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Democracy4all Ages

LESSON PLAN 1

Title: My Voice - My Neighbourhood

Age Group: 7-9

Duration: 45 minutes

Topic: Community & Active Citizenship

Materials: Diagram cards, green, yellow, and blue sticky notes, an area map, sentence to finish cards, a box

Learning Objectives:
By the end of the lesson, children will be able to:

- describe what a neighbourhood is,
- acknowledge the strengths of his surroundings and aspects that need improvement,
- articulate his perspective and support it,
- engage in attentive listening to others,
- collaborate effectively in a team setting,
- offer solutions to issues concerning the surrounding neighbourhood.

Lesson introduction:
Guessing the password (3 minutes):
Students generate a password using the proper letters from the images in this sequence: train 5, tree 3, library 2, kindergarden 7, shop 2, bus 1, school 4, church 3, park 3, hotel 1, house 2, hospital 2, playground 10.
Opening Circle (5 minutes):
Students are seated in a circle. The teacher poses questions:

- Can a child transform his or her neighborhood?
- What contributes to a friendly neighborhood?

Each child replies with a brief sentence or gesture. The teacher highlights that, following Janusz Korczak's philosophy, every child is entitled to their own opinion and that each statement holds significance. The teacher notes the students' thoughts on the board. A web of associations is formed around the term "Neighborhood."

Main Activity:
Guided discussion (7 minutes):
The teacher shares a brief story.
Story:
Ania walks to school each day. Along the route, she passes the playground. She observes that the bins are overfilled, the bench is damaged, and the children lack a place to sit. Ania contemplates:
“Can my perspective change anything or have any impact?”

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LESSON PLAN 1

Title: My Voice - My Neighbourhood	**Age Group:** 7-9	**Duration**: 45 minutes

Main Activity:

Philosophical inquiry:

Does each vote hold significance?

Children engage in discussions based on P4C principles:

- one person talks,
- we listen attentively,
- you have the option to reconsider your decision,
- everyone can justify the statements.

The teacher does not assess the responses but enhances the discussion through inquiries.

- Is it always beneficial to discuss problems?
- Is silence a choice as well?
- In what ways can you convey your voice?

Map of Positive Transformations (20 minutes):

The class is split into 4 to 5 teams.

Each group is provided with a sheet containing a basic map of the area.

Activity - children attach notes to the map:

🟢 green - preferred locations,

🟡 yellow - areas needing enhancement,

🔵 blue - personal suggestions for change.

The groups subsequently present their proposals.

Following each presentation, the other students provide their feedback:

- What do I enjoy the most?
- What additional information can be included?

Reflection / Discussion:

My perspective for the community (5 minutes):

Each student finishes the sentence on the provided card:

“I would appreciate it if in my neighborhood…” The cards are placed into the “Resident’s Voice” box.

The educator highlights that even the tiniest concept can serve as the starting point for transformation.

Closing Circle (5 minutes):

In conclusion, the children respond with a single sentence:

“Today I found that…”

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LESSON PLAN 2

Democracy4all Ages

Title: Letters and petitions to local authorities

- **Age Group:** 7-9

Duration: 45 minutes

Topic: Community & Active Citizenship

Materials: illustrations of a city/municipal office, a park, a playground, a pedestrian crossing, a library; a sample of a letter and a petition template; envelopes; green, yellow, and red cards for each student

Learning Objectives:

By the end of the lesson, children will be able to:

- explain what a letter and a petition are;
- know who to turn to when asking for change in the immediate environment;
- give examples of issues important to residents;
- works in a group;
- make a polite request and justifies his/her opinion;
- develop the ability to speak and write short texts.

Lesson introduction:

Guided discussion (10 minutes):

Photos are taped to the board. Students answer questions like:

- What do you like most about your neighborhood?
- Which institutions do you use to help?
- Who decides where to build a playground, a pedestrian crossing, or where to plant new trees?

Main Activity:

Conversation (5 minutes):

Students answer the question: What is the difference between a letter and a petition?

The teacher explains:

- A letter is a message addressed to a specific person or institution.
- A petition is a joint request by many people regarding an important matter.

Brainstorming (6 minutes):

What would you like to change in your neighborhood? Write down your ideas on the board.

Group work (18 minutes)

Divide into groups. Review the rules for writing and addressing a letter. Each group selects one idea from the board and prepares a letter or petition according to the following outline:

- We would like to ask you to…
- This is important because…
- Thank you for reading our request.
- Sincerely,
- Students of class …

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LESSON PLAN 2

Title: Letters and petitions to local authorities	**Age Group:** 7-9	**Duration**: 45 minutes

Main Activity:
Letters presentation and discussion how persuasive they are, whether they provide a good argument for the request, and whether they are polite. Address the envelopes.

Reflection / Discussion:
Closing Circle (3 minutes):
The teacher asks questions:

- Who can we write a letter to requesting a change?
- Why do residents sign petitions?
- Why is it important to politely justify your request?

Summary (3 minutes):
Each student receives three cards:
🟢 Green – I know what a letter and a petition are,
🟡 Yellow – I still need some help,
🔴 Red – this was difficult for me.
Students choose the appropriate colour and briefly justify their choice.

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LESSON PLAN 3

Title: Community Helper Day

Age Group: 7-9

Duration: 45 minutes

Topic: Community & Active Citizenship

Materials: Conversation stone, tree illustration, leaves for each group, board, thermometer illustration, sticky notes

Learning Objectives:
By the end of the lesson, children will be able to:

- wonder about the meaning of the word "help";
- recognise that people may need different forms of support;
- are able to justify his/her own opinion and listen to the opinions of others;
- co-create an atmosphere of safety during the conversation;
- plan small assistance activities that can be carried out on a daily basis.

Lesson introduction:
Opening Circle (5 minutes)
Children sit in a circle and together set the rules of the conversation, e.g. we listen until the end, we do not ridicule other people's ideas, we can change our minds, every voice is important.
Guided Conversation (5 minutes)
The teacher shows photos depicting various helping situations (e.g., helping an elderly person, supporting a friend, donating food to those in need, playing with a lonely child) and asks questions:

- What does it mean to help?
- Who helps others?
- Have you ever helped someone?
- How did you feel after helping?
- What do people need most besides money?
- Can time, conversation, or a smile be helpful?

Main Activity:
Brainstorming (5 minutes)
Students answer the question:
How can I help others? The teacher writes the answers on the board around the drawn tree.
Group work (10 minutes)
Students work in groups. Each group receives a sheet of paper with a large leaf drawn on it. The task is to draw one situation in which children can help others and add a short slogan, e.g. "I help a friend", "I am kind", "I share".

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LESSON PLAN 3

Title: Community Helper Day	**Age** Group: 7-9	**Duration**: 45 minutes

Main Activity:
After completing the work, all the leaves are placed on a common poster with a illustration of a tree called “The Tree of Good Deeds”.
Summary discussion (10 minutes)
Each group presents its leaf, attaches it to the tree and tells:

- who helps,
- why it's worth helping,
- what feelings accompany the person helping and the one receiving help.

Reflection / Discussion:
Closing Circle (6 minutes):
Children sit in a circle. The conversation stone is passed from one interlocutor to another. The student completes one of the sentences:

- Today I started thinking about...,
- I was surprised by...,
- I'd like to ask...,
- After today's conversation, I want...
- or says the sentence: Today I prefer to just listen.

Evaluation (4 minutes)
Helping Thermometer - Each student receives a piece of paper and attaches it to the appropriate place on the helping thermometer illustration.

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LESSON PLAN 4

Title: School/community democratic rules posters

Age Group: 7-9

Duration: 45 minutes

Topic: Rules, Fairness & Conflict Resolution

Materials: cards with roles (e.g. friend, new student, mediator, witness, teacher), cards with a description of a problematic situation, illustrations showing emotions, A4 sheets of paper and markers, board or sheet of paper, post-it notes, reflection cards 😊 😐 ☹️

Learning Objectives:
By the end of the lesson, children will be able to:

- develop cooperation and communication skills;
- learn to solve conflicts through dialogue;
- develop empathy and the ability to adopt different perspectives;
- practice arguing and justifying one's own opinions;
- experience shared responsibility for group decisions;
- actively participates in the conversation.

Lesson introduction:
Opening Circle (4 minutes)
The teacher invites the children to form a circle.
Starting questions:

- What does "solve something together" mean?
- Is it always easy to communicate?
- What helps us reach agreement?

The teacher writes down the children's most important answers on the board.
Setting the rules (6 minutes)
Children review the rules of conversation together:

- we listen to the end,
- we don't mock,
- everyone has the right to their own opinion,
- we are looking for solutions, not culprits.

Main Activity:
Situational scene (25 minutes):
The teacher reads the story:
The class is preparing a play. Everyone wants to play the lead role. The children begin to argue. Some feel left out, others believe they are the best. Work on the play comes to a standstill.

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LESSON PLAN 4

Title: School/community democratic rules posters	**Age Group:** 7-9	**Duration**: 45 minutes

Main Activity:

Division into groups

Children draw roles, e.g.: a student who wants the main role, a shy student, a new student, a friend, a mediator, an observer.

Task

Each group must answer the following questions:

- What does my character feel?
- Why is he behaving like this?
- How can the problem be solved?
- What solution will work for everyone?

After a few minutes, the groups act out short scenes.

After each scene, the teacher leads a conversation.

Sample questions:

- Should everyone get what they want?
- What is more important – justice or the satisfaction of everyone?
- Is compromise always a good solution?
- How can you notice the needs of others?
- Can you disagree and still be a good friend?

The teacher does not evaluate the answers, but encourages children to justify their opinions and treat others' opinions with respect.

Reflection / Discussion:

Closing Circle (5 minutes):

Each child completes one sentence:

- Today I realized that...
- What surprised me most was...
- Next time I would like to...

Evaluation (5 minutes):

Children choose one of the faces:

- 😊 – I can cooperate and talk about problems.
- 😐 – I still need to practice.
- 😕 – it was difficult for me.

They then write or draw the answer to the question:

- "What helps people solve problems together?"

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LESSON PLAN 5

Title: Role-playing game: 'Let's solve it together'	**Age Group:** 7-9	**Duration**: 45 minutes
Topic: Rules, Fairness & Conflict Resolution	**Materials:** sheets of paper, coloured markers, crayons, pencils, sticky notes, illustration of a situation requiring joint decision-making, cards with slogans: respect, everyone's voice, cooperation, responsibility, justice, help, illustrations of a basket and a suitcase	

Learning Objectives:

By the end of the lesson, children will be able to:

- explain in their own words what rules are and why they are needed;
- recognize examples of behaviour consistent with the principles of democracy (respect, equal voice, co-decision-making, responsibility);
- listen to what others say and treat them with respect;
- collaborate in creating the poster;
- present and justify the ideas of their group.

Lesson introduction:

Opening Circle (3 minutes)

The teacher invites the children to sit in a circle and begins with a question:

"Why do you think people need common rules?" Each child can say one sentence.

Teacher reads a story: (7 minutes)

"A new set of board games has arrived in the classroom. Everyone wants to use them, but there aren't enough of them. Everyone has a different idea of the solution. How can we make it fair?"

The teacher asks questions:

- Should everyone be able to express their opinion?
- Is the majority always right?
- How can a decision be made so that no one feels left out?

Main Activity:

Brainstorming in groups (5 minutes)

The teacher writes down on the board the children's answers to the question:

"What principles help everyone live well and learn together?"

Sample suggestions:

- everyone has the right to speak,
- we listen to each other,
- we don't mock,
- we help each other,
- we make decisions together,
- we take care of common things.

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LESSON PLAN 5

Title: Role-playing game: 'Let's solve it together'	**Age Group:** 7-9	**Duration**: 45 minutes

Main Activity:

The teacher emphasizes that these are examples of democratic principles.

Group work – poster design (15 minutes)

Children work in teams of 3–4. Each group draws or chooses one rule from the given.

Examples:

- We respect every opinion.
- Everyone has the right to vote.
- We make decisions together.
- We care about the common good.
- We resolve conflicts through conversation.

Task:

Create a poster that:

- presents the selected principle,
- shows it in pictures,
- contains a short slogan,
- encourages others to follow this rule.

The teacher acts as a moderator, asking questions:

- Did everyone have a chance to propose an idea?
- How did you make the decision?
- Does everyone have a task?

Poster Presentation (5 minutes)

Each group :

- presents its rule,
- argues why they chose this rule,
- where it can be used in school.

Other students can ask questions.

Reflection / Discussion:

Closing circle (5 minutes)

Children answer the questions:

- What did you learn about democracy?
- How did you work together as a group?
- Which principle would you like to implement in our classroom?

Basket and Suitcase (5 minutes)

Students are given two sticky notes and write down the answers to the questions:

- What do you take with you from class?
- What do you throw away, what is unnecessary after class?

Then they stick them in the appropriate place on the board.

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LESSON PLAN 6

Democracy4all Ages

Title: Peer mediation activities	**Age Group:** 7-9	**Duration**: 45 minutes
Topic: Rules, Fairness & Conflict Resolution	**Materials:** soft toy, poster/presentation - stages of mediation, cards with examples of conflict situations, sticky notes, sheet of paper, illustration of a suitcase	

Learning Objectives:

By the end of the lesson, children will be able to:

- explain what conflict and mediation are;
- recognize his/her own and other people's emotions;
- can listen carefully to the interlocutor;
- propose ways to resolve the conflict peacefully;
- respect the right of others to their own opinion;
- cooperate during discussions and group work;
- recognize the role of the mediator as a person who helps in reaching an agreement.

Lesson introduction:

Opening Circle (3 minutes)

Students sit in a circle. The teacher reminds the rules of conversation inspired by the pedagogy of Janusz Korczak:

- everyone has the right to speak,
- everyone has the right not to speak,
- we listen without interruption,
- we respect different opinions.

The soft toy is held by the speaking person.

Guided conversation (7 minutes)

Opening question: "What helps people reconcile when they argue?" The teacher shows a picture of a conflict between children. Questions:

- What might have happened?
- How might these people feel?
- Does someone have to win such a conflict?
- What might help both sides?

The teacher writes the children's ideas on the board.

Introduces the concept of: Mediation – a conversation conducted with the help of a person who helps find a solution that is good for both sides.

Main Activity:

Brainstorming (10 minutes)

Students answer the question: What should the rules of mediation be? The teacher writes the students' ideas on the board.

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LESSON PLAN 6

Title: Peer mediation activities	**Age Group:** 7-9	**Duration**: 45 minutes

Main Activity:

Learning the steps of mediation (5 minutes) The teacher presents the board:

Mediation steps

1. Stop and calm down.
2. Tell me what happened.
3. Name your feelings.
4. Listen to the other person.
5. Look for a solution.
6. Agree on what you will do next.

The children explain together the meaning of each step.

Drama – "The Mediator Helps" (13 minutes)

Students work in teams of three.

Role:

person A,

person B,

mediator.

Each group draws a situation card, e.g.:

- two children want to play with the same toy;
- someone accidentally destroyed a colleague's work;
- two people want to sit in the same place;
- someone was excluded from the fun.

The mediator conducts the conversation according to the learned steps.

After each scene, the group responds:

- What helped resolve the conflict?
- How did the mediator behave?
- Were both sides heard?

Reflection / Discussion:

"The Mediator's Suitcase" (4 minutes):

Each child receives a card and finishes the sentence:

"A good mediator should..." The notes are glued to a suitcase-shaped poster.

Final Round (3 minutes)

Each student completes one sentence:

- Today I learned...
- What I will remember most is...
- Next time during a conflict I will try...

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LESSON PLAN 7

Title: Court - why do people need a fair way of resolving conflicts?

Age Group: 7-9

Duration: 45 minutes

Topic: Rules, Fairness & Conflict Resolution

Materials: illustrations of a court, a judge, a witness, a lawyer; a story card, a conflict story card, role cards: judge, person A, person B, witness 1, witness 2, observers, a toy hammer, circles in colours: green, yellow, red.

Learning Objectives:

By the end of the lesson, children will be able to:

- know what the court does;
- understand that the task of the court is to resolve disputes fairly and in accordance with the rules;
- distinguish punishment from fair conflict resolution;
- are able to listen to different sides of a conflict;
- justify his/her own opinion;
- cooperate with the group;
- develop empathy and a sense of responsibility for one's own decisions.

Lesson introduction:

Question Circle (8 minutes)

The teacher invites the children to form a circle and shows an illustration of a courtroom, a judge, a witness, and a lawyer. The teacher asks questions:

- What do you associate with a court?
- Is a court a place for arguments?
- When do people go to court?
- Does someone always have to be guilty?

The teacher does not grade the answers. They write down the most important associations.

Philosophical Inquiry P4C (10 minutes)

The teacher reads the story: "Two children found a new ball on the playground. They both claimed it was theirs. Neither wanted to give in. More and more children started arguing. Someone said, 'We need someone to listen to everyone and help us decide fairly.'"

Philosophical question: Does fairness always mean that someone wins and someone loses?

The children take turns expressing their opinions. The teacher encourages justification and does not provide a ready-made answer.

Main Activity:

Explanation - What does a court do? (5 minutes)

The teacher explains in simple language. A court helps people resolve disputes. A judge doesn't guess. First, they listen to everyone. They look at the evidence. They try to make a fair decision in accordance with the law. Everyone has the right to say what happened.

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LESSON PLAN 7

Title: Court - why do people need a fair way of solving problems?	**Age Group:** 7-9	**Duration**: 45 minutes

Main Activity:
Students create an connotation map on the board to the word 'court', e.g.:
listens, asks, checks, thinks, makes a fair decision.
Simulated Court Trial (17 minutes)
The teacher reads a story.
Story: Two students were building with blocks together. One of them accidentally knocked over the structure. The other believes it was intentional. An argument breaks out.
Children choose the roles of a judge, person A, person B, witness 1, witness 2, observers.
Tasks:
Children create a scene of a court case.

- Judge: listens to both sides; asks questions; does not interrupt; finally makes a decision and justifies it.
- The others present their version of events.

After finishing, the teacher asks:

- Did the judge listen to everyone?
- Was the decision fair?
- What was the hardest?
- Could the conflict have been resolved differently?

Reflection / Discussion:
Korczak's reflection (3 minutes)
The teacher reads a quote by Janusz Korczak:
"There are no children - there are people." and asks questions:

- How does this quote fit into the work of the court?
- Why should every child be heard?

Evaluation (2 minutes)
Children choose the colour of the circle:
green - "Today I understood why the court exists.",
yellow - "I still have a few questions.",
red - "I would like to know more."

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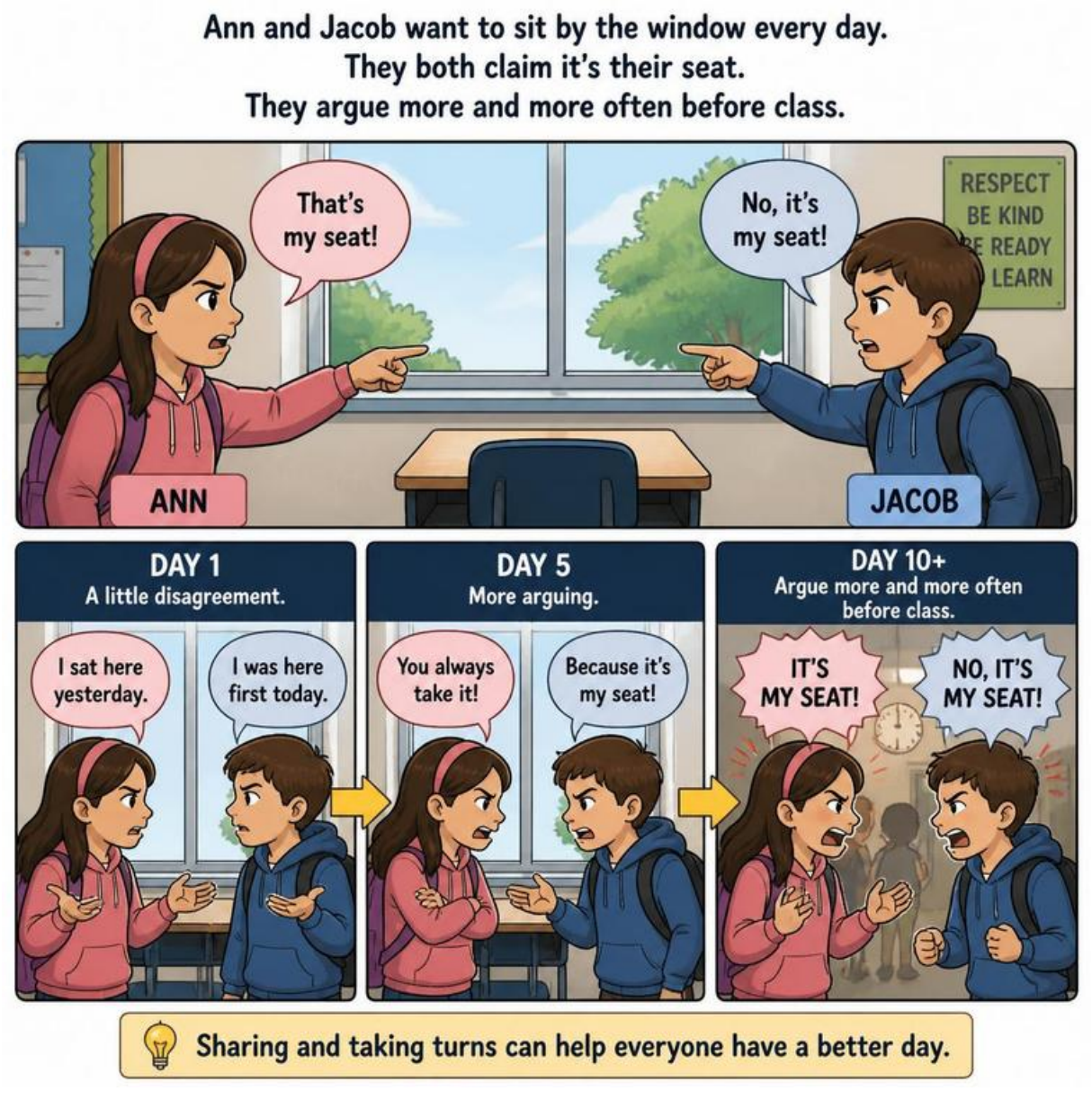
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PEER MEDIATION CARDS

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That’s my seat



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That’s my seat - questions

1. What happened?
2. Why could this seat be so important to each child?
3. What solution would be fair for both of them?

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Destroyed drawing



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Destroyed drawing- questions

1. What happened from your perspective?
2. What are your feelings about this?
3. What can they do to resolve the conflict?

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Football game





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Football game - questions

1. What was the story about?
2. What did each person feel?
3. What can be changed for the next game?

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A Story About Borrowing



Kacper borrowed crayons from Maja.



After class, he forgot to return them.



Maja is angry and doesn't want to borrow anything anymore.

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A story about borrowing-questions

1. What happened?
2. Was it intentional?
3. What can they do to rebuild the trust?

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Team work



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Team work - questions

1. How did the team work look like?
2. What went wrong for each person?
3. How should we speak to be heard?

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Mocked design



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Mocked design - questions

1. What was the story about?
2. What did each person feel?
3. How can we express their mind with respect?

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Swing quarrel



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Swing quarrel- questions

1. What happened?
2. How can they resolve the conflict in a fair way?
3. What can they do to avoid this problem next time?

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Nataly's secret



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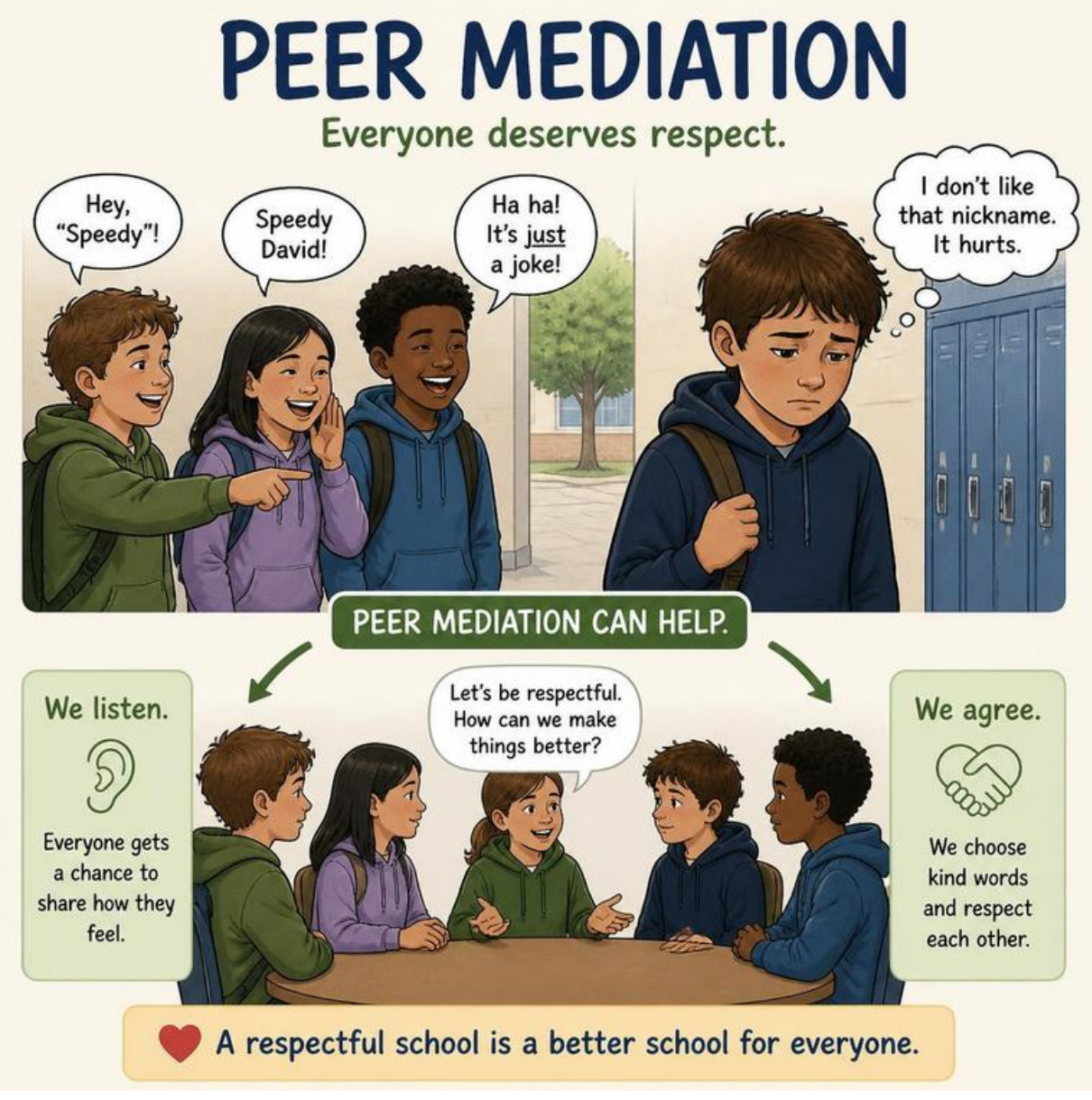
Natalia's secret - questions

1. What does each girl know about the situation?
2. What impact did it have on their relationship?
3. What can be done to rebuild the trust?

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Nickname laughing



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Nickname laughing - questions

1. What does David feel?
2. What did the other children mean?
3. How can we play without hurting others' feelings?

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Cooperative work



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Cooperative work - questions

1. How did they share the task?
2. What could have been difficult for them?
3. How can they cooperate next time?

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Democracy4all Ages

LESSON PLAN 1

Title: Our Classroom, Our Voice

Age Group: 5-7 years (adaptation for 3-5)

Duration: 60-75 minutes

Topic:
ParticipatiPaon and shared decision-making · rights (UNCRC Art. 12, 13, 15, 29)

Materials:
Talking Object (soft ball or puppet), poster "Our Classroom - Our Voice", flipchart, markers, sticky notes, voting stickers, ballot box; coloured blocks and picture cards for 3-5-year-olds

Learning Objectives:

Children can…

- say their opinion on a classroom question and give a reason ("I think … because …")
- listen to another child and respond to their idea
- name an idea that is different from their own and accept it
- take part in a vote and say whether the process was fair for everyone

Lesson introduction:

Every Voice Matters (10–15 min): In a circle with the Talking Object, tell a short story: every morning only two children decide which games everybody plays – the others are never asked. Ask: What happened? How do the other children feel? Was that fair? Why? What could the class do? Then sum up together: when everyone can speak and everyone listens, decisions become fairer.

Main Activity:

1. One Step Forward (10 min): children step forward when they agree with a statement ("Sometimes I have a different opinion." "I like it when someone listens to me."). We notice: thinking differently is okay.
2. Children's Council (20 min): one real classroom question, e.g. "How can we make everyone feel welcome?" Think alone → talk with a partner → each pair presents one idea. All ideas go on the poster; the educator facilitates but does not judge.
3. Democratic Voting (15 min): each child places three stickers, then we count together. Did everyone choose the same idea? Was the process fair?

Observe: Who speaks spontaneously, who needs encouragement? Do children refer to other children's ideas? How do they react when their idea does not win?
3-5 years: vote with blocks or picture cards, shorter talks, puppet as a helper.

Reflection / Discussion:

How did it feel when someone listened to you? Was it easy or hard to decide together? Not everybody got what they wanted – was it still fair? What can we do tomorrow so that everyone is included?
Closing sentence: "Today I learned that …"

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LESSON PLAN 2

Title: Little Helpers - Big Community

Age Group: 5-7 years (adaptation for 3-5)

Duration: 60-75 minutes

Topic:
Community and active citizenship · Contributing to the common good (UNCRC Art. 12, 15, 29, 31)

Materials:
Picture cards of community helpers, large paper or neighbourhood poster "Our Community", markers, sticky notes, stickers, scissors, glue, drawing materials, camera or tablet (optional)

Learning Objectives:

Children can…

- name at least three people who help in their community and say what they do
- explain why one of these people is important for others
- suggest one concrete thing children can do to help someone
- contribute an idea to a group plan and respond to another child's idea

Lesson introduction:

Who Helps Our Community? (10-15 min): Picture cards lie in the middle of the circle. Ask: Who do you see? What does this person do? Who helps you every day? What would happen if nobody did this job? Collect the children's ideas first, then sum up together: many different people care for each other, and everyone contributes something.

Main Activity:

1. Invisible Helpers (10 min): children move freely; when a helper is called out, they freeze and mime the work. Ask: Can children help too?
2. My Community Map (20 min): in mixed groups, children draw their neighbourhood or village, mark important places (school, playground, library …) and place the helper cards. Who works here? Who helps children, older people, nature? Who is missing?
3. Little Helpers - Big Impact (20 min): each group gets one challenge (welcome a new child, help someone who feels lonely, thank community helpers …), plans a mini-project and presents it. The class votes on one or two actions for the following week.

Observe: Which ideas come from the children themselves? Do children build on each other's suggestions? Who takes responsibility in the group?

3-5 years: picture collage instead of a map; very concrete actions (watering plants, thank-you drawings).

Reflection / Discussion:

What did you find out about the people around us? Who helps you - and whom can you help? How did your group decide on its idea? What can we do tomorrow to make someone's day better? Closing sentence: "I can help by …"

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LESSON PLAN 3

Title: Let's Solve It Together

Age Group: 5-7 years (adaptation for 3-5)

Duration: 60-75 minutes

Topic:
Rules, fairness and peaceful conflict resolution (UNCRC Art. 12, 19, 28, 29)

Materials:

Two puppets, emotion cards, conflict situation cards, Talking Object, poster "How Can We Solve It Together?", flipchart, markers, coloured paper, sticky notes

Learning Objectives:

Children can…

- describe what happened in a conflict and how each person might feel
- recognise that the same situation can feel different for different people
- suggest at least one peaceful solution and say why it is fair
- listen to another group's solution and compare it with their own

Lesson introduction:

Every Problem Has More Than One Solution (10–15 min): Two puppets - Luna and Max both want the same toy. Luna had it first, Max has been waiting for a long time. Ask: What happened? How does Luna feel? How does Max feel? Has something like this happened to you? What could happen next? Collect ideas without giving answers.

Main Activity:

1. Walk in My Shoes (10 min): emotion cards are placed around the room; children walk to the feeling that fits a situation ("Someone laughs at your mistake."). Could somebody feel differently?
2. Let's Solve It Together (25 min): small groups get a conflict card (a new child is left out; two children want to be class helper; a child does not understand the language). They talk about: What happened? How does each person feel? What could everyone do? Then they act out the conflict and their solution. Audience: Was the solution fair for everyone? Is there another solution?
3. Our Peace Toolbox (15 min): children collect strategies (listen first, take turns, find a compromise, ask for help …) and draw them on a poster for the classroom.

Observe: Do children name the feelings of both sides? Who suggests solutions? Are different solutions accepted?

3-5 years: puppets only, simple everyday situations, answers through gestures and emotion cards.

Reflection / Discussion:

Which conflict did we look at? How did the characters make it fair? Did everybody have the same idea?
What can we do when we disagree? Which tool from our Peace Toolbox will you try?
Closing sentence: "One thing I will remember is …"

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LESSON PLAN 4

Title: Everybody Belongs

Age Group: 5-7 years (adaptation for 3-5)

Duration: 60-75 minutes

Topic:
Diversity, inclusion and equality (UNCRC Art. 2, 12, 23, 29, 30)

Materials:
Mirror, picture cards showing diverse children and families, blank puzzle (one piece per child), coloured paper, markers, glue, scissors, sticky notes, emotion cards, poster "Everybody Belongs"

Learning Objectives:

Children can…

- name one thing they like about themselves and one thing they share with another child
- describe a situation in which someone is left out and how that child might feel
- suggest one thing they can do so that someone feels included
- name a strength of another child

Lesson introduction:

What Makes Us Unique? (10-15 min): A mirror goes round the circle; each child says one thing they like about themselves. Then show picture cards of different children: What do you notice? What might they like to do? Can we know everything about someone just by looking at them? We stay curious instead of guessing.

Main Activity:

1. Find Someone Who … (10 min): children look for partners who, for example, speak another language, have a pet or love drawing - and discover differences and similarities.
2. The Puzzle of Belonging (20 min): every child decorates one puzzle piece (favourite colour, family, languages, dreams, something they are proud of). Together we assemble the puzzle. What if one piece were missing? Which piece is the most important? Every piece is different – and every piece is needed.
3. The Wall of Strengths (20 min): children write, draw or dictate positive qualities of classmates on sticky notes around each name. Does everyone have the same strengths? Why is that good?

Observe: How do children talk about differences? Do they notice when someone is left out? Do they include others in pairs and groups?

3–5 years: the puzzle is the core activity; drawing instead of writing; simple phrases ("We are different. We all belong."). Personal stories only if children volunteer.

Reflection / Discussion:

How did it feel to read or hear your strengths? Was anyone left out today? What can we do when someone is left out? How can we help a new child feel welcome?

Closing sentence: "One thing I can do so that everybody belongs is …"

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LESSON PLAN 5

Title: When Grandma Was My Age

Age Group: 5-7 years (adaptation for 3-5)

Duration: 60-75 minutes

Topic:
Intergenerational learning, dialogue and shared wisdom (UNCRC Art. 12, 13, 29, 30)

Materials:
An old object or photo, short story about a grandparent's childhood, interview sheet, story and timeline cards, flipchart, markers, sticky notes, drawing paper, coloured pencils, string and clothespins

Learning Objectives:

Children can…

- ask an older person a respectful question and retell one thing they heard
- name one thing that was different in the past and one thing that is still the same
- listen to a classmate's story and respond with a question or comment
- draw or describe one wish for the future and share it with the group

Lesson introduction:

Every Person Has a Story (10–15 min): An old object (toy, photo, book) lies in the middle of the circle. Ask: What could this be? Who might have used it? What story could it tell? Read a short story about a grandparent's childhood and pause: How would you feel? What is different today? What is still the same?

Main Activity:

Before the lesson: children interview an older relative, neighbour or family friend (games, school, rules, dreams). Not every child has grandparents - an older guest can also visit the group.

1. Time Machine (10 min): past, today or future? (writing letters by hand, video calls with grandma, robots …). What has changed, what has stayed the same?
2. Listening Across Generations (20 min): children share one story from their interview - what surprised them, what made them laugh. The educator notes key words (friendship, playing outside, helping …). Were all childhoods the same? What appears in many stories?
3. Our Shared Timeline (20 min): together, children place picture cards on Past - Present - Future and draw a wish for "Our Future Together".

Observe: Do children listen and ask follow-up questions? Do they find similarities across generations?

3–5 years: older guests visit; objects and photos; answers through drawing and role play.

Reflection / Discussion:

What surprised you in the stories? What was the same when Grandma or Grandpa was little? Why is it good to listen to older people? What would you like children in the future to know about your childhood?

Closing sentence: "One story I will remember is …"

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LESSON PLAN 6

Title: Stories That Change the World

Age Group: 5-7 years (adaptation for 3-5)

Duration: 60-75 minutes (3-5 years: 30-45 minutes)

Topic:

Creative democracy, storytelling and imagination (UNCRC Art. 12, 13, 29, 31) · Lesson Study focus: perspective-taking, participation, cooperation, dialogue

Materials:

Picture book, storytelling cards (characters, places, challenges), puppets or soft toys, costume elements, large paper, coloured pencils, comic templates, flipchart, observation sheet for focus children

Learning Objectives:

Children can…

- describe how a character might feel and consider this when discussing solutions
- identify an unfair situation in a story and suggest at least one peaceful and fair alternative
- contribute an idea to a shared story and build on an idea from another child
- express their ideas through words, play, drawing or movement

Lesson introduction:

Every Story Has the Power to Inspire (10–15 min): Tell a story about a forest where only the strongest animals are allowed to speak, and pause before the end. Ask: What happened? How do the small animals feel? Was that fair? Why? What could happen next? Children invent endings. Sum up: stories help us think about how people can listen to each other, help each other and make things fair for everyone.

Main Activity:

1. Story Circle (10 min): "Once upon a time there was a village where nobody was allowed to share their ideas …" - each child adds one sentence. What happened when everyone contributed?
2. Democracy Story Builders (20 min, key observation phase): small groups draw a character, a place and a challenge (e.g. bee - forest - nobody listens to the smallest animals) and create a story: What happens? Is something unfair? How do the characters feel? How do they solve it together? They draw it, play it with puppets, act it out or make a comic. The educator supports but does not direct.
3. Theatre of Hope (20 min): groups present. Audience: What happened? Was anything unfair? Did everybody have a voice? Was the solution fair for everyone? Could there be another one? Observe (write down children's words verbatim): Who calls something unfair, and why? Are other perspectives taken up? How are solutions negotiated - are quieter children included? 3-5 years: one shared puppet story, two or three characters, one clear problem.

Reflection / Discussion:

What was unfair in one of our stories? How did the characters make it fairer? Did everybody have the same idea? What can we do when people have different ideas? Why is it important to listen to others? (3–5 years: picture cards for fair/unfair, happy/sad.)
Closing sentence: "If I could change one thing, I would …"

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LESSON PLAN 7

Title: Every Child Has Rights

Age Group: 5-7 years (adaptation for 3-5)

Duration: 60-75 minutes

Topic:

Children's rights, dignity and shared responsibility (UNCRC Art. 2, 12, 19, 28, 31, 42)

Materials:

Puppet "Mo" with a small suitcase, about 20 picture cards (needs and wishes), six rights posters with symbols, green/red cards, tree poster "Our Rights Tree" with paper leaves, coloured pencils, glue

Learning Objectives:

Children can…

- name two things every child needs and explain why
- tell apart what every child needs and what is nice to have, and give a reason
- recognise when a child's right is not respected and say how that child might feel
- suggest one thing they can do so that another child's right is respected

Lesson introduction:

Mo Is Packing a Suitcase (10–15 min): The puppet Mo is travelling to a new land and can only take a few things. Picture cards lie in the circle (water, food, a home, a doctor, play, sweets, a tablet …). Ask: What does Mo really need? Why? What could Mo live without? Sum up: some things every child needs - that is why every child has rights.

Main Activity:

1. Is That Okay? (10 min): children hold up a green or red card for everyday situations ("A child is never allowed to play." "Children laugh at a child because she speaks another language."). What happened? How does the child feel? Why did you choose this card?
2. Needs or Wishes? (20 min, key observation phase): in small groups children sort picture cards into "Every child needs this" and "Nice to have" and explain their choices. Then the educator puts up six rights posters (name, play, learning, health, being listened to, fairness and safety) and the class matches the cards.
3. Our Rights Tree (20 min): each child draws a leaf with one right and what they can do so that other children have it too, and sticks it on the tree.

Observe: Which reasons do children give? Do they apply rights to all children, not only to themselves? How do groups deal with disagreement?

3-5 years: whole group with Mo, 6-8 cards, two or three rights.

Reflection / Discussion:

What does every child need? Was there a situation today that was unfair? Does every child have the same rights – also children who are new or speak another language? What can we do when a child's right is not respected? Who can you go to for help?

Closing sentence: "Every child has the right to … – and I can help by …"

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Democracy4all Ages

LESSON PLAN 1

Title: Our Classroom, Our Voice	**Age Group:** Ages 5–7	**Duration**: 45–50 minutes

Topic: Participation, Classroom Democracy, and Shared Decision-Making

Materials: Story cards, sticky notes, poster paper, markers & crayons, voting stickers,"Talking object" (toy, ball)

Learning Objectives: By the end of the lesson, children will be able to:

- Express their opinions respectfully
- Listen actively to others
- Participate in simple democratic decision-making
- Understand the importance of fairness and cooperation
- Contribute to creating shared classroom agreements

Lesson Introduction: The teacher reads a story about a class where only a few children are allowed to choose games while others are ignored. After the story, the teacher asks: "How did the children in the story feel?", "Was the situation fair or unfair?", "What could the class do differently?" Children briefly share their ideas using a "talking object," where only the child holding the object speaks while others listen respectfully.

Main Activity: Creating Classroom Agreements (15 minutes)

1. The teacher asks:
   - What helps us feel happy and safe in our classroom?
   - How should we treat each other?
   - What rules help everyone participate?
2. Children work together to suggest classroom agreements such as:
   - Listen when others speak
   - Include everyone in games
   - Share materials fairly
   - Use kind words
3. The teacher writes suggestions on poster paper.
4. Children vote on the most important agreements using stickers or colored cards.
5. The final classroom agreement poster is decorated together and displayed in the classroom.

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LESSON PLAN 1

Title: Our Classroom, Our Voice	**Age Group**: Ages 5-7	**Duration**: 45-50 minutes

Activity 2: Opinion Corners (10–15 minutes)
The teacher labels corners of the classroom:

- Agree
- Disagree
- Not Sure

The teacher reads simple statements such as:

- "Everyone should always get the same turn."
- "Children should help decide classroom activities."
- "Listening is important in teamwork."

Children move to the corner representing their opinion and explain their thinking respectfully.
The teacher encourages children to listen to different perspectives and discuss ideas calmly.

Reflection / Discussion:

Children sit in a circle and reflect on the lesson.
Suggested reflection questions:

- How did it feel to share your opinion?
- Was everyone able to participate?
- Why is listening important?
- How can we make our classroom fair for everyone?
- What did we learn about making decisions together?
-

The teacher concludes by emphasizing that democracy means respecting others, listening carefully, and working together as a community.

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LESSON PLAN 2

Democracy4all Ages

Title: Our Voices Across Generations	**Age Group:** 5- 7 years	**Duration**: 45–60 min
Topic: Intergenerational Learning & Dialogue	**Materials:** Old photos or childhood objects, talking object, picture cards, large paper, markers/crayons, voting stickers/tokens.	

Learning Objectives: Children will:

- compare childhood experiences in the past and today;
- understand simple democratic concepts: voice, listening, fairness and participation;
- express their own opinions and respect different views;
- participate in a simple shared decision and vote;

Lesson introduction:

"When I Was Your Age…"

Children and older guests sit together in a circle. An older participant shows a photograph or object from their childhood and shares a short story about family, school or play. The educator asks simple questions: "Who made the rules when you were little?" "Could children say what they thought?" "What happened when you disagreed?" Children are then invited to share how things happen in their lives today. Introduce the idea that having a voice means being able to express what we think and feel and being listened to.

Main Activity: "Then & Now – Our Voices Matter"

Create a poster with two sides: THEN and NOW. Together, children and older adults discuss: "Who made the rules?", "What decisions could children make?", "Could children express their opinions?", "How were disagreements solved?".

Children can add drawings or symbols to the poster.

Then invite everyone to make one real decision together, e.g. choosing the final group activity:

🎨 Make a collaborative drawing

🎵 Sing a childhood song

🎲 Play a traditional game

Children and adults briefly explain their preferences. Everyone receives one vote. Count the votes together and carry out the activity selected by the group. Emphasize that democracy does not mean everyone gets their first choice. Everyone has the opportunity to be heard, while the group respects the decision made together.

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LESSON PLAN 2

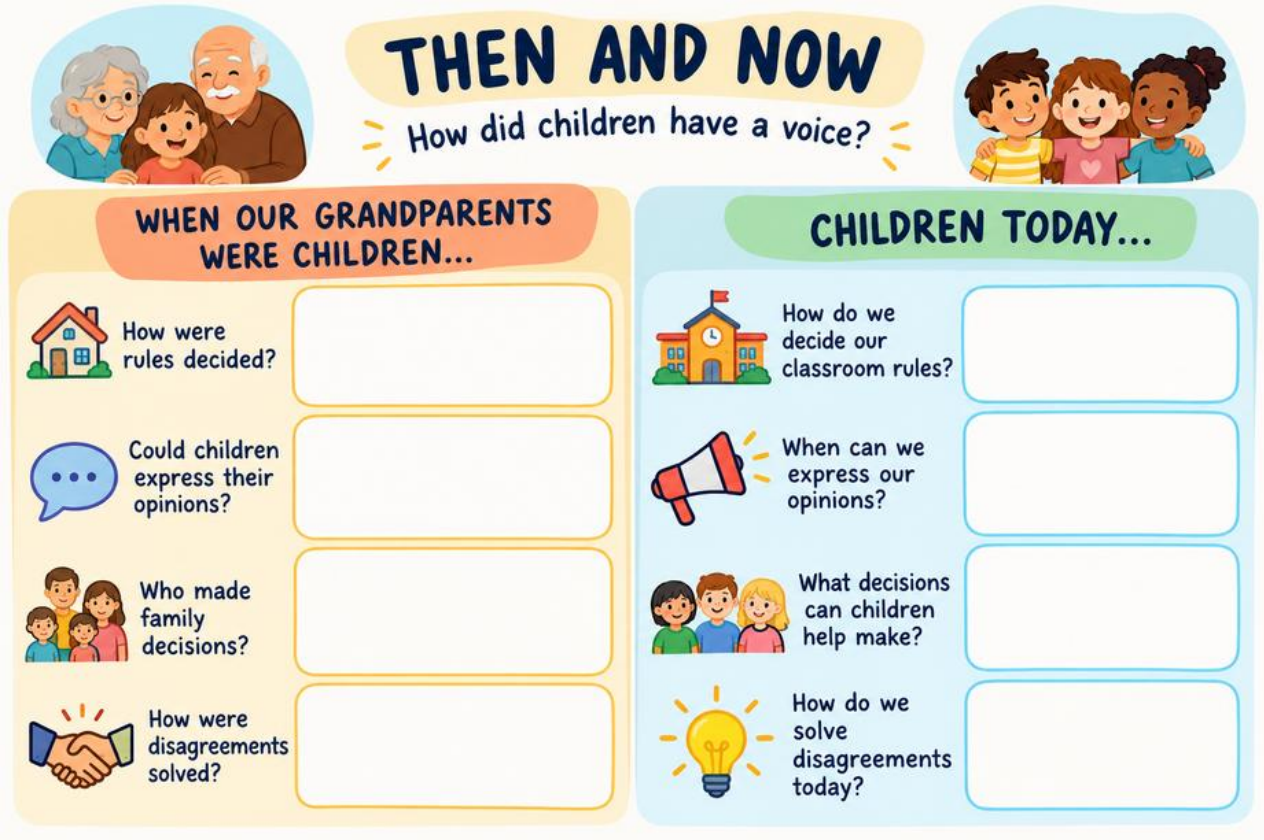
Title: Our Voices Across Generations	**Age Group:** 5 - 7 years	**Duration**: 45–60 min

Reflection / Discussion:

Return to the circle and pass around a talking object.
Ask:

- What did you learn about childhood in the past?
- What has changed?
- How did it feel to have a vote?
- Did everyone choose the same thing?
- Why is it important to listen when someone has a different opinion?
- What can children and older people learn from each other?

Finish together:
"We may be different ages, but everyone has a voice worth listening to."



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LESSON PLAN 3

Title: Our City, Our Stories, Our Voices	**Age Group:** 5-7 and or 7-9	**Duration**: 50-60 minutes

Topic: Intergenerational Learning & Dialogue - Intergenerational Democracy Storytelling through Philosophy for Children (P4C)

Materials: Photographs of the city from the past and present, photographs brought by older participants, city map, puppet or talking object, picture cards showing different city users, large paper, crayons and markers.

Learning Objectives: Children will:

- explore the philosophical concept of "the city" through dialogue and storytelling;
- listen to memories and perspectives from older generations;
- recognise that a city is experienced differently by different people;
- ask questions and express their own ideas;
- practise giving simple reasons for their opinions;
- listen to and build upon the ideas of others;
- consider concepts such as belonging, participation, equality and shared space;
- understand that both children and older people are members of the community whose voices matter.

Lesson introduction: "What Is a City?"
Children and older participants sit in a circle. In the centre, the educator places several photographs of the city: a street, park, school, square, playground, houses, shops, etc.

The educator asks one deceptively simple P4C question:
"What is a city?"
Accept all answers without immediately defining the concept.

Follow children's thinking with prompts:
"Does a city need buildings?"
"If there were buildings but no people, would it still be a city?"
"Could a playground be part of a city?"
"What about the people—are they part of the city?"
The aim is not to reach the correct definition, but to begin philosophical inquiry.

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LESSON PLAN 3

Democracy4all Ages

Title: Our City, Our Stories, Our Voices	**Age Group:** 5-7 and or 7-9	**Duration**: 1.5 -2 hours

Main Activity: Main Activity 1 – "The City Remembers"
An older participant chooses a photograph or object associated with the city and tells a short story:
"When I was your age, this square looked very different…"
They might describe where children played, how they travelled, where people met, what they were or were not allowed to do, or how a particular public space was used.
Children are encouraged to ask questions.
The educator then introduces the central inquiry:
"Who uses a city?"
Place picture cards in the middle: child, older person, parent, person with a disability, cyclist, shopkeeper, teacher, visitor, baby, bus driver, person walking a dog, etc.
Let the children add people the educator has forgotten.
Then deepen the inquiry: "Does everyone use the city in the same way?", "Who uses the playground?", "Who uses the square?", "Can children use every part of the city?", "Are there places older people find difficult to use?", "Who does the city belong to?", "Can a city belong to children too?", "Who decides what happens in a city?". The educator follows children's answers with the classic philosophical prompt: "Why do you think that?"

Main Activity 2 – P4C Community of Inquiry: "Who Is the City For?"
Now introduce a simple fictional dilemma:
"There is an empty space in our city. Some children want a playground. Some older people want trees and benches where they can sit and talk. Other people want a bicycle path. There is not enough room to have everything. What should the city do?"
Rather than moving immediately to voting, allow the group to philosophise first.
Children and older adults share their ideas using the talking object.
The educator facilitates rather than gives answers:
"Do you agree?", "Does anyone think differently?", "Why?", "Can two different ideas both be fair?", "Would your answer change if you were very old?", "What if you were five years old?", "Whose voice should we listen to?", "Should children help decide what happens in their city?"
This perspective-taking is where the intergenerational dimension and democratic inquiry meet.

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LESSON PLAN 3

Democracy4all Ages

Title: Our City, Our Stories, Our Voices	**Age Group:**	**Duration**: 50–60 minutes

Main Activity 3 – "Our City for Everyone"
Instead of choosing one "winning" idea, children and older adults work together to create: "A City for Everyone"
On a large sheet, they draw the shared city space.
Each generation contributes something it believes the city needs. They must discuss where things should go and try to accommodate different needs.
The educator can introduce democratic questions naturally:
"We have two different ideas. What could we do?"
"We haven't heard Maria's idea yet. Should we ask her?"
"The children would like this, but would our older visitors be able to use it too?"
The finished drawing becomes a visual record of their shared democratic thinking.

Reflection / Discussion:
Return to the philosophical circle.
Place the original photographs and the newly created city in the centre.
Ask:
What makes a city a good city?
Is a city only buildings and streets?
Who does a city belong to?
Can children change their city?
Should children have a say in decisions about places they use?
What did we learn from the older people?
What did the older people learn from children?
Did anyone change their mind after listening to someone else?
Can people of different ages want different things and still decide together?
Do not require the group to reach one final answer. In P4C, discovering that a question can have several reasonable answers is itself valuable.
Closing philosophical question
I would finish with one question and actually leave it unanswered:
"If everyone has a voice, does that make a city more democratic?"

Note:
The storytelling provides the stimulus, but the central educational experience is the intergenerational philosophical dialogue: older people's memories encounter children's present-day experiences, and both generations think together about who belongs, who uses public space, who decides, and whose voice counts.

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LESSON PLAN 4

Title: Listen, Remember, Add!	**Age Group: 3–5 years**	**Duration**: 20–30 minutes

Topic: Intergenerational Learning & Dialogue.

Focus: Active listening, turn-taking and cooperation

Materials: A talking object (soft ball, puppet, toy microphone, etc.), simple picture cards showing familiar themes such as toys, games, school, family, food, celebrations and the neighbourhood, and drawing materials.

Learning Objectives: Children will:

- practise listening while another person speaks;
- wait for and recognise their turn in a conversation;
- communicate with an older person through simple questions and answers;
- cooperate with someone from another generation;
- understand that both children and older adults have experiences and ideas worth sharing.

Main Activity: "Your Turn, My Turn"

Children and older adults sit in a circle. The educator introduces the talking object: "When you are holding it, it is your turn to speak. When somebody else is holding it, our job is to listen."
An older participant chooses a picture card—for example, PLAY—and completes a simple sentence:
"When I was little, I liked to play…"
The child who is paired with them listens and then responds:
"I like to play…"

The educator can encourage a very simple exchange:
"Was your game the same?"
"What was different?"
"What would you like to ask?"
Then reverse the direction: the child speaks first and the older person listens and responds.

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LESSON PLAN 4

Title: Listen, Remember, Add!	**Age Group: 3–5 years**	**Duration**: 20–30 minutes

Cooperation Challenge - "Make One Picture Together"
Each child - older adult pair receives one sheet of paper and one set of crayons.
Their challenge is:
"Draw something you would both enjoy doing together."
There is one important rule: they have to decide together what to draw.
For example, the child may suggest a playground while the older adult suggests a garden. They could decide to draw a park with a playground and a garden.
The educator supports the dialogue with very simple prompts:
"What does your partner think?"
"Did you listen to their idea?"
"Can you use both ideas?"
"Can you decide together?"

Reflection / Discussion:
Return to the circle and ask just a few age-appropriate questions:

- Was it easy to listen?
- What did your partner tell you?
- Did you have the same ideas or different ideas?
- How did you decide what to draw?
- What can children and older people learn from each other?

End with a simple message:
"When we listen to each other, we can learn from each other. When we share our ideas, we can create something together."



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LESSON PLAN 5

Title: Democra - Story	**Age Group:** 5-7 and 7-9	**Duration**: 45–60 minutes

Topic: Creative Democracy & Expression
Main idea: Children collaboratively create an original story exploring a democratic problem.

Materials: A story bag/box, character picture cards, setting cards, democracy concept cards (e.g. fairness, choice, listening), large paper and markers.

Learning Objectives: Children will:

- express their own ideas and listen to others;
- collaboratively create a story;
- explore concepts such as fairness, voice, choice, inclusion and participation;
- consider different solutions to a problem;
- experience shared decision-making during a creative process.

Lesson introduction: What Could a Democracy Story Be About?
Sit in a circle and tell the children:
"Today we are not going to listen to a story. We are going to CREATE one together."
Show a few simple picture cards connected to democracy: someone speaking, someone listening, children sharing, voting, helping someone, someone being left out.
Ask:

- What is happening here?
- Which picture makes you think about being fair?
- What happens when people want different things?
- What does it mean to have a voice?

There are no "correct" answers at this stage.

Main Activity: Choose Our Characters
Place several character cards in the centre.
Ask:
"Who should be in our story?"
Children suggest characters and collectively select 2-4.
Record their choices:
Our characters are…
The characters do not need to be people. They could be children, animals, imaginary creatures, toys or superheroes.
Where Does Our Story Happen?
Show several setting cards: school, forest, playground, imaginary kingdom, home, island, etc. Children decide where their story takes place.

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LESSON PLAN 5

Title: Democra - Story	**Age Group:** 5-7 and 7-9	**Duration**: 45–60 minutes

Main Activity: Give the Story a Democratic Problem
Now introduce a dilemma. Ask: “Something happens and our characters cannot agree. What could the problem be?”
Support them with possibilities only if necessary:

- Everyone wants to choose a different game.
- Someone is not allowed to join.
- One character always makes the decisions.
- They have one toy/object that everybody wants.
- The group has to choose between different activities.
- Someone has a good idea, but nobody listens.

Let the children choose the problem.

What Happens Next?
Now construct the story one contribution at a time.
Pass a talking object around the circle.
Each child can add something:
“Then…”, “I think the character should…”, “Maybe they could…”
Use P4C-style prompts to deepen the story:
“Why?”, “Would that be fair?”, “How might the other character feel?”, “Does anyone have another idea?”, “Can both ideas become part of our story?” Record their contributions.

Create the Ending Together
When several solutions have emerged, ask:
“How do we want OUR story to end?”, The group negotiates, combines ideas or votes when necessary.
The educator then reads the complete story back to the children.

Give It a Title
Finally:“Every story needs a title. What should ours be called?”, Children suggest titles and collectively choose one. They can illustrate the finished story together.

Reflection / Discussion: Ask: “Who created this story?”, “Did we always have the same ideas?”, “What did we do when we disagreed?”, “Did everyone's idea have to be included?”, “How did we make decisions?”,Was creating our story together a little bit like democracy? Why?”

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LESSON PLAN 6

Title: Our Democracy Song	**Age Group:** 3-5 and 5-7	**Duration**: 45–60 minutes

Topic: Creative Democracy & Expression	**Materials:** picture cards, paper, pencils or markers, computer, AI music tool (optional)

Learning Objectives: Children will:

- express what democracy means to them through words and music;
- collaboratively create simple lyrics;
- make creative choices as a group;
- practise listening, turn-taking and negotiation;
- explore rhythm and musical expression;
- understand that technology/AI can support, rather than replace, human creativity.

Lesson introduction:
Place picture cards in the centre representing:

👂 listening
🗣️ voice
🤝 helping
❤️ caring
⚖️ fairness
✋ choice
🧩 together
👫 friendship
🗳️ voting
🌈 differences



Ask:
"Which words should be in a song about democracy?"
Let children choose 4-6 concepts.
Write their words visibly.

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LESSON PLAN 6

Title: Our Democracy Song	**Age Group:** 3-5 and 5-7	**Duration**: 45–60 minutes

Main Activity:

1. **Turn Words into Sentences**

Take one concept at a time.
For example:
VOICE
"What could our song say about having a voice?"
Children might say:
"Everyone has a voice."
Do not worry about rhyme yet. Capture the children's meaning first.

2. **Find Our Chorus**

Read their sentences aloud.
Ask: "Which sentence should everybody sing together?"
Children select their favourite lines. Help them simplify the language and establish a rhythm without replacing their ideas. For example, their chorus could become:
I have a voice, you have one too,
I listen to me, I listen to you.
Different ideas are welcome here,
Together we choose, together we hear!
The exact lyrics should ultimately come from that particular group of children.

3. **Find the Rhythm**

Before introducing technology, use the body.
Try the lyrics with:
clap – clap – knees – clap
Experiment with: fast / slow; loud / quiet; clapping; stamping; percussion instruments.
Ask children: "How should OUR song sound?". Let them decide.

4. **Create the Verses**

Divide children into small groups. Give each group one concept:
Fairness – Listening – Helping – Choice
Each group creates one simple sentence. Combine these into short verses.
The educator can help with rhythm or rhyme while preserving children's ideas.

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LESSON PLAN 6

Title: Our Democracy Song	**Age Group:** 3-5 and 5-7	**Duration**: 45–60 minutes

5. **Optional AI Song Creation** (for 5-7 years only)

Now explain:
"We wrote the words and chose what our song should be about. We can ask an AI music tool to help us create music for OUR song."
Before generating anything, children decide:
Happy or calm?
Fast or slow?
What instruments?
Children's voices or another style?
The educator enters the children's lyrics and choices.
Listen to the generated version.
But importantly, don't stop there.
Ask:
"Do we like it?"
"Does it sound like our song?"
"What should we change?"
If appropriate, regenerate it based on their feedback.
This gives children agency over the AI-assisted creative process.

6. **Perform Our Song**

Sing it together using movement, instruments or a simple dance.
Children could also create one movement for each key word: voice, listen, together, fair, choose.

Reflection / Discussion:
Sit together and ask:

- Who wrote our song?
- Where did its ideas come from?
- How did we decide which ideas to use?
- Did AI create our ideas or help us turn them into music?
- What happens when many different voices create something together?

End by singing the chorus one final time.

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LESSON PLAN 7

Democracy4all Ages

Title: Democratic Dilemma	**Age Group:** 5-7 and 7-9	**Duration**: 45–60 minutes

Topic: Creative Democracy & Expression

Materials: situation cards

Learning Objectives: Children will:

- develop active attention and non-verbal communication;
- cooperate closely with a partner;
- experience leading and following;
- respond creatively to another person's actions;
- explore different perspectives through dramatic play;
- improvise around concepts of fairness, inclusion, listening and shared decision-making.

Lesson introduction: Find Your Mirror
Children work in pairs, standing face-to-face.
Explain: “Imagine your partner is your reflection in a mirror.”
Child A begins making very slow movements.
Child B follows as precisely as possible.
No talking. After approximately one minute, swap roles.

Main Activity:

1. **Who Is Leading?**

Repeat the exercise, but this time do not choose a leader.
Tell them: “Try to move together so slowly that nobody watching can tell who is leading.”
This creates a beautiful embodied experience of cooperation and shared leadership. Ask briefly: “Was it easier to lead or follow?”, “What did you have to do to stay together?”
Usually the answer naturally leads toward watching, paying attention, waiting and responding.

2. **Mirror the Emotion**

Keep the pairs. Call out situations/emotions: Happy! Angry! Confused! Excited! Left out! Proud!
One partner expresses the feeling through their face and body; the other mirrors it. Swap. This prepares children for perspective-taking in the improvisation.

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LESSON PLAN 7

Democracy4all Ages

Title: Democratic Dilemma	**Age Group:** 5-7 and 7-9	**Duration**: 45–60 minutes

3. **Give Each Pair a Democratic Dilemma**

Now give pairs a simple picture/situation card.
For example:
“You both want the same toy.”
“One person wants to play football. The other wants to dance.”
“One child wants to join the game.”
“You have to choose one story for the class.”
“One person keeps deciding everything.”
“One person is speaking, but the other isn't listening.”
“You have one paintbrush and both need it.”

4. **Improvise!**

Tell them:
“Don't plan every word. Show us what happens.”
Each pair improvises a very short scene.
At an interesting moment, the educator calls:
“FREEZE!”
The children freeze. Ask the audience: “What is happening?”, “How might each person feel?”, “What is the problem?”, And importantly: “What could happen next?”

5. **Play It Again**

Choose one audience suggestion.
The pair resumes the improvisation and tries the suggested solution.
Then, if useful: “Could we try a DIFFERENT solution?”
Replay the same situation.
For example:
Version 1: Take turns.
Version 2: Share.
Version 3: Combine the games.
Version 4: Ask the group.
Version 5: Find something completely different.
This helps children discover that democratic problems often have more than one possible solution.

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LESSON PLAN 7

Title: Democratic Dilemma	**Age Group:** 5-7 and 7-9	**Duration**: 45–60 minutes

Reflection / Discussion:

Ask children to face their original partner.
One child makes a slow gesture representing something they think is important when we are together—for example, listening, helping, sharing or welcoming.
Their partner mirrors it. Then swap.
Finish by bringing everyone into one large circle. The educator begins one slow movement and the whole group mirrors it. Gradually allow the movement to travel around the circle until leadership is no longer obvious.
Finish with:
"Sometimes we lead. Sometimes we follow. Sometimes we speak. Sometimes we listen. And sometimes we create something together."



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