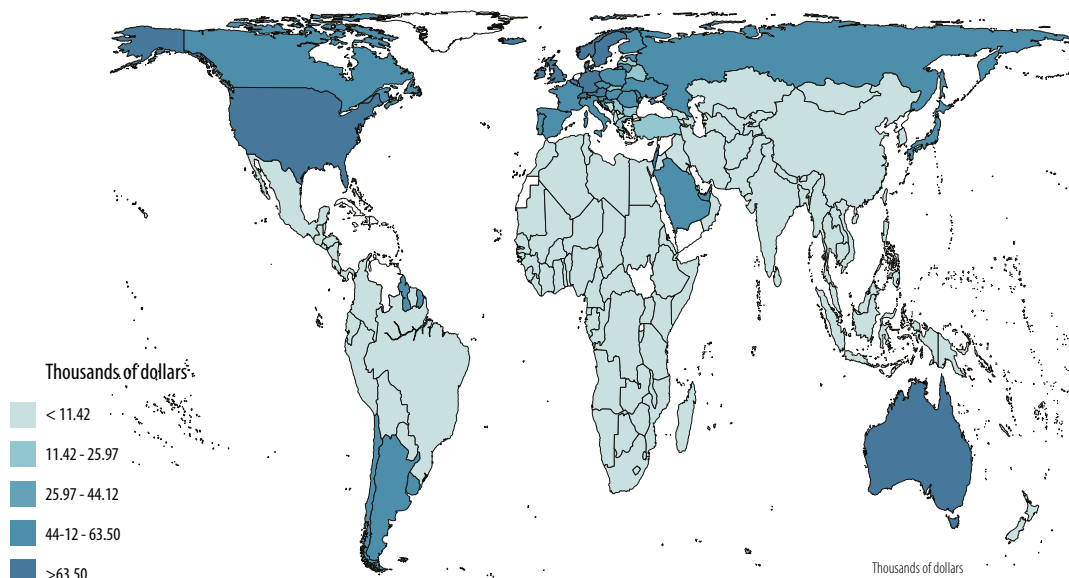
Thomas Piketty, *Capital in the 21st Century*, 2013.

Percentage of national wealth held by the most enriched 5%



Source: European Central Bank.

GDP per capita with purchasing power parity in 2023



Virtual
11L
Classroom

Purchasing power in Europe

4

■ **OBJECTIVES.** This activity allows you to work:

- 1 Identify the causes and consequences of exodus and rural depopulation.
- 2 Critically analyse different models of democracy.
- 4 Recognize the role of social movements in achieving social change.

5 Value social justice as a fundamental tool to meet social needs.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

4c

■ **METHOD**

If it is detected that there are students who have difficulties in carrying out this activity, it may be recommended that they go to activity 7 of station 2.

5

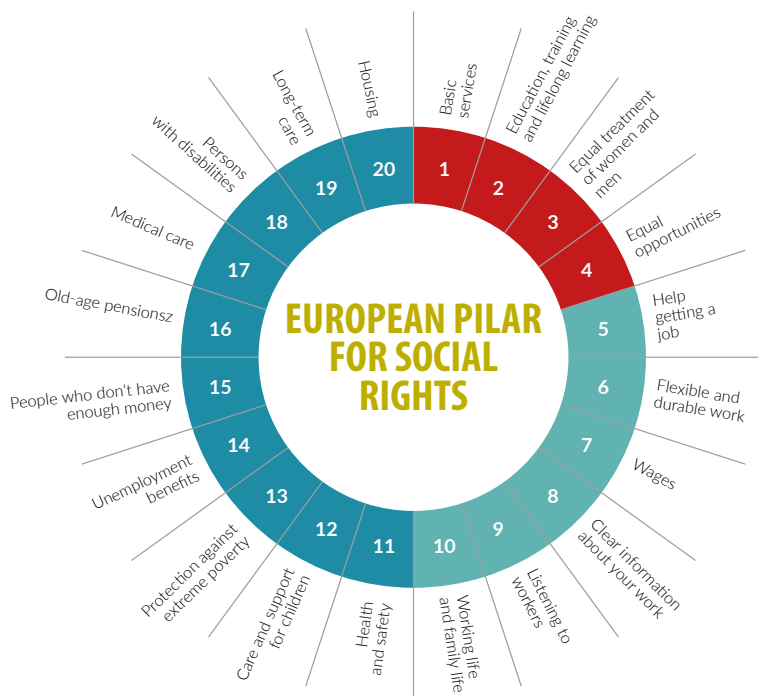
5

SOCIAL CONQUESTS IN EUROPE.

a) Choose a European country and investigate how its social rights system works. Identify:

- What rights are covered by the system (health, education, pensions, unemployment, etc.). Look at the chart.
- Choose 3 rights and identify 2 important milestones in their development.
- Impact on everyday life: how these 3 rights improve the quality of life of citizens.
- What problems exist for its implementation and sustainability.
- Which ideologies support the development of these rights and which propose to limit them and why.

b) Explain your conclusions to another group and identify similarities and differences.



OKAY, THE RIGHTS HAD TO BE CONQUERED AND THEN TURNED INTO LAWS. BUT ONCE THEY WERE ACHIEVED, THAT'S IT, ISN'T IT?

WHAT DO YOU THINK?

WELL, MAYBE HE'S NOT... IN THE SAME WAY THAT THEY HAVE BEEN ACHIEVED, THEY CAN BE LOST, RIGHT?

6

6

SOCIAL RIGHTS AND DEMOCRACY IN DISPUTE.

a) Assess whether the block of conquests that you analyzed in activity 3 are in regression or continue to advance in your State, explaining the organizations and arguments behind who promotes it and who raises a cut. Synthesize your conclusions in a picture like this:

Conquest	Evolution (forward or backward)	Forces that push it and arguments	Forces that hold you back and arguments
...

b) Read the tables of the other teams.

c) Make a general conclusion on the evolution of democracy and rights. Consider also the conclusions of activity 4.

d) Discuss what you should do in this context as inhabitants of your State. Put your conclusions in writing.

J

5

METHOD

Suggestions for carrying out the activity:

- Teachers can limit the activity. For example, selecting only a right or a few. You could also do all the work on the same country, splitting the rights between the teams.
- It is suggested that teachers make a distribution in such a way that countries are not repeated.

OBJECTIVES. This activity allows you to work:

- 2 Critically analyse different models of democracy.
- 4 Recognize the role of social movements in achieving social change.
- 5 Value social justice as a fundamental tool to meet social needs.

- In order to answer the last two questions, students may need help from teachers. One possible guide would be to facilitate multi-party electoral programmes. You can also offer articles on the sustainability or not of the pension, health or education system.

6 Find and select relevant and reliable information to solve questions related to democracy and rural exodus.

7 Interrelate and systematize the information collected to respond to challenges on demography, democracy and social rights.

6

METHOD

To facilitate the completion of the task, it is recommended to use the same groups as in activity 3 of this station and the same distribution of topics. In addition, it is a good time to remind students to put into practice the democratic skills they are training.

For the dynamization of this activity, the cooperative structure 'pencils to the center' is suggested. To carry it out, the teachers propose the following guidelines:

- A question or problem is launched and the teachers propose the sharing of information within each team.
- The students dialogue and share their opinions, so the pencils are placed in the center of the table, to indicate that at those times you can talk and listen, but not write. One member of the team begins to

give their opinion on the question raised, while the rest of the people actively listen to their approach. By turns, all people are participating.

- When they have reached an agreement on the information they have to collect in writing, each person takes their pencil and writes it on their sheet. Right now, you can't talk, just write.
- In the event that someone has doubts in the individual writing part, they should ask again for 'pencils to the center' to receive help and clarifications from the people who make up their team.

In this structure it is not always necessary for the teams to arrive at a single response, although it is necessary to reach a consensus on the various ideas that have surfaced during the dialogue.

OBJECTIVES. This activity allows you to work:

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J

METHOD

Before moving to the next station, students can be provided with the rubric of self-assessment of the perception of learning to determine what situation they are in and

what needs to be addressed in the learning situation. See VC12A Self-Assessment.

Arrival station. Strengthening democracy and social rights

WELL, SON, DID YOU CONVINCE GRANDMA?

WELL... SHE ALMOST CONVINCED ME TO STAY HERE AND FIGHT FOR HER HEALTH CENTER...

HOW?

I DON'T KNOW. I DON'T REALLY HAVE EVERYTHING AS CLEAR AS WHEN I CAME.

1 **Organize an assembly to elucidate what the grandson should choose.** Should he align with his father's position or his grandmother's? When making the decision, you must:

Respecting the rights of grandmother and people living in rural areas

Thinking about creative solutions that may not go through a 'yes' or a 'no' and that may include the action of social movements

- a) **Choose a democratic way of making the decision.** Consider activity 5 of station 3.
- b) **Put into practice the democratic skills** you have chosen in activity 3 of station 3 and are training.
- c) **Develop a simple plan of action so that you can implement the decision you have agreed upon.** It is enough that you list about 5-10 actions to carry out.

2 **Organize a legislative assembly for the implementation of social laws.**

- a) **Organize in groups so that each team is a social movement or political group that has been key in the creation of social laws.** *For example*, trade unions for labour laws, feminist groups for gender equality, etc.
- b) **Draft a bill for a social conquest associated with your field.** *For example*, better working conditions, development of education or health, etc.
- c) **Simulate a legislative debate, so that each group presents its proposals to the class.** Try to be very convincing.
- d) **Vote the bill as if you were a member of Parliament.**
- e) **Reflect which of the strategies used by each group to get their proposal approved were most appropriate.**

3 **Write a final reflection on one of these topics:**

What current challenges do European democracies face in consolidating and enhancing social gains?

Which social gains were most important for the development of democracy and why?

How do social movements influence the attainment of rights and freedoms?

How is the current state of democracy in your territory?

What consequences does depopulation have for the exercise of acquired rights?

What has changed in your understanding of participation and democracy? How does that make you feel?

How are decisions made democratically?



K

METHOD

Before entering this season, it is recommended to practice the evocation of the essential learnings previously worked to consolidate them more strongly in memory. For this, the activity 'evocation clock' is proposed through which, in 5-10 minutes, the students must write 12 ideas of the entire learning situation.

The activities proposed at the arrival station seek to respond to the initial challenge, synthesize and put into practice the essential learnings and carry out a metacognitive reflection.

1

METHOD

Recommendations for holding assemblies:

Types of topics: It is important to distinguish the type of topic that is dealt with at each moment of the assembly to avoid confusion or frustration. Not all spaces require debate or decision-making. The main types are:

- Informative: information is transmitted and doubts answered, without debate.
- Consultative: opinions are collected, but no final decision is sought.
- Decision: it is necessary to reach an agreement or make a decision.
- Formation: space to learn, ideas are shared without the need to coincide.
- Reflective: opinions and reasoning on a topic are expressed, without seeking conclusions.

Phases for holding assemblies:

- Start:
 - Classroom layout: It is necessary to sit in a circle and break with the traditional structure of the classroom (creating a diaphanous space by separating the furniture or choosing an outdoor space). The circle arrangement represents horizontality (limiting situations of power or hierarchy), allows multidirectional communication that facilitates participation, avoids the creation of subgroups, etc.
 - Role-sharing:
 - Responsible for the agenda: is in charge of writing the agenda on the blackboard and crossing out the topics that are being treated.
 - Responsible for moderation: He's in charge of taking the floor. You can do this by pointing out the names of the people who have asked for the turn to speak on the blackboard. It is important to prioritize the turns of the people who have not yet intervened in the assembly over those who have already done so. If the moderator wants to participate, he/she must sign up for the speaking session.
- Responsible for the secretariat: its function is to take minutes.
- Content control: its function is to cut interventions when someone leaves the topic being debated, skips the agenda or makes a proposal that has nothing to do with the topic being discussed.
- Responsible for time: controls the clock when there are specific times for each topic or when the time of each intervention is limited.
- Establishing the rules to be able to speak and listen well:
 - Respect the opinion of others, even if we do not agree.
 - Listen carefully without interrupting. Waiting for the speaking time.
 - Speak respectfully without offending others.
 - Focus on the topic at hand.
- Development:
 - The moderator raised the first item on the agenda and opened the floor. Depending on the subject, different procedures may be followed:
 - Listen to the different interventions and reach an agreement.
 - Use some technique that facilitates participation, such as those shown throughout this learning situation.
 - An agreement is reached (if necessary), if possible by consensus. Consensus is not unanimity. It does not imply that we have to be 100% everyone in agreement with the proposal. Consensus is the result of a collective enrichment of one (or several) initial proposals that reasonably satisfy all persons involved.
 - The next item on the agenda is continued, and so on.
- Close:
 - The person exercising the role of secretariat or moderation reads all the agreements adopted and those responsible for carrying them out.
 - It can be concluded with issues such as: What did you like about today's assembly, what made today's assembly work well, what can we do better or different next time?

Previous page notes

1

OBJECTIVES. This activity allows you to work:

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2

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2d

METHOD

It should be explained to students that there are three possible types of votes: Yes, no and abstention.

3

OBJECTIVES. This activity allows you to work:

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L

METHOD

Before finishing, it is recommended to carry out a metacognitive reflection so that students become aware of the evolution in their learning, reflect on the most effective strategies and think about what implications have in their life what they have learned. To this end, it is proposed to answer the following questions:

- What do I stand out as the most important thing I have learned?

- What has been useful for me to learn?
- How does what I have learned affect my life?
- How do I feel about what I have learned?

Students can be provided with the rubric of self-assessment of the perception of learning. See VC12A Self-Assessment.

