



<https://ddasproject.eu>

**Democratic Dialogue at school: An online game-based training tool on Democratic Dialogue for Teachers**  
**Training course for school teams, teachers and school leaders in Europe**

## Module 1 - Activity 2

### Game cards to guide a democratic dialogue on climate crisis

<b>Short description</b>	<p>This game provides a case-based discussion method to develop a bottom-up school policy, school approach are simply school action concerning these issues at school. Most of the topics originate in sociocultural and religious values. The game is based on the Democratic Dialogue method and provides the opportunity to discuss issues that are perceived as difficult and controversial at school from a multi perspective.</p> <p>Each guiding card describes a specific case and the potential conflict that is triggered by the situation. The backside of the game card, provides reflective questions that</p> <ul style="list-style-type: none"> <li>- facilitate mutual understanding (horizontal level - empathy)</li> <li>- facilitate the origin of opinions and values (vertical level - in depth understanding)</li> <li>- stimulate the development of shared approaches and strategies to tackle the potential conflict (vertical level - co creation)</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● To provide dialogue questions to facilitate dialogue about controversial topics in the classroom.</li> <li>● To co-create action strategies with other teachers about case-based scenarios</li> <li>● To share multiple perspectives about case-based scenarios</li> </ul>
<b>Indicative time</b>	<ul style="list-style-type: none"> <li>● provide about 20 -30 minutes per case</li> </ul>
<b>Facilitator &amp; target group</b>	<p>Facilitator: 1 person who is acquainted with the method. This could be someone from outside your school if the aim is to participate with the whole team in the exercise.</p> <p>Target group: teams of school teachers and school board</p>
<b>Methodology – steps for the facilitator</b>	<p>Instructions for the facilitator:</p> <ul style="list-style-type: none"> <li>- Use the questions to create an iterative process for the participants. All participants have the opportunity to explain their perspective while others listen.</li> </ul>



**Funded by  
the European Union**

This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
[Project Number: 2021-1-BE02-KA220-SCH-000032794]



<https://ddasproject.eu>

**Democratic Dialogue at school: An online game-based training tool on Democratic Dialogue for Teachers**  
**Training course for school teams, teachers and school leaders in Europe**

	<ul style="list-style-type: none"> <li>- Provide time to everyone to answer the question</li> <li>- Listen to each other, do not interrupt</li> <li>- The focus is on the question, not on the answer</li> <li>- Take your time to formulate an answer to the question</li> <li>- Correct or false answer does not exist</li> <li>- No obligation to answer if you feel uncomfortable in answering the question</li> </ul> <p><i>“Because of climate actions of students, polarisation dynamics within the class group result in two groups. One group of students shares the opinion that truancy for climate change is only an excuse for absenteeism. Activists are said to be hypocrites because they still use the car to go to school. This results in conflict.”</i></p> <p>Surfing on the horizon (change of perspective)</p> <ul style="list-style-type: none"> <li>- Write down one word to describe how you feel as an observer of this situation.</li> <li>- Which ideas, convictions and values could trigger the reactions of the pro-activists?</li> <li>- Which ideas, convictions and values could trigger the reactions of the contra-activists?</li> <li>- According to you, what might trigger the reaction of the contra-activists?</li> </ul> <p>Diving (in-depth exploration)</p> <ul style="list-style-type: none"> <li>- Which factors remain unsaid but could play a role in this situation?</li> <li>- Which judgements and/or prejudices dominate this situation?</li> </ul> <p>Climbing (co-create actions)</p> <ul style="list-style-type: none"> <li>- How could we stimulate mutual understanding in this situation?</li> <li>- Can you provide suggestions to deal with this situation?</li> </ul>
<p><b>Materials &amp; Resources – tools</b></p>	<ul style="list-style-type: none"> <li>● Game cards with a case description and facilitating questions ( additional material and cases available in the platform)</li> <li>● a room organised in small discussion ‘isles’ to work in small groups</li> <li>● paper and pencils; sticky notes</li> </ul>



**Funded by  
the European Union**

This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
[Project Number: 2021-1-BE02-KA220-SCH-000032794]



<https://ddasproject.eu>

**Democratic Dialogue at school: An online game-based training tool on Democratic Dialogue for Teachers**  
**Training course for school teams, teachers and school leaders in Europe**

<b>Reference/ source:</b>	Democratic Dialogue workshops; AMIF funded project 'intercultural school'
<b>Additional resources and related material</b>	game cards with guiding questions (result of an EU-funded AMIF project/ available online)



**Funded by  
the European Union**

This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
[Project Number: 2021-1-BE02-KA220-SCH-000032794]