



<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 2 - Activity 1

Positive-Negative

Fostering a culture of democratic dialogue among teachers/adult learners (or secondary school students, if the activity is adapted accordingly) by exchanging views and agreeing/disagreeing without being exposed

Short description	<p>The “Positive-Negative” activity can be used as an introductory activity for teachers/adult learners helping them to explore and deepen in difficult issues, as well as to express their personal views in a safe way. The activity can be repeated at the end of the session to see if it has helped participants to deepen their understanding of the issue or even change their minds.</p> <p>This activity can be also easily adapted to address secondary school students.</p>
Objectives	<ul style="list-style-type: none"> ● to create a safe space for dialogue and debate and a positive climate ● to help participants to form an opinion and express it (if they want so), ● to discuss, exchange views and agree/disagree without being exposed ● to delve and explore different aspects of difficult issues ● to improve active listening and communication skills among the group members
Indicative time	<ul style="list-style-type: none"> ● 20 – 30 minutes
Facilitator & target group	<p>Facilitator(s): One or two adult trainers/educators</p> <p>Target Group: 15- 20 Teachers/educators/students</p>
Methodology – steps for the facilitator	<ol style="list-style-type: none"> 1. Prepare some “provocative” or controversial questions / statements related to the issue under discussion. 2. Use a paper tape to form the positive and negative symbols at the two ends of a classroom corridor. Draw a line with a question mark in the middle of the corridor. 3. Explain the objective of the exercise to the participants, e.g.: “During this activity, you will express your personal thoughts and exchange views and arguments”.



**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

	<p>4. Ask the questions or make the statements. Some examples from different topics:</p> <ul style="list-style-type: none"> ● <i>Religions divide people and cause conflict.</i> ● <i>Does Islam belong to Europe's heritage?</i> ● <i>Euthanasia is in fact suicide and should be banned.</i> ● <i>Is wearing religious symbols in public areas discriminatory?</i> <p>5. The participants can go to the positive or negative side of the corridor, depending on their opinion. They can stand on the positive and negative gradations (strongly agree, agree, relatively, a little, etc.). Those who have doubts or do not want to answer a question can stay in the centre.</p> <p>6. The facilitators ask the participants why they chose this particular position. They can stay in their position as long as they want, but they can also move if they are convinced by the arguments of others. After each new question, the participants choose their position again and express their opinion when asked.</p> <p>7. Facilitators may ask clarifying questions, but are not allowed to express an opinion or take a position.</p> <p>8. The activity can be repeated at the end of the session with the same questions/statements as an evaluation to see if the participants have been helped to deepen their understanding of the topic or even change their opinion.</p>
<p>Tips for the teacher/facilitator</p>	<ul style="list-style-type: none"> ● Questions – statements should be open and deliberately challenging, but not offensive, designed to provoke productive discussion ● There can be up to five questions covering different aspects of the topic
<p>Materials & Resources – tools</p>	<ul style="list-style-type: none"> ● Paper tape ● Enough free space for participants to move around



**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]