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Citizen Empowerment Course

Lesson Plan | Module 1

Module Title	Democratic Ideals and Institutions
Module Learning Objectives	Upon completion of this module, learners should be able to: ▪ Label the origins and the meaning of democracy. ▪ Demonstrate understanding of the fundamental democratic principles and their importance. ▪ Recognise the different forms of democracy. ▪ Describe the key democratic institutions and their functions. ▪ Identify the main challenges of modern democracy.
Module Duration	3 Hours (180 minutes)
Materials/Equipment	▪ Training venue with IT equipment including laptop and projector ▪ Internet connection ▪ Flip chart and markers ▪ Electronic device (mobile or computer) for each participant (optional) ▪ A notebook and a pen for each participant ▪ Printed worksheets
Resources/ References	▪ Axtmann, R. (Ed.). (2003). *Understanding Democratic Politics*. Sage Publications. ▪ Beetham, D. (2012). *Democracy: A beginner's guide*. Simon and Schuster. ▪ Civic Participation. [Video by WEF]. (n.d.). Retrieved from https://www.youtube.com/watch?v=SfI35O6WtXE ▪ Concepts and Principles of Democratic Governance and Accountability. (n.d.). Retrieved from https://www.kas.de/c/document_library/get_file?uuid=56a283ae-50ff-0c9b-7179-954d05e0aa19&groupId=252038

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Unit 1	**Understanding Democracy**				
	Learning Activities	**Duration**	**Training Methods**	**Materials**	**Handouts and Activity sheets**
	Icebreaking activity *Steps* ▪ Click on the link, and a Random Wheel will appear, or scan the QR code. ▪ Learners should spin the wheel and answer the random question. ▪ After answering the question, learners should introduce themselves (name, organisation, and what their daily work entails [*if applicable, education contexts can adapt questions*]). ▪ Participants are generally encouraged to comment on others' responses or ask questions during this activity, within the time limit.	10 min	▪ Icebreaking activity ▪ Self-presentation	▪ Internet Connection ▪ Electronic device with access to the internet for each learner ▪ Projector	PPT Presentation (PPT_Module 1_ Unit 1)
	Definitions of Democracy ▪ Go over the slides on the meaning of democracy as part of the intro to the definition of democracy. ▪ Ask the participants to use their devices (laptop or mobile) to access the internet and search for definitions of democracy. ▪ Facilitate a discussion about the Video clip-: 'What is democracy?'	10 min	▪ Discussion ▪ Reflection ▪ Team discussion	▪ Internet Connection ▪ Electronic device with access to the internet for each learner ▪ Projector	PPT Presentation (PPT_Module 1_ Unit 1)

	▪ Invite the participants to define democracy in their own words. ▪ Reviewing the different perceptions of democracy, explain to the participants that there is no consensus among scholars and practitioners regarding the precise definition of democracy.				
	Different types of Democracy ▪ Go over the slide on the development of democracy. ▪ Initiate a discussion with the participants about the various forms of democracy, such as direct, representative. Encourage participants to share their prior knowledge and perceptions of each type. ▪ After the initial exchange, delve into the theoretical underpinnings of these democratic systems. ▪ To illustrate these concepts, offer indicative examples for each type of democracy. ▪ Encourage participants to think about the advantages and limitations of each system and how these impact the governance and daily lives of citizens within those democracies.	20 min	▪ Discussion ▪ Exchanging opinion and practices	▪ Internet Connection ▪ Electronic device with access to the internet for each learner	PPT Presentation (PPT_Module 1_ Unit 1)
	Worksheet 1: Identify the strengths and weaknesses of Representative Democracy ▪ Begin the activity by distributing the worksheets to all participants. Ensure that each person receives one and has the necessary writing materials.	15 min	▪ Presentation ▪ Team discussion ▪ Problem-solving ▪ Reflection	▪ Internet Connection ▪ Electronic device with access to	Worksheet 1 (Module 1_Worksheet 1_Unit 1)

				the internet for each learner	
	▪ Clearly state the objective of the activity: to critically assess the system of representative democracy by critically considering its characteristics through strength and weakness analysis. ▪ Organize the participants into small groups to encourage discussion and diverse viewpoints. You can either pre-assign groups or allow participants to form them organically. ▪ Once groups are formed, ask each group to utilizing the jumping off points and guiding question listed in the worksheet (age of electoral participation, inclusivity in voting and representation in parliament). As a group, participants should then brainstorm on the relevant strengths and/or weaknesses of these characteristics. ▪ Encourage participants to consider different angles, including political, social, and economic factors as well as real-world observations and experiences that affect the functionality of representative democracy. ▪ Allocate a specific amount of time for this group work, after which each group will present their findings. This encourages efficient time management and ensures that the activity remains focused. ▪ Let the groups know that following the group work, there will be a plenary session where they will share their insights with the rest of the participants. This will facilitate a broader discussion and allow for the exchange of perspectives.			▪ Pen and notebook for participants	

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Worksheet 2: Direct and Representative Democracy in Cyprus *Steps* ▪ Begin by handing out the worksheets to all participants, ensuring that each individual has a copy. ▪ Explain the purpose of the activity: to explore the practical applications and manifestations of democratic principles in Cyprus. ▪ Divide the participants into small groups to foster a collaborative working environment. ▪ Assign each group the task of identifying clear examples of both direct democracy, where citizens have a direct role in decision-making, and representative democracy, where elected officials represent a group of people, as they pertain to the Cypriot context. ▪ Encourage the groups to consider historical and contemporary instances, laws, referendums, elections, and any other relevant democratic processes. ▪ The groups will then engage in discussion on the strengths and weaknesses of each type of democracy. ▪ The activity ends with the group engaging in a reflection activity on the insights they gained from the activity. ▪ Provide a set amount of time for discussion and compilation of their findings on the worksheets. ▪ Let them know that after the group work, they will be asked to share their findings with the larger group, highlighting the most significant examples they've identified.	15 min	▪ Presentation ▪ Team discussion ▪ Problem-solving ▪ Reflection	▪ Internet Connection ▪ Electronic device with access to the internet for each learner ▪ Pen and notebook for participants	Worksheet 2 (Module 1_Worksheet 2_Unit 1)

Unit 2	Key Values & Pillars of Democracy				
	Learning Activities	**Duration**	**Training methods**	**Materials**	**Handouts and Activity sheets**
	Principles of a functioning Democracy *Steps* ▪ Begin the activity by providing participants with a brief reminder to the concept of democracy. Explain that while there are many different forms of democracy, certain fundamental principles underpin most democratic systems. ▪ Assign participants the task of identifying some of these basic principles. Encourage them to use the internet for research, guiding them to look for reliable sources such as educational websites, reputable news outlets, and academic publications. ▪ Ask participants to not only list the principles they find but also to gather some initial thoughts on why these principles are important to the functioning of a democracy. They could look for principles such as popular sovereignty, rule of law, separation of powers, protection of rights, fair and free elections, and majority rule with respect for minority rights. ▪ Once the participants have compiled a list of principles, bring everyone together for a group discussion. Go through each principle one by one, and facilitate an analysis of why each principle is crucial for a democratic system.	30 min	▪ Presentation ▪ Team discussion ▪ Problem-solving ▪ Reflection	▪ Internet Connection ▪ Electronic device with access to the internet for each learner	PPT Presentation (PPT_Module 1_Unit 2)

	▪ For each principle, prompt the participants to consider questions such as: - How does this principle manifest in real-world democracies? - Can they provide examples of how this principle supports democratic governance? - What might happen if this principle were not upheld in a democratic system? ▪ Encourage participants to take notes during the discussion for future reference, and to consider how the principles they've identified are upheld or challenged in their own country's democratic system. ▪ To conclude the activity, ask participants to reflect on what they've learned and to consider how the principles of democracy impact their daily lives and their roles as citizens.				
	Institutions of Democratic System *Steps* ▪ Prompt the participants to investigate and cite historical examples of democratic institutions, highlighting their evolution over time. Encourage them to consider the context in which these institutions were established. ▪ Follow up with a presentation on contemporary democratic institutions, detailing their roles and significance in today's governance systems. Use specific examples indicated in the presentation to illustrate their functions and impact on society.	20 min	▪ Presentation ▪ Team discussion	▪ Internet Connection ▪ Electronic device with access to the internet for each learner	PPT Presentation (PPT_Module 1_Unit 2)

	Activity: Democratic Institutions in Cyprus *Steps* ▪ Begin by distributing the worksheets to each learner. ▪ Explain the objective: to explore and understand the landscape of democratic institutions in Cyprus, including their diverse functions and types. ▪ Divide the participants into small groups, aiming for a mix of expertise and backgrounds in each, to foster a rich discussion. ▪ Task each group with identifying and listing the different types of democratic institutions in Cyprus, such as the parliament, the presidency, the judiciary, and any other relevant bodies. ▪ Encourage them to use their own knowledge, as well as internet resources, to ensure a comprehensive list. ▪ Once institutions have been identified, direct participants to discuss in their group the main challenges that the identified institutions face. ▪ Once the lists are compiled, each group will share their findings, allowing for a discussion on the similarities and differences noticed by different groups. In the group discussion, you may also discuss how these institutions interact with each other and with the public, and what roles they play in the democratic process. You can use the notes section to add your discussion points.	20 min	▪ Presentation ▪ Team discussion ▪ Problem-solving ▪ Reflection	▪ Internet Connection ▪ Electronic device with access to the internet for each learner ▪ Pen and notebook for participants	Worksheet 1 (Module 1_Worksheet_Unit 2)
Unit 3	**Challenges of Modern Democracy**				

	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
	Identifying the Challenges *Steps* ▪ Ask the participants to watch the video ▪ After watching, open the floor for a discussion. Encourage participants to reflect on the content of the video and share their thoughts on the challenges presented. ▪ Guide the conversation by focusing on specific issues such as polarization within society, growing distrust in governmental institutions, the erosion of rights and liberties, the impact of corruption on democratic processes, and the increasing disengagement of citizens from political participation. You may refer to the slides outlining the challenges to democracy in more detail. ▪ Prompt participants to not only discuss these challenges but also to think about potential causes and consequences, as well as to propose any solutions or countermeasures that could be enacted. ▪ Conclude the session with a summarization of the key points raised during the discussion, emphasizing the importance of addressing these challenges for the preservation and improvement of democratic systems.	15 min	▪ Brainstorming ▪ Team discussion ▪ Problem-solving ▪ Reflection	▪ Internet Connection ▪ Electronic device with access to the internet for each learner	PPT Presentation (PPT_Module 1_Unit 3)

	Worksheet: Challenges of Democracy in Cyprus *Steps* ▪ Divide the participants into small groups to encourage a focused and intimate discussion environment. ▪ Assign each group the task of identifying and listing the specific challenges that democracy faces in Cyprus. Prompt them to consider political, social, and economic aspects. ▪ Set clear parameters for the discussion, allotting each group 7 to 10 minutes to deliberate. ▪ Suggest that within their allotted time, groups should aim to prioritize their list, identifying which challenges they perceive as most critical. ▪ Once challenged have been identified, direct the participants to discuss the remaining questions of the worksheet and their group reflection. ▪ At the end of the discussion period, each group will be asked to present a summary of their findings to all participants, facilitating a broader exchange of insights.	15 min	▪ Brainstorming ▪ Team discussion ▪ Problem-solving ▪ Reflection	▪ Internet Connection ▪ Electronic device with access to the internet for each learner	Worksheet 1 (Module 1_Worksheet_Unit 3)
Module Assessment Exercise					
Duration: 10 Minutes					

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