

**Freedom**

**Equality**

**The Democracy Book**



**Jerry Dean Epps, Ph.D.**

**Justice**

**Hope**

**Teachers Manual**

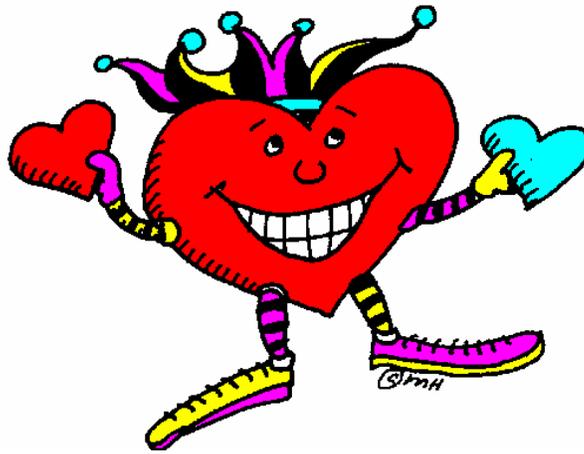
# The Democracy Book

## TEACHER'S MANUAL

18 Key Principles of Democracy

“The Adventures of Nadesh & Petra” Story

Activities to do with Students



by  
Jerry Dean Epps, Ph. D.

## **ABOUT THE AUTHOR**

Dr. Jerry Dean Epps, (Ph. D. in Human Services, M.A. in Sociology, B.A. in education) is a teacher and a counselor. He has taught at the university and elementary levels. He has spent a lifetime teaching in, and devising instructional materials for, various projects that he loves. He has spent time in Latin America and enjoys a passable facility in speaking Spanish. Post 9/11 he searched for ways to make the world a better place for all people. He decided that spreading democracy is a viable way to do that. Writing this book for school children around the world seemed a reasonable way to start. It is a heart gift to the human family. He lives with his wife in Marietta Georgia, USA, and is active in Spanish activities, counseling and business. He desires for all people to be free!

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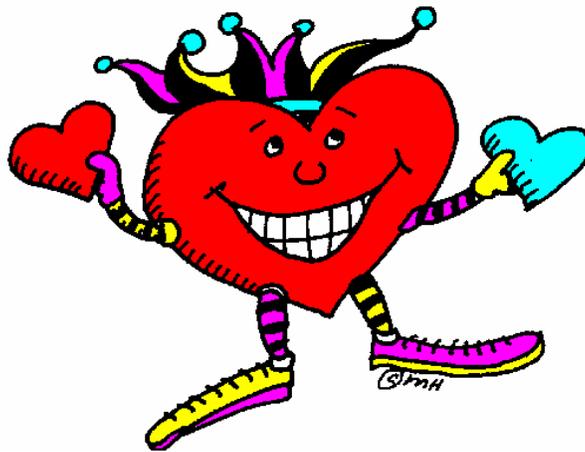
This is **copyright protected** material. You may not sell this book for profit. We encourage you to download it and use it free of charge. The author hopes this book will be used by students all around the world and thus enhance the establishment of democracy, especially in developing countries.

May the children and all people of the world have a better life because this book increased the chance that they will live in a democracy. It will be my great pleasure to know that you used this book. Please send me a note and tell me how you used it and the benefits you think it brought to the students. You can write to the address above or you can send an email from the web site.

Dr. Jerry Dean Epps, the author

## Illustrations in this book

All illustrations in this book are the creation of Mark A. Hicks and he is the copyright holder. He has won numerous awards for his various works. At [www.Markix.net](http://www.Markix.net) you can see more of his work. Because of his generous nature he has given permission for me to use his illustrations in this book and for this I am most grateful. I found his illustrations in the DiscoverySchool.com Clip Art Image Gallery and wish to express my thanks to them as well for making the images available. My sincere appreciation goes to DiscoverySchool.com and to Mark Hicks. The world is a better place because of their contributions.



## TO MY HEROES

To all those people who have dared to take a stand for Freedom. Some have done it in war zones. Others have done it in civil rights movements. Some have taken that stand for their country; others have taken that stand for their group. Wherever oppression has reared its ugly head there have always been some brave souls who have risen to the challenge and answered Freedom's call. I bow to them. In my heart, be they female or male, soldiers or civilians, they are heroes. Some answered that call and paid with their life's blood. Others paid with a lifetime of tireless efforts to rid the world of despots and thugs and the oppressive tyranny they bring. I wish to honor them all with this simple book. Down through the ages the heroes have stood for Freedom. Now it is our turn to answer the call. To further the advance of Freedom I offer this book. I hope it will help spread Democracy around the globe. To all who assist in that process, I wish to honor you too. A special thanks goes to my wife and supportive friends who encouraged me to continue with this project to completion.

Jerry Dean Epps, Ph.D.  
Marietta, Georgia, USA

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## Testimonials

With its fast-paced plot and easy-to-understand illustrations, "The Democracy Book" is an excellent teaching tool. I will definitely recommend that my colleagues check out this exciting book! Pam Jordan, Teacher

*As a public elementary school teacher for 38 years, I am tremendously impressed with Dr. Epps' The Democracy Book Student Text and Teacher's Guide. The stories and activities help students apply the principles to their everyday lives in playing and working with each other. The Student Book is very compelling to read while giving real life experiences and explaining each democracy principle. The main characters in the book, Nadesh and Petra, learn from their day to day experiences that living in a democracy leads to freedom for all. The Teachers' Guide is extremely "teacher friendly" in its organization, and the role playing activities to reinforce each principle are fun for the students. The guide and the student book are very easy to use, and they do a thorough job of teaching the principles. I highly recommend the Teach Democracy book and guide to teachers all over the world who believe that our children and generations to come deserve to live in a free society. Janice Lightsey, Teacher*

## INTRODUCTION

### About the Teacher's Manual

Welcome. I hope you enjoy working with this material. **What is in the teacher's manual?** You will find everything that is in the student text plus **activities to do with the children.**

**Format of the student text** is as follows:

- (1) A sophisticated version of the democracy principle appearing in bold type
- (2) An illustration
- (3) A simple caption under it
- (4) A blank space large enough that the caption can be written again in a local language other than English
- (5) A discussion paragraph(s) of a principle of democracy
- (6) A portion of the story that relates to that democracy principle

The teachers' manual is formatted (1 through 6) the same as the student text, and also includes experiential activities to help the children understand/remember the democracy principle being taught in that chapter.

I have chosen to break democracy into 18 key principles. The number is arbitrary. These 18 principles make sense, although another author may have chosen to represent democracy as being comprised of 21 principles, or 16, etc. In the caption under the illustration a principle is often restated in very simple terms. This is for the benefit of elementary school children.

### Introduction/Rationale To The Series

The Freedom of All People Series is envisioned to become six social studies **textbooks for elementary** grades. The first book, the Democracy Book, is written and is presented here. The other five books will be written in the near future. They are: Rule of Law; Free Enterprise; Education for All; Wise and Innovative Use of Societal Resources; and Wise and Innovative Use of Personal Resources.

Freedom is the key. It is **when people have freedom that they are the most likely to develop to their full potential.** When they have less freedom they are less likely to develop to their full potential

We want a world that encourages people to develop to their full potential. Why? Because when people develop to their fullest potential the world gets the best each person has to offer. When we get the best each has to offer we get the best possible world for people to live in.

This series is written to **teach and inspire** children about democracy, rule of law, free enterprise and so on. It is intended to help them see the merits of these institutions so that they will seek to put them into actual practice in their personal and professional lives as they mature. As they grow up to work or create businesses, think about politics, and prepare their own children to take their place in the world, we want them to have the ideas and resources to create a world that is good for all people.

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\* **Recommended Reading:** The life of Natan Sharansky, from political prisoner to cabinet minister, is one such example. Please read his personal story and his practical insights for bringing freedom to our world in his well researched and emotionally compelling book, The Case For Democracy, Sharansky and Dermer, 2004

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## Principle 1: Life is better in a liberty valuing constitutional democracy



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“People like to live in a democracy”

People like it when they are free. When people are working, buying food in the store or getting an education, they like living in a democracy. Other people cannot tell them what to do. Would you like it if someone kept telling you what to do? People like it when they don't have to worry about soldiers coming to take them away in the night. Would you be sad and angry if soldiers took away people in your family? People like it when they have a say in who their leaders will be. People like it when everyone is protected by just laws. That is why people are happy when they live in a democracy. The worker, the shop keeper and the school children all have a better life because they live in a democracy.

### Story:

#### “The Adventures of Nadesh and Petra”

“Are you awake?” whispered Nadesh to his sister Petra.

“Yes,” she whispered back from her makeshift bed on the grain sack on the floor of the ship's cargo hold. “This grain bag is so hard I can't get to sleep.”

They had been sleeping on these grain bags for three weeks now, ever since the old captain had stopped the mean crew from beating them up the night they were kidnapped.

“Nadesh, will we ever see mother and father again?” They had not seen their parents since the pirates had raided their seaside village. The pirates had burned their house to the ground. Nadesh and his sister, Petra, had been dragged off into the night and finally on board this ship. They could scarcely remember when life had been normal. But, at least they were alive. The old pirate captain was not really kind to them, but he did keep a protective eye on them during the day. At night he locked them in the cargo hold for their own safety. That way the crew could not bother them.

“No, I don't think we will see them again,” he said softly. There was silence as they wiped tears from their eyes. Then, on a brighter note, Nadesh spoke again. “I overheard the old captain talking to the first mate just after dinner.”

“Is that the one with the eye patch ... and he keeps that dagger in his belt?” she asked.

“Yeah, that’s the one. But I heard the captain tell him they are going to put us ashore in the morning. They said the place is called Big Tree Land.”

“I’ll be glad to get out of here,” Petra said. “But why that place? They could have dumped us anywhere.”

“Well,” said Nadesh, “the captain said we would have a chance to survive there. He said the people would treat us ok—because the place is a democracy.”

“So, what is so great about a de..de..de-moc..ra..ra..cy?” asked Petra.

“Well, the captain said he had always heard that people like living in a democracy. I guess he figures that will keep us safe without having to be locked up in a cargo hold every night,” Nadesh said.

“I sure hope he’s right,” Petra said. They fell silent. And then they fell asleep.

Meanwhile, on the deck above, the captain was steering straight for the cove at Big Tree Land. He planned to put them ashore just at sun up and be on his way before anyone there could ask any questions! To be continued....

**Activity: This activity illustrates that people like to choose their leaders. Ask for a few (2 – 5) volunteers. Have the non-volunteers wait in their seats and tell them they are to pretend they are adults in a village. Take the volunteers aside and instruct them to (1) act tough (but don’t touch the other children) with their body posture and their voice and facial expression—you may have to demonstrate this for them, and then (2) have them walk into the “village” and say they are taking over and will be the rulers. “We are in charge now!” If it is too funny the first time, ask for them to do it again, but this time without laughter. Have the “rulers” demand the others “line up,” “now face the wall,” “no talking,” etc. Even if the other students do not comply, have the “rulers” appear mean and continue to shout out orders. Now, ask the villagers if they liked it when others took over and they had no say in it. Ask if it was fair for the rulers to be in charge of the others. You can point out that such rulers are seldom popular.**

**Additional activity: Choose a few students to be “government soldiers” from a non-democratic government. Have the rest pretend to be asleep in their village (and not wake up until “morning”). Have the soldiers sneak in and take one or two away—then have “morning” come and have the villagers awake and discover that friends and family members are missing. How does it feel to have people stolen from you? Is it fair that there is no law to protect the people? To conclude this activity perhaps read the discussion page aloud again. Point out that in a democracy the government is FOR the people and not AGAINST the people. Then say, “People like to live in a democracy.”**

## Principle 2: All people are equal



“All people are equal”

In a democracy it does not matter if you are different than other people. You are still equal to others. Maybe you were born with a disability and have to use a wheelchair. Maybe you were born an African American and have dark skin. See the Native American. Some people may make fun of him because he has a different religion than they do. In a democracy we do not say, “He is not equal because he has dark skin.” We do not say, “She is not equal because she is in a wheelchair.” The sun shines on all people. It does not care if they are different in some way. In a democracy you are equal even if you are different in some way. No matter what your religion is, how much money you have, what your skin color is, if you are a man or a woman or if you have a disability—you are still equal to the others! In a democracy everyone is equal. If you are a person, you are equal to every other person!

### Story:

And sure enough, no questions were asked because no one was there at all! The place looked deserted. And, before they knew it, they were alone on shore and the captain, ship, and crew were gone. It was good to be out of that smelly cargo hold, but now, standing here alone, it felt scary.

“Look Nadesh,” exclaimed Petra, “there is a big house over there, and smoke is coming out of the chimney. Maybe they are cooking breakfast.”

They were both hungry. But would the people in the house think it strange that two children showed up at daybreak asking for food. Besides that, their clothes were torn and dirty. They looked a mess. No doubt people would make fun of them. If they had not been so hungry, they would not have taken the risk.

“They’ll probably think they are better than us!” said Nadesh. But, they walked toward the house. As they got closer, they could smell food cooking. Someone was going to be having breakfast, but would they get any?

And then they were at the front door. They knocked. Right away the door was opened by a large woman with dark skin and jewelry all over her! They could have just stared at this strange looking woman, but there was no time. She motioned them to come right on in. She stood back a minute and took a good look at them.

“The kitchen is this way,” she ordered, “follow me!”

There were all kinds of people in the kitchen! There were big ones, little ones, fat ones, and skinny ones. They were just sitting there as if they didn't know they were the oddest assortment of people on the face of the earth. They were all eating. It was as if Nadesh and Petra had stumbled upon a circus at mealtime! But, the dark-skinned lady with all the jewelry acted kindly. She kept urging everyone to have more of this and more of that. She seemed intent on making sure each one had plenty to eat.

By now Petra and Nadesh had plates in their hands too and were enjoying eating. These folks really knew how to cook! Then the jewelry lady rapped her knuckles loudly on the table. Most everyone stopped eating or talking and looked in her direction.

“Ok, you know how it is around here. Nobody gets a free ride. And nobody bosses anybody around. I own the place and you are welcome to sleep here and eat here as long as you do your part and don't make trouble.” She continued on, “We have two new people here and, of course, they will help with the work just like everyone else—that is, if they are staying.” She turned quickly to them. “You got anyplace to go? Do you want to stay here?”

Nadesh and Petra were caught off guard. They stood speechless as if the cat had gotten their tongues. All they could do was stare; first at each other, then at her.

“Ok, they are staying,” announced the lady. “Everyone works here, so I want some of you to show these two chores they can do.” She turned to Nadesh and Petra again. “I'll be gone for awhile but don't worry, my friends here will treat you well. I'm going to the shop in the village—do you need anything?” They stayed silent. The lady left.

Soon they were doing chores just like the others. There were floors to be cleaned, dishes to be washed, trash to be burned and beds to be made. No one was excused from the work. Nadesh remembered again that the captain had said Big Tree Land was a democracy. Maybe this house was like a little democracy inside the larger democracy of Big Tree Land. “Yes,” he thought to himself, “I bet that in a democracy everyone is equal—that is how it here. They didn't make fun of us, and they are treating us just as they treat each other and nobody gets out of the work” There seemed to be no slaves and no masters here—all seemed equal.

The work continued on all morning. To be continued....

**Activity: Hold a discussion. Start with this question. “What person should have the most power in the world?” Children may suggest famous people. They may suggest educated people or others who they think will help the world the most. Or, they may suggest people with a lot of money or social power. Write the names on the board. Important: Teacher; add the name of an “ordinary” person you know. List for each one the reasons given for why the person should be “more than equal”. You can say, “Oh, does that mean a rich person should be more equal than a scientist?” Then you as teacher can say, “I want to hear what every one has to say, not just the scientists.” And, “Does that mean a professional person should be more equal than a non-professional?” Teacher might say, “What is it that really makes a person equal to another in a democracy?” Teacher might say, “Maria got an A on her last test. Shall we make her more equal than the rest of you?” Keep the discussion going until it becomes obvious that no trait makes one more equal than another. Not education, money, body shape, gender, color, etc. It is merely being a human being that makes us all equal in a democracy. You might close with, “Remember, the sun shines on us all! Everyone has an equal chance to get sunshine.”**

**Additional activity:** Cut up a “pie” (made from paper or anything else) in obviously unequal pieces. Cut another “pie” in equal pieces. Ask the class to pretend the pie is real. Yum, yum, tastes delicious! Now, ask which one to serve to them—equal or unequal? Lead them to see that the only fair way is to let each student have a piece from the “equal” pie.

### Principle 3: Every person is important



“Every person is important”

You are important just because you were born here on earth. That, all by itself, makes you important. Why? Because we each have something to contribute to our group. If we don't give our talents and our thoughts the group will not get them. That would be sad. No two people are alike. We are all different from each other. The Native American is different than the girl in the wheelchair. Being different from each other makes our group stronger. That is because each person has something to offer the group that no one else has. Remember, no two people are alike so each one has something different to offer. We don't want to lose these precious differences. Our differences make us strong. Do you think the African American man might have different ideas than the Native American man? Of course. Their lives are different. They have had a different set of experiences. And, the girl in the wheelchair will have different experiences than people not in a wheelchair.

There is another reason that each person is important. That is because we each have something of great value—human feelings, hopes and dreams. Having feelings, hopes and dreams is part of being human. Do you think the African American man wants a good life? Does he have feelings, hopes, and dreams? What about the Native American man? Does he have feelings, hopes, and dreams? Should the girl in the wheelchair be less important because she is a female? She has feelings. Should she be less important because she has a disability? Do people in wheelchairs have hopes and dreams? She has a disability but she is still important because she is a person. No one is more important than the other. Each one is different from the others and each one has feelings, hopes and dreams. Just being a person in a democracy makes you important. The sun shines on all people.

#### Story:

Finally lunchtime came. The lady was back from the village. Everyone helped make the sandwiches and stir the soup and make the drink. Lunch tasted almost as good as breakfast. Then the lady took them outside. They sat down under a tree in the front yard. The look on her face was sort of serious—like she was thinking of something important. After a pause she spoke.

“You two kids are important. Everyone here is important. Do you know why I say that?” She asked. They didn't.

“Well,” she continued, “I was raised to think that everyone is important. Everyone is human, everyone has feelings, and everyone has something to offer to the group. That's because everyone is different.

We have Mr. Wilson A. Bentley to thank for teaching us that no two snowflakes are alike. Mother Nature made each one a little different than the other. Well, it's the same with people—no two are alike. It is the differences that make life interesting. So, everyone is important because he or she has something different to offer than what the next person has to offer.” She seemed to be done talking. So that was it! She brought them out here just to tell them that everyone is important! But then she started up again. To be continued....

**Activity:** Ask: Who is the most important person in the world? Write student suggestions on the board. They will likely name people that are seen as important because of some trait. After a few names are on the board, you can say, “Oh, does that mean a rich person should be more important than a scientist?” And, “Does that mean a professional person is more important than a nonprofessional?” “What is it that really makes a person important in a democracy?” Keep the discussion going until it becomes obvious that no trait makes a person more important than another. Not education, money, body shape, gender, color, etc. It is merely being a human being that makes one important in a democracy. You might close with, “Remember, the sun shines on us all!”

**Additional activity:** By now many students will understand the point: nothing other than being a person is needed to make one important in a democracy. To reinforce the concept, choose a few traits and quiz the students. “Miguel is taller than Juan. Is Miguel more important than Juan?” “Elaine has blue eyes and Sonia has brown eyes. Is Sonia more important than Elaine?” Do this with other traits such as hair color, location in the room, having a long or short name, etc. Students will understand that traits are not what makes one important in a democracy.

**Principle 4: As long as you don't hurt others you can live as you please**



“If you don't hurt others you can do what you want.”

The child planting flowers is doing it because it is fun for her. She is hurting no one. She lives in a democracy, so she does not have to ask the government for permission. Even if someone in the government does not like her, she can still plant flowers. Planting flowers is not hurting anyone, so she can do it just because she wants to do it. In some countries you have to have a friend in the government before you can work as a carpenter and build your own house. Sometimes people with no friends in the government are told they cannot do carpentry and build their own house. But in a democracy you can be a carpenter if you want to. You have to do carpenter work safely so no one gets hurt. Is the doctor hurting anyone? No, she is not. So, she can study to be a doctor, pass her tests, and then enjoy being a doctor. No one can tell her she cannot be a doctor. As long as it does not hurt others, you can have any religion you want. As long as it does not hurt others, you can speak any language you like. In a democracy, you can live as you please so long as it does not hurt others.

**Story:**

“Are you going to tell me why you kids are all alone, with no parents?” So they told her their story. They told about having their village raided and the pirates burning down their house. They told about being dragged to the ship and being locked in the cargo hold at night. They even told about how scared they were walking up to her house and how they could smell breakfast cooking inside.

“We were glad you turned out to be so nice,” Petra offered. “I wish we could see our parents again ... but I don't think we ever will,” she added in tiny and far away sounding voice.

“I don't think so either,” added Nadesh. “I hate the captain and his crew of pirates! They had no right to burn us out and then steal us! And what's worse,” he added, “our parents are probably gone for good.”

Feeling her anger too, Petra jumped in, “And I hate how they kept saying, ‘we can do anything we want!’ and they knew we couldn't do anything about it. We're just kids!”

“I feel angry at those mean pirates too,” said the jewelry lady. “By the way, my name is Elena, and I can tell by now that you are Nadesh and Petra.” There was a long silence. Then Elena spoke again. “We live in a democracy here in Big Tree Land. And that means people can do whatever they want—that is, and mark my words well—so long as they don't hurt others! It has always been like that. Do whatever you want, just so it does not hurt others! And those pirates, who burned your house, did bad

things to your parents and stole you—well, they were hurting others and that made it wrong!” Elena seemed really upset with the mean pirates. “They better never show their faces around here. We’ve got laws and we know what to do to people who break the law! Those pirates aren’t fit to live in a democracy.”

While it didn’t undo the past, it felt good to Petra and Nadesh to have their new friend, Elena, on their side. It sure felt like if those pirates ever showed up in Big Tree Land they would have a lot of explaining to do. To be continued....

**Activity:** “Children, it is entertainment time.” (Start with an activity that hurts no one)

**Example:** “Anna, will you come up front and sing a song for us?” Ask the other children, “Will Anna’s singing a song hurt others?” No, it won’t. If time permits, have her sing. If not, thank her for being willing. Now, for demonstration purposes, select, a “hurts others” activity. Perhaps, “Philip, come up front with Samuel and show us how you can beat him up!” Then, “Oh no, wait! Children, can Philip do this just because he wants to?” No, No. “Why not?” If they do not answer readily, coach them to see that he cannot do it because it would hurt another person. On the other hand, Anna could sing, just because she wanted to AND it did not hurt anyone. Use other activities, alternating between “hurts others” and “does not hurt others” until the concept is understood by most of the children. (Example: Take money without asking versus ask to borrow money, give a compliment versus call another a bad name, and so on.)

## Principle 5: Decisions are made by vote.



“We decide things by vote”

How many students have their hands up in the drawing? How many do not have their hands up? What do you think they are doing? Sometimes it is hard to know how to decide what to do. One day in a classroom some kids said, “Let’s play ball,” and others said, “Let’s build a fort.” Some didn’t want to play ball or build a fort. They wanted to go for a walk and maybe catch some interesting insects. The teacher said they had to pick just one activity for the entire class to do. How could they decide? Maybe they should do what the rich kids want to do. Maybe they could have fist fights and then let the winners choose their favorite activity. Or, they could let the oldest, or perhaps the smartest, children choose their favorite activity. Do you like any of those ways of choosing the activity? Very often it does not feel good to decide things by who has the most money, or who is the smartest, or the best fighter. When a decision needs to be made in a democracy, we vote. What are the children in the drawing doing? Do you think they are voting? When we use voting as a way to make decisions we avoid bloodshed and we hear from all groups in the society. Voting is the way we make decisions in a democracy.

### Story:

“Ok, come along now,” Elena said, “we have some decisions to make, and we’ll make them right after supper.” They followed her back into house and then got busy with the others on the afternoon chores. Petra wondered as she worked that afternoon what decisions had to be made, if it involved her and Nadesh and how would the decisions be made. She had visions of Nadesh having to arm wrestle the other boys to see if the two of them could win the right to stay here and live at Elena’s. Then she had other images in her head. Maybe they would be asked to draw straws to see if they got to stay—you know, short straw loses, long straw wins. But, she would just have to wait and see.

When the afternoon’s work was done and the evening meal out of the way, Petra was in for a surprise. Elena announced that it was time to decide if the group would let Nadesh and Petra stay for a long time, or just let them rest up a few days and then send them on their way. But the big surprise was that Petra saw no straws at all and no one was preparing to arm wrestle. Instead it was quite civilized. Here is what happened.

Elena simply said, “Let’s vote. All in favor of letting them stay a long time raise your right hand.” Almost everyone held up their hand! Wow! Marvelous! Whether or not they stayed had simply been put to a vote—and they won!

“That’s it, we ... we...get...to stay...?” stammered Nadesh. He looked shocked and happy all at once.

“Yes,” Elena said. “That’s how we decide things in a democracy, and Big Tree Land is a democracy you know.” She grinned. “We voted and it passed. You’ve won! You can stay!” To be continued....

**Activity: List 2 enjoyable activities on the board. Make sure the area is free of obstacles. Pick up a book and hold it in your hand. Then, without forewarning, say, “I am not sure which activity we will do, so, whoever gets this book out of my hand first gets to say what we will do!” There may be a surprised silence, and then someone (or several) will rush forward and grab the book from your hand. In mock upset, the teacher says, “So and so got here first, so we have to do what he/she wants!” “Do you children think this is a good way to decide?” Encourage them to express their displeasure with this method of choosing. Then, “Well, we can try to decide another way. We will let the three people with the longest hair make the decision.” Pretend to be serious and walk around the room trying to see who the three people with the longest hair are. “We must see who has the longest hair so they can decide our activity.” Soon someone will point out that this way is not a good way either. Ask if the other students like this method. Encourage discussion. Why is it not a good way? Who does it favor? (Only the people with long hair) Does it feel good to always have some people get their way and others not? Explain that it is true that not everyone will get what they wanted. But, in a democracy, the way we make the decision is as fair and as painless as possible. In a democracy we decide things by vote, not force. Introduce the statement, “In a democracy we decide things by ballot—not by bullet.”**

## Principle 6: All adults get one vote



ONE VOTE FOR EACH person

In a democracy people who are old enough and experienced enough to understand the issues that are being voted upon get to vote. We say adults are old enough and experienced enough to get to vote. Do you think ALL adults should get to vote? What if they disagree with the army? Or, what if they are poor? What if they are in a wheelchair? In a democracy, whether or not an adult is sick, rich, poor, disagrees with the army, is male or female, that adult gets to cast his one vote. In the drawing there is a school election. It is a democratic election. The girl in the wheelchair gets to vote. The girl all in black gets to vote. Each person gets one vote. No matter what race or religion they are, they get to vote. Remember, in a democracy we say that every voter is as important as every other voter, so no voter is more special than another voter. The sun shines equally on all. They all get to vote, even if they are different than other people.

### Story:

“I even voted for you twice,” teased Nat, “so you know I wanted you to stay.” But Petra and Nadesh knew that wasn’t really possible. It was clear that each person got just one vote, it did not matter who they were. It didn’t make any difference if you did important chores or simple ones, or how long you had been here. Being more experienced or more popular didn’t seem to make any difference here when it came to voting. If you were rich, you got one vote. If you were poor, you got one vote. If you were male, you got one vote. If you were female, you got one vote. One person, one vote - that was how it was. To be continued....

**Activity:** To prepare, use play money or cut up slips of paper and mark \$5 on some and \$100 on others. Hand out the “money” making sure that some have a lot of money and some only have a little. Ask the children to suggest two or three activities they would like to do and write the activities on the board. Have the children who have more than 200 dollars stand up. Announce that these rich people will decide the activity. The others will complain. Encourage discussion. To further make the point, write the names of 2 or 3 of the area’s major religions on slips of paper—one religion per slip of paper. Put the religions in a box, sack, or hat and have each student draw one. Explain it is just a game and only for a few minutes to make a point. It is playing pretend. Take each religion in turn, saying, “Now we will let the Catholics make all the decisions.” Students who have drawn other religions will object. “OK, will all the Protestants

**please stand up? You now get to be the decision makers.” Again you will hear objections. Encourage discussion until it is clear to most students that having more or less money or being this or that religion has nothing to do with who gets to vote. You might conclude with, “In a democracy, all adults get to vote!”**

## Principle 7: The majority vote rules



“The majority rules”

Would you like it if a few of your classmates got to tell everyone else in the class what to do? What if your teacher asked if the class wanted to hear a story or play a game? A few students might try to yell real loud above the others so they could get their way. Wouldn't it be fairer to do the activity that most of the students wanted? That is the way it is in a democracy. The teacher could put it to a vote and the activity that got the most votes would win. Whoever has the majority of votes wins. Who do you think had the majority in the drawing? Was it the smiling faces or the frowning face? In other words, who won the vote? How many faces are smiling? How many faces are frowning? Did the frowning face have a majority? In a democracy the majority wins.

### Story:

But Nadesh had noticed that not everyone voted for them to stay. There were three people in the back corner who voted against their staying. “Strange,” he mused, “that they sort of hid in the corner like that.” At least their vote did not make him and Petra have to leave. Everyone knew, or so it seemed, that you didn't need all the votes, you just had to get most of them. Elena had said, what really mattered was having a “majority” vote. That meant that the ones with the biggest bunch win.

Nadesh thought on, “even if a few of them don't want us to stay, they don't get to ruin it for all those who do want us stay.” Somehow that seemed fair to him—that a few could not hold up the action that all the rest wanted. “I'm glad we got a majority vote on our staying,” he said aloud. “Because, we don't have any other place to go!” To be continued....

**Activity: Ask students for suggestions for a 5 minute activity. They may suggest going outside, telling jokes, hearing a story, etc. Stop after you have two suggestions. Write the two on opposite ends of the board with a lot of space between them. Ask students to go stand at the board by the suggestion they like best. Have them count the number in their own group. Ask, “How many does the first suggestion have?” And then, “how many does the second suggestion have?” Make sure the differing numbers are seen by all the students. After this, have them return to their seats. Now, tell them you want to see if the numbers are correct, but rather than go stand by their suggestion, just hold up their hands when the suggestion they like is called. “Before we voted with our bodies, but now we will vote with our hands.” Call out the first suggestion and count the number of votes (hands held up) it receives. Call out the next suggestion and count the number of votes it receives. Announce that such and such suggestion has “won by majority vote”.**

**Principle 8: Even those who do not like a law passed by majority vote have to obey the law.**



“EVERYONE has to obey laws passed by majority vote”



Do you think the two people frowning to obey the law passed by the smiling majority? It is unfair and confusing when only some have to obey the laws. If some people did not have to obey a law like paying taxes, others would have to pay more to make up for those who did not pay. That would be unfair. Or if some said, “I don’t want to register my car. I will not register my car!” That would make problems. Perhaps someone would steal money from a store and drive away in an unregistered car. The police could not locate the owner of that car if it were not registered. And how would we decide who does and who does not have to obey the law? It is better to make the situation very clear: In a democracy EVERYONE has to obey the law. Once the law has been passed by a majority vote, EVERYONE must obey it. Even those who did not vote for the law must obey it. There is an expression often used in a democracy: “No one is above the law.” Do you know someone who thinks he does not have to obey the law, who thinks he is above the law? It is too hard to keep track of who would and who would not have to obey a law if we let some people not obey the law. Laws are for the good of the entire society. It is not fair to let some people not obey while others have to obey the law. In a democracy you have to obey the law even if you don’t like that law. The four smiling people who are happy about the law will have to obey the law AND the two frowning people who are not happy about the law will have to obey it too. In a democracy, EVERYONE has to obey the law.

**Story:**

They were not done yet with the three who had voted against them—the ones that sort of hid in the corner. A few days later one of them, the girl named Tami, approached Petra.

“So you’re still here I see,” Tami said. “There is not really room enough for you. It crowds us to have to make room for you.”

Petra saw that this girl, Tami, was not going to be friendly. Obviously Tami did not want Petra and Nadesh to stay. Petra was not eager to make enemies, but felt she had as much right as Tami to be living here in Elena’s big house. She looked Tami right in the eye, “Well, we won the majority vote so we are staying and there is nothing you can do about it!”

“Yeah, I know,” stormed Tami. “I know we have to go along with the vote cause we lost. But don’t you go thinking everyone here likes you because me and my friends don’t!” Tami turned and walked away. Petra felt her face flush. She was hot with anger! She was so mad at Tami! But, she was also glad about all this democracy stuff. Because it was a democracy, even those who didn’t like how the vote turned out still had to go along with it. She was really grateful for this part of living in a

democracy. But she still did not like Tami. Nothing in a democracy said you had to like everybody! Just to make the point, she too turned and marched off—with her head held high! To be continued....

**Activity:** Say “Everyone must sit quietly in your seat for the next 60 seconds—that is unless you are wearing the color \_\_\_\_.” (Choose a color that few have on that day.) This color must be visible in the ordinary way one wears clothes. If you choose green, let the students wearing green walk about and talk and do not allow the others to walk or talk. Now quiz the students: “How did that feel to have some not have to obey the rule?” Choose another example. Perhaps \_\_\_\_\_ (pick a small friendly child) gets to go around and tickle anyone he wants to but no one else can do it. “Is this fair?” Draw out the discussion. Another example: Choose 1, 2 or 3 children to be “policemen” to catch the rule breakers for the next exercise. Then say, “All the children seated on the left side of the room can walk and talk and those seated on the right side can walk but not talk.” Then, have all children leave their seats and begin walking (and talking if they are ones that are allowed to) and have the “police” try to keep clear about who is and who is not allowed to walk and talk versus being allowed to walk. Teacher, remember this exercise is supposed to be confusing to the “police” and perhaps other students too. Stop the exercise after it is clear that it is hard for the “police” to keep track of who does and does not have to obey the law. Seat the students and discuss with the “policemen” about the confusion that came from having different rules for different people. Then allow other students to join in the discussion.

**Additional Activity:** Ask the students, “Who knows someone important?” Receive their answers of who they think is important. Ask, “Does Mr. \_\_\_\_\_ have to pay his taxes?” (Yes) “But he is important; shouldn’t he be excused from paying taxes?” Go to another. “Mr. \_\_\_\_\_ is important. Should he have to register his car like everyone?” Stop this line of questioning when most get the point that we need fairness and clarity about who obeys the laws. You might end with, “That is why in a democracy even those who don’t like a law have to obey it.”

**Principle 9: All people get to vote in the elections for the lawmakers and for the managers.**



Lawmakers and managers are ELECTED by ALL of the people”

In the drawing we see lots and lots of people going to vote. They are going to vote in the election for lawmakers and for managers. Each person hopes his candidate will be elected. The lawmakers need to make laws that are good for people. And managers have to use these laws to manage society. They have to make sure the street lights work in the cities and that the roads are open so farmers can get crops to market. It takes a lot of managing to keep a society operating smoothly. The schools must be kept in good repair and teachers hired. There are the lawmakers and there are those who use the laws to manage society. These are very important jobs! Who will make the laws and who will manage society? That will be decided at the election!

Some will want their friends to do these things. So they vote to elect their friends. They think their friends will favor them. Others like the army and want the army to handle these two important jobs. But, the army may not be fair to everyone. Or, if farmers do it they may not make laws that are good for the city people. Who is elected to government positions is very important. In a democracy, elections are a big deal! There is a saying, “Elections are the place where the voice of the people is heard!”

To be fair, ALL voters get to vote on who makes laws and who manages the society. After ALL the votes have been cast we will know who won the election. We will see who was elected by majority vote to make the laws. And we will see who was elected by majority vote to manage the society. Not everyone will be happy with who won the elections. Some candidates will win and some candidates will lose. However, everyone did have a chance to try and talk other people into voting for the person he wanted to win. In a democracy everyone has an equal CHANCE to try to get others to vote for the one he wants to win. And, in a democracy EVERYONE gets to vote in the elections for lawmakers and managers. Of course, the majority vote wins.

**Story:**

Things went well for the next several days. Neither Petra nor Nadesh had much contact with the three who had voted against them. Those three kept to themselves. Everyone worked during the daytime and had free time at night. That was after the evening meal was finished and, of course, the kitchen cleaned. Nadesh liked it best when they gathered in the yard and played games. He missed his home village, but at least here there were enough children here to play with to make it fun. His favorite game was hide and seek.

One night while playing hide and seek Edward said Nadesh was cheating! It was hard to see how Edward could call it cheating because it was the same game they had played for a few days now.

What Nadesh usually did was keep hiding until he saw a chance to make it to base before the seeker could count him out. Counting out was done by slapping the object they were using for base 3 times as one yelled out, for example, “one, two, three on Petra.” If the yell was completed before Petra touched the base she was considered “caught.” The goal of course was to not get caught. Tonight Edward was saying Nadesh had to touch the base BEFORE Edward started the yell! This seemed wrong to Nadesh and he thought Edward was being unfair.

He was about to punch Edward in the nose when Elena appeared from out of nowhere.

“Well, well,” she began, “I see we have a dispute over how the games are to be run. We need to do something to clear up this mess or we’ll have to stop the games all together! Games are for fun, not for making trouble.” Everyone had stopped playing and was listening to her. She seemed very serious!

“What shall we do?” asked Petra.

“Looks to me like you need some lawmakers and maybe even some managers too,” replied Elena.

“What’s the difference between lawmakers and managers?” someone asked.

Elena seemed ready with the answer. “The lawmakers talk it over among themselves—you know, see what is fair for everyone involved—and then set down some rules or laws. Sometimes kids call them rules, but we can call them laws. After the lawmakers have had plenty of time to discuss what is best, they vote. They have to get a majority of course. Then all players will have to obey these laws.” That seemed clear enough.

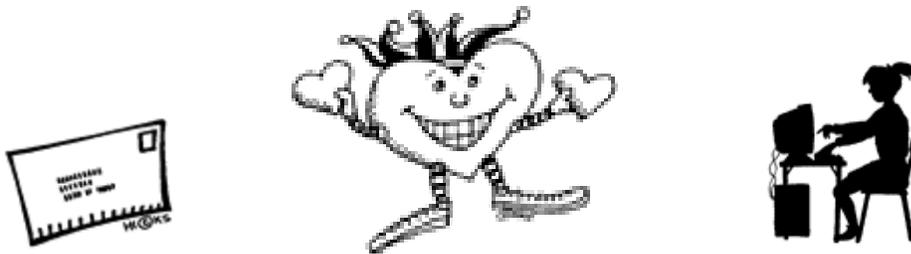
“But what do managers do?” someone else asked.

“Oh, that’s easy. They just see to things. They get out whatever is needed for the games, make sure someone is there to be the referee in case of disputes and stuff like that. The lawmakers made the laws but the managers see to it that the laws are actually followed.

They are in charge of keeping things organized.” With that, Elena turned and went back into the house. It sort of went without saying that there would need to be an election of lawmakers and managers before any more evening games would be played. To be continued....

**Activity:** “We are going to elect a waste basket manager to manage the waste basket for the rest of the day. His/her job will be to walk around the room every 30 minutes and collect any trash that you may want to throw away.” Lead the children through the process of nominating 2 or 3 candidates. Then ask who should be allowed to vote. It will soon become clear that everyone should be allowed to vote, since the waste basket manager is serving all the students. The point is: If you are involved in an issue or will be affected by it in any way, you get to vote. Then ask about who is affected by who is president or prime minister of the country. You can ask questions about certain groups to make sure the point is understood that all will be affected by national leaders. “What about poor people?” “What about old people?” “What about people out of the country on vacation?” You might conclude with, “In a democracy EVERYONE gets to vote for the lawmakers and the managers.”

**Principle 10: Lawmakers and managers are supposed to represent the people, not themselves.**



“Good lawmakers and managers care about the people.  
They want to hear from the people”

Some managers and lawmakers don't like people. Their hearts are closed to the people. They may be dishonest and selfish. But the good ones have big hearts. Their hearts are open to the people. They ask people to mail them letters. They ask people to send them e-mails. They want to know what people need and how they can help them.

You or your parents may have heard stories of bad managers or lawmakers who took the people's money and used it to buy fancy cars or to build big houses for themselves. That means they did not care about the people. We say they did not have “good hearts.” Other managers and lawmakers are good. We say they have “good hearts.” When the managers and lawmakers hear from the people they learn that better schools are needed for the children. Families need doctors and nurses. Farmers need help to raise better crops and healthier animals. Roads need to be built and maintained. All these things are important.

Bad managers and lawmakers do not care what the people need—they just want to help themselves and their friends. They don't want to hear from the people. That is not right. They were not elected to get rich! What were they elected for? They were elected to serve the people. Therefore they need to hear from the people. Then they can make laws and manage society in a way that will help people have better lives. In a democracy, lawmakers and managers want to hear from the people. They have “good hearts.” They care about the people.

**Story:**

There was a lot of talk about who to elect to be lawmakers. They knew the decision would be by vote, and they had to have a majority to win, but who should they elect? For the next couple of days that was all people talked about. Nadesh was in favor of his friend, Sandesh. Petra on the other hand thought Denetra would be a good law maker. It was truly amazing how many different opinions there were. It appeared there would be no easy agreement—there were so many different ideas! A few even wanted to vote to have no laws at all. But most could see that laws actually make it fairer for everyone. A lot of fights would break out and a lot of time wasted if there were no laws or rules. Elena had said that ...an...ark...ee, or some big word like that, usually was not helpful. She clearly agreed there must be laws and some managers to make sure the laws were obeyed and things ran smoothly.

Peter said he wanted the kids to elect him to be a law maker. Petra asked him why. At least he was honest when he replied, “Then I could set things up just the way I like them. I might even make people

pay me a tax before they can play in the games each day.” He was grinning real big. He thought he could make himself rich.

Nadesh had overheard Peter and Nadesh was upset!

“You selfish thief,” he yelled. “We will not have bribes here—just clean, straight ways of dealing.” He gave a huge sigh. “Everybody knows lawmakers are not supposed to use their position to feather their own nests!”

Peter’s mouth dropped open. He seemed shocked! And Nadesh wasn’t finished yet.

“That is what is wrong in the world. Some people just try to grab riches and power for themselves! Don’t you know that rule makers are supposed to look out for ALL of the people?! They can’t just look out for themselves or the whole system falls apart.” He paused for a breath and then continued, “It is supposed to be an honor to SERVE the others. It is a chance to help everyone, not a chance to just help you. We don’t want to elect thieves; we want to elect public servants.” There, he felt better now. He was tired of mean people hurting others. Especially when they held positions of power and they used those positions to do things that were not honorable.

Peter just walked away with his head down. He never mentioned wanting to be elected a lawmaker again.

When it came time for the election it was actually quite simple. After all the talking of who would run for the positions of lawmakers and also for the manager positions, only a few actually wanted to try it. Nadesh was elected to be one of the lawmakers and Petra was elected to be one of the managers. The evening games started up again a few days later. The lawmakers had met and ironed out the rules. Then the managers met and got everything organized. There were almost no fights over the rules. When there was a disagreement it was usually solved quickly by the managers. Things were running pretty smoothly. To be continued....

**Activity: Have the children nominate and then elect one person to manage part of the day’s activities (games at recess, story reading time, passing out small denominations of money, etc.) Coach the elected “manager” to be selfish and mean. At story reading time, he just reads to himself and 2 or 3 friends in the corner and others cannot hear. Most children will not like this! At the passing out of the money (1 or 2 low value pieces for each), have the “bad” manager keep half of the money himself. Some others will get some money and some will get none. Discuss how they liked having a manager who did what he pleased and did not care about others. RE-ELECT: Have them nominate and elect again, only this time coach the manager to be fair. He makes sure all can hear the story, that everyone gets an equal amount of money and none for himself, etc. In discussion lead the children to compare and contrast the two different experiences. Conclude with, “In a democracy, lawmakers and managers listen to the people and do what is good for the people.”**

**Principle 11: There are some basic rights guaranteed to every person. No majority vote can ever take away these rights from the people, even if the majority is very large and the minority is very small.**



meet in groups



vote



seek happiness



free speech

“Basic rights cannot be taken away.”

Some basic rights are so important in a democracy that even a majority vote cannot take them away. Some of these are shown in the drawing. There is the right to meet in groups—even if the government does not like it. Another is the right to vote. Another is the right to seek happiness and another is called “free speech.” That means the newspaper can say what it wants to say—even if it is against the government. That is how it is in a democracy. Even if the majority voted and passed a law saying people with red hair could not vote—that would not be allowed, because voting is a basic right. They could say, “But we are the majority—we won’t let blue-eyed people meet in groups!” Yes, they would be a majority because there are more of them. But, because it is a democracy, basic rights can never be voted away. Getting to meet in groups is one of those basic rights. Usually the majority rules, but even a majority vote cannot take away the basic rights of the people.

### Story:

But the smoothness did not last forever. About 5 weeks after the evening games had started again trouble sprang up. It was one of those kids who had voted against having Nadesh and Petra stay when they first arrived at Elena’s. It had seemed strange at the time that they hid in the corner, and were never very nice to either of them, especially Petra. It was one of them—the boy that seemed to be always looking for trouble. One day he did a mean thing, or at least Petra and several others thought so. All the day’s chores were done and evening games were about to start.

The one always looking for trouble strode forward and announced in a loud voice, “I say we don’t let the trash play in our games!” A few kids smiled like they were in on his mean secret, but all the others had no idea what he meant.

“What are you talking about?” someone asked.

“I’ll tell you what I’m talking about.” He was smiling, but it definitely was not a friendly smile. “I’m talking about letting that crippled girl play in our games—you know, rolling around in her wheel chair. I say we vote her out.” But he had even more meanness in him, because he was speaking again, “and while we are getting rid of trash let’s vote out that stupid boy with the real crooked teeth too!”

For a moment no one spoke. Most of them were angry with his words, but they were also afraid. He often pushed kids at mealtime or liked to trip the smaller kids when they were running on the playground. Yes, some of them were definitely afraid. Maybe they would be silent and go along with the mean plan he and his friends had cooked up. That way, maybe he wouldn't hurt them.

But the next voice was Elena's. How did she always know to show up at the right time? She looked right at the small group of kids who had cooked up the mean plan. "Democracy is supposed to benefit ALL of the people. And because some people are not good, a principle was created in democracy to take care of the trouble that bullies like to make."

Some of the group who had been supporting the mean boy started to edge away from him. The rest of the kids were glad Elena knew of a democracy principle to handle this situation because they could feel it was wrong. She continued.

"Most things are determined by majority vote. But not everything can be done, or not done, by majority vote. For instance, it is not possible to exclude someone from the games because they have a physical disability. Even if it should pass a majority vote, it would not be allowed in a democracy. Nor can you exclude someone because they have an unusual appearance. That won't be allowed in a democracy either."

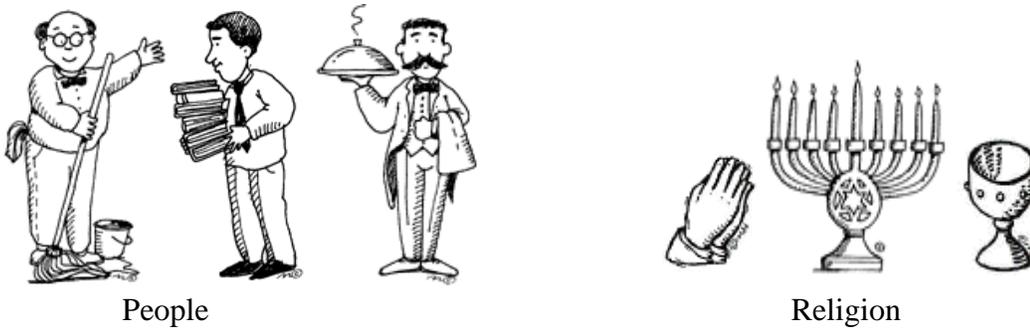
There was a silence, then someone called, "Elena, does that mean that there is no way we can vote people out of the games just because we don't like them?"

"That is exactly what it means," she said. "You see, in a democracy we value individual rights. Some rights are so special that we won't let even a majority vote take those rights away from the people being picked on. This special group of rights is usually about not letting people get hurt in some way by others. The point is, even a majority vote can't make it okay to hurt people who aren't powerful enough to protect themselves." Then she was quiet, and the kids noticed that she wiped a tear from her eye. She walked away, then paused and turned back to face the kids.

"I guess I can say it best like this: democracy tries hard to make sure the bullies don't get to call the shots." Then she started again toward the house and did not turn back to say anything else. As the kids turned back to look around at their own group they did not see the mean boy anywhere. He had slipped away when no one was looking. To be continued....

**Activity:** A simple illustration should make the point clear. Ask the class if it would be fair for them to vote to have one student per day be the teacher's helper. They will ask what the duties would be, etc. Simple answers will be sufficient. "That person will pass out the spelling books; open the door for the others when we go to recess, etc." They will then decide it is fair to make such a law. Now ask if it is fair or not to vote to bring (student name) (pick a popular student so feelings won't be hurt) up front each morning and have all the other students come and beat him up! They will instinctively know it is wrong. Lead them to see that there might be a majority vote in both examples (teacher's helper and beat up \_\_\_\_\_) but that still does not make it right. When a basic right is involved (in this case, the right not to be beaten up just to please someone) even having a majority like it does not make it law. Rights that are protected can never be voted away.

**Principle 12: Religions cannot say what is law—only the people can vote to say what is law.**



“Religions don’t make the laws, people make the laws.”

In some places in the world, the religion with the most followers got to make the laws and then made all people follow those laws. Those places were not democracies. This was very hard for the people who did not practice the religion that made the laws. People everywhere have different ideas about how God wants humans to live. People simply do not agree on what God wants people to do. And many times, people think their view of God is right and that the view of other people is wrong. In a democracy, religions are not allowed to say what law that all people must follow. The entire society must vote on the laws. That way religion does not get to tell others what laws they must obey. The members of a religion can volunteer to obey a principle themselves, but cannot force it on others by making it a law. People can have a religion. But they cannot use it to control other people. In a democracy, people, not religions, make the laws.

**Story:**

It was several days after that when the religious officials showed up. No one knew for sure who had invited them. They put on a wonderful religious service with singing, bells, prayers and stories. Most of the children loved the service. Petra was very impressed with the religious officials and said so. “I just loved your service,” she told one official. “I hope you will come again.”

“I think we will,” the official replied. “Elena invited us to come again next week.”

Time passed quickly and soon it was next week, and, sure enough, the religious people came back. And again, the service was lovely. Most really seemed to like it. But then a strange thing happened. Here is how it came about.

The headman among the religious officials made an announcement. He had not cleared it with Elena because she never would have allowed it. Here is what he said.

“We religious leaders know what is good for adults and for you kids too. We have studied religious topics for years and we pray to the Creator a lot, so we know what is right. We have made a list of laws for you to use when you work and play. When we come back next week we will give rewards to those who have obeyed our laws and punish those who did not obey our laws.” He stood there smiling, waiting for the children to clap showing their approval. No one clapped. He stopped smiling.

“Come now,” he said, “surely you know that you cannot live by your laws. Surely you know that we religious leaders have the right to tell people what they should do.” By now most of the children were frowning, and Elena was standing on the sideline but was smiling. It seemed the more the kids frowned, the bigger her smile grew! The religious leader went on, “I understand that you practice democracy here and that is ok—well, I mean it is ok up to a point. But there comes a time when democracy must stop. It must bow to religion when it comes to saying what people can and cannot do!”

Then Elena strode to the front of the group. She stood right beside the man who had been speaking. “Since we are a democracy, let’s vote. How many of you want to give your rights over to the religious leaders and how many of you want to keep your rights? Come on; hold up your hands if you want to keep your rights.” Nadesh, as he held up his hand, looked about the group. Almost every hand went up. My, my, what a big smile was on Elena’s face. She turned to the religious leader.

“Thank you for coming, but please don’t come back. Good day to you.” And with that the group of religious leaders packed up and left. Elena spoke to the group. “Don’t worry; we will continue to have religious services. But we will find a religion that supports democracy. We will find a religion that gives us a religious experience but does not tell us what laws we have to live by. For that, we have our elected lawmakers and elected managers.” Then she added, “Don’t misunderstand me, I value religious experience very much. It’s just that in a democracy religious leaders cannot over ride the decisions of the elected lawmakers and managers, who are responsible to the people who elected them.”

The very next week there was a different religious group there to put on the services. The leader started out by saying, “we believe in democracy—people must have self rule. We will offer a religious experience for your lives, which you are free, of course, to use or not use as you desire.” To be continued....

**Activity: Write a list on the board of activities/positions that various religions have adopted at one time or another. It is good to list some that are in opposition to others on the same list. Examples are: It is ok to have several wives, it is not ok to have more than one wife, it is ok to cut off the hand of someone who steals, it is not ok to cut off the hand of one who steals, women can be ministers/clergy, only men can be ministers/clergy, you must be baptized to go to Heaven, you do not need to be baptized in order to go to Heaven, it is ok to kill and eat animals, it is not ok to kill and eat animals, it is ok to have human slaves, it is not ok to have human slaves, females cannot be educated, females can be educated, etc. Remind the students that if any one of these is made a law it must be obeyed by ALL people. Go through the list and discuss the possible laws. “Would you want that to be the law of the land?” Ask that question often. Point out that all religions have good parts to them and have created great leaders. Also point out that it would not be fair for some of these things to be forced upon all as a law. Help the students see that even though they like a certain law, others might not and vice a versa. In a democracy we say it is unfair to make people practice the principles of a religion that they do not want to practice. Therefore, religions cannot decide what will be a law.**

**Principle 13: The right to choose the religion one wants to practice is guaranteed by the by the Supreme Law of the land. Lawmakers cannot tell people what religion to practice.**



“No one can tell you what religion to practice.”

There are many different religions in a democracy. Why would this be? It is because people get to practice whatever religion they want. People want different religions. They often feel very strongly about this! Some like a religion that is about religious teachings. Others like a religion that is mostly about prayer; some like one that is mostly about service to people, and so on. There are lots of religions. Sometimes one religion is much more popular than the others, but in a democracy lawmakers cannot say it, or any other religion, is the one all the people must use. Freedom of religion is very important in a democracy. It is about people getting to choose how they will live, so long as it does not hurt others. Some may choose to have no religion at all and the state cannot force them into a religion. In a democracy we say people have a right to choose which religion they want to practice.

**Story:**

For many weeks in a row a different religious group came each week. They each said about the same thing. “People deserve self-rule. We offer you a religious experience. You are free to accept it or reject it. That is your right when it comes to religion. You get to choose what religion you want. You can practice it as you like, so long as it does not go against the laws the lawmakers have made—the lawmakers that you elected in a democratic way.”

One day Petra and her friend were talking. “So, is it settled then, this religious thing?” asked her friend.

“I think so,” Petra answered. “I think it’s like this: In a democracy, only the people, by vote, can say what is law for the group. Religions cannot do that. They can have customs that their followers practice, but that is what they are, customs, and not legal laws that all must obey.” She felt rather good about having it figured out.

But then she remembered something, “Oh yes, and each person gets to choose his or her own religion—the one they want to follow. That right cannot be voted away, even by a majority vote!” That last part was important to her, because even she and her brother, Nadesh, had chosen different groups to attend and she wanted each of them to have that right. To be continued....

**Activity: Tell the children that this activity is funny, but the message is serious. Form them into 3 groups and have each group stand and face a different window, chalk board or something. Tell them to pretend they really like their window, chalkboard, etc. Now, announce in mock sternness that you are the state and from now on ALL students must face the window that you**

**choose. Choose one and have them all face the one window that you have chosen. “Forget your old windows—the state window is the only one that matters now!” Have the children return to their seats. Discuss their feelings about the “state” deciding what window one must look through. Do they think it is fair? Explain that in a democracy we do not think it is fair. We think people should be allowed to look out the window they want to look out. We also think people should be allowed to worship God as they choose. That is why we have freedom of religion in a democracy. The state cannot tell us what religion to practice.**

**Principle 14: The military is under the direction of elected lawmakers and managers.**



“The people are in charge, not the military.”

Military officers can scare people. That is because they are in charge of the army. The army has guns and can force people to do things. That is why in some countries the military is in charge. But it is not right! In a democracy the military is not in charge, the regular people are in charge. The regular people tell the military what to do. The military is there to serve the wishes of the people. When the military rules, it does so by fear. That is not good. People should be free to decide how they want to live. They should not have to live in fear of the military. In a democracy the lawmakers and managers are in charge because they are elected by the people. The military takes orders from the lawmakers and managers.

**Story:**

Just when the question about the role of religion in a democracy was settled someone else tried to take over the democratic way of life the kids were enjoying. This time it was the military. Well, not the real military. You know, not adults with guns and bullets. It was some of the managers. A group of them had been appointed to make sure the games were played by the rules. They started wearing uniforms and many of them had started marching about, saluting, and being saluted by their officers. They were starting to act as if they were more important than other kids. Some of them had begun carrying clubs so they could threaten the other kids with them.

There was one incident that was particularly bad. Three boys who were really into the military thing started waving their clubs at another boy. He refused to let them push him around. They demanded he give them bribe money—he refused. They struck him with their fists, then with their clubs! They beat him up real bad. Then they bragged about it to some other kids, but Nadesh overheard them bragging. He knew it was time to do something about these military boys.

Nadesh called a meeting to discuss the situation. There was a lot of excitement in the air and everyone came to the meeting. Everyone except the boy who was beaten up. He was in bed trying to get better. The military boys were not looking so mean now as they sat stoop shouldered on a bench way back in the room. They mostly looked at the floor.

The first complaint was delivered by Petra. “So what are we going to do!? I think it is just awful that the people who are supposed to help us have started hurting us!” She sat down.

Then her friend, Marcela, stood up. “These military boys have taken on power we did not give them. I say we strip them of their power. No more uniforms, no more clubs and not more saluting!” She sat down amidst cheers, clapping and calls like, “no more clubs!” and “no more bribes!” and so on.

Nadesh spoke next. “We need order—that is what managers are for, to help us have order and see to it that things run smoothly. But these guys got out of hand. They turned into thugs, and stopped acting as managers who serve the group. They were more concerned with having power and pushing people around than they were about helping.”

Several people gasped and a shiver of excitement ran through the crowd, as one of the military boys at the back was standing up to speak. Oh no, what would he say! But when he spoke, it surprised everyone.

“What we did was wrong. I admit it now. I loved getting to wear a uniform and have people fear me. I took money from several kids in exchange for favors. All I had to do was touch my club and they did what I said. But it was wrong, and ... and ... I’m sorry.” He was wiping tears from his eyes now. But he continued to speak. “You say you need order and I agree. But a simple colored arm band, or certain color of cap would be enough to let people know who the managers are during games and so on. We don’t need these uniforms and we sure don’t need these clubs. Oh yes, and taking money should be stopped at once. No more bribes!” Then he sat down. The other military boys were still looking at the floor, but Sergio, the one who had just spoke, was now looking at people. He was no longer looking down.

Elena had suddenly appeared and walked over to stand by Sergio, with an arm around his shoulder. She was smiling and he was starting to smile. Someone said the lawmakers should meet and make very clear laws about how any military-like positions would operate. The military people would have to do exactly as the elected lawmakers said. After all, the voters are the bosses, not the military!

But Nadesh knew it would be important to have close supervision of the military positions or they could get out of hand again. He was thinking so hard that he actually said aloud, “The regular people are in charge of the military and not the other way around.” Then he looked around and could see that only a few had heard him. But he knew he would be saying it for others to hear, over and over again. When people have freedom they won’t tolerate being pushed around by the military! This he knew. To be continued....

**Activity: Select 3 or 4 children to be “soldiers.” Instruct them to, at make believe “gunpoint,” herd all the other children to the back of the room and force them to do silly exercises. (Example: Look up/look down, close eyes, look to the left, look to the right, etc.) Then, stop the action. Ask the children how they like being told what to do by people with guns. Switch scenes. Elect a leader. Have the leader call the army to him/her. Leader tells the army to lay down their guns, and then tells them to do the exercises. Ask the class if this is more like a democracy—elected leader giving instructions to the army. Yes, it is. In a democracy the army is not in charge. The people are in charge. Lawmakers and managers are the ones who actually tell the army what to do. That is because the lawmakers and managers are speaking for the people.**

**Principle 15: No person or group can make laws unless elected by the people to be lawmakers.**



Elected Representatives

“Lawmakers serve at the pleasure of the people”

In a democracy the people have the final say! Their representatives make the laws. Not the military, not the church and not the rich. All people vote and elect lawmakers and managers. The managers do the managing of day-to-day operations of the society. The lawmakers make whatever laws are needed. Lawmakers are the only ones who can do this. They are the only ones who are the elected representatives of the people for making laws. That is the only way they get their power. They are elected by the people. That means the people put their power in the hands of the lawmakers for this specific purpose—to make laws as needed. Clearly, the lawmakers get their power from the people. The church was not elected by the people, the army was not elected by the people, and the rich were not elected by the people. So they do not have the right to make laws. The people, through those they elect, make the laws that they will live by. This is how it works in a democracy. We make the laws that we will live by.

**Story:**

The next day an interesting thing happened. Someone grabbed Nadesh’s arm and started excitedly pulling him toward the barn at the back of the property.

“We just found these!” he panted, out of breath. “Don’t know how long they’ve been there!”

“Don’t know how long WHAT has been there?!” Nadesh demanded.

“You’ll see—hurry up, come on now!” That was all the answer he got. So he ran along to the barn. By the time he got there the other boy was already headed up the ladder to the hay loft. Nadesh could hear other kids already up there.

When he got to the top someone thrust a paper in his hand. And there it was. This was the cause of all the commotion. He could hardly believe his own eyes! He was staring at a set of laws the military boys had planned to put into effect.

“I’ll read them, you are too stunned,” said Janice. And she took the paper and started to read. The first one said.

“All citizens will obey the military or be subject to punishment.” She read on, about how the people had to pay taxes directly to the military, and so on. But Nadesh was only half hearing. He just couldn’t believe it! How could some people be so wrong, so mean...as to think they had a right to tell others how to live? But then he heard someone say,

“We should have had the religious leaders make the laws; at least they were nicer and didn’t want to treat us so bad!” This made Nadesh really furious!

“Don’t you get it?!” he bellowed! “We live in a democracy, WE, us, you and me. We make the laws—through our elected lawmakers. WE the people are in charge of ourselves! We don’t need the religious leaders, the rich, or the military or anyone else to make laws for us. ONLY THOSE WE ELECT GET TO MAKE LAWS THAT WE HAVE TO LIVE BY!” He took a few seconds to catch his breath. He calmed down a bit. “We can have a group meeting and re-explain this to everyone. Then we can build a fire and burn up these false laws, these laws that are not real because they were not made by elected lawmakers. We ARE a democracy!”

They quietly climbed down the ladder and left the barn. That night they had the meeting and it was clear in everyone’s mind that in a democracy the ONLY people who can make laws are those who the people elect. They burned the false laws in the fire.

At Petra’s suggestion, they went around the fire and each one there said why he or she liked living in a democracy. They each gave different reasons, but in the end, the reasons were about being free, getting to live how I want to and not how someone else wants me to. As they left the fire that night Petra was thinking, “I think democracy is just natural for everyone in the world because everyone in the world wants to be free.” Thinking that made her feel good all over. Wow! How wonderful! All the world living in a democracy and enjoying freedom! She smiled all the way to her bed and was still smiling when she fell asleep. To be continued....

**Activity: Tell the students you want to make a point more clear so you will lead them through an activity. Tell them to notice how they like what is about to happen. Now, choose someone to act as king. Make a big show of empowering the king to rule the people. He gets to make the laws. Have the king tell the people what to do. (Line up against the wall, sit in seats, all the boys get a new name, etc.) Point out that although the king may have been nice, he was in charge, not them. Now pick out a few students to be the army. Have them make laws as did the king. You may want to vary what the army has the people do by making it different than what the king had them do. Or they can be the same. Then have the students elect 2 or 3 to be lawmakers. Have the lawmakers tell them what to do. Look for a time when some don’t like what the elected lawmakers had told them to do. Stop the process and announce there will be a new election. Maybe someone new will be elected, and maybe not. Then have the new lawmakers try their hand at telling the people what to do. Make sure the students get the point that when lawmakers are elected, people can replace them if they don’t like how they made laws. Point out that with kings and armies being lawmakers there is NO replacement method! You are stuck with them. Discuss which way felt most fair, which way they liked best. (Armies and/or single rulers can be efficient and democracies can be inefficient, but most people would rather be in charge of themselves than to be under the charge of someone else.)**

**Principle 16: Private groups can have special practices if they are not against the Supreme Law of the land or the new laws.**



“Private groups can have special practices if they are not against the law”

One girl is wearing a special uniform that only members of her team wear. The dancing girl is wearing a dance costume worn only by members of her dance troupe. That is their special practice. The cheerleader has a special practice too. She and her cheerleader friends agree to always wear a special uniform when they perform as cheerleaders. Their special practices are not against the law.

A private group of fishermen had a special practice they used. When people who looked just like them fished in the area it was okay. But when people with a different language and color of skin came to fish in the area the private group got mad. They carried out a plan to wreck the boats of the different colored fishermen and to hurt them physically. This was their special practice. The practice said, “Only our kind can fish here.” Do you think this practice is against the law of the land?

Another private group had a practice too. Most of them came from a country high in the mountains and far away. So they decided that each one from their high and distant homeland would wear a little blue snowflake on his or her shirt or coat. That way they could easily recognize each other and be quick to offer help if it was needed. Their practice said, “We who wear the blue snowflake are like family.”

In a democracy one of these private group practices is okay and the other is illegal. Can you tell which is okay in a democracy and which is not? Do you think one of the practices breaks the law of the land? Which of these two special practices do you like best?

**Story:**

The time at Elena’s had passed quickly and soon it would be one year since Petra and Nadesh had been put ashore in Big Tree Land by the old Captain. It had been a good year. So much had happened. Things like being voted to get to stay, finding a religion she liked and a religion that also knew democracy was a good thing. And she was happy to have her friends.

But it had been a hard year too. She would never see her parents again. She knew they were dead. But she was not alone in this. Of course she had Nadesh, but Petra also discovered that a few other kids knew their parents were dead too. Most of the kids at Elena’s expected to have their parents return for them eventually. But for those who knew their parents had died there was a strange thing. They all felt the same way about it. On the one hand they were very sad that their parents were dead. But on the

other hand they knew their parents would be happy that their children were living in freedom, living in a democracy.

Sahara said it like this. “Oh how I wish I could have Mommy and Daddy back again, but I know they had always hoped that someday I would be able to grow up in freedom, and now I am. I just wish they could be here to live in freedom too. But I am happy to be making their dream come true—the dream that one day I would live and grow up in a democracy and get to be free every day!” The handful of kids who knew their parents were dead all felt the same. They felt like Sahara did. They were fulfilling the dream of their parents—the dream of living in a democracy.

One day Sahara had an idea. She shared it with Petra.

“Let’s do this to honor our parents—the parents we no longer have. Let’s tell all the kids whose parents are dead to wear yellow arm bands one day a week. We can be the yellow arm band club. It will show we still think of them AND, it will show that we are happy to be living in freedom.” She stopped to see how Petra liked her idea. Petra was smiling. Petra liked it.

“Sahara, that is a great idea! It will be a club for honoring our parents who have died and at the same time, show that we are happy to live in a democracy. I like it.”

Sahara added, “But this club is only for those kids whose parents are dead.” Petra agreed. They needed a special little club just for them. A club where they understood how each other felt.

After the idea had been discussed among those whose parents had died, it was agreed.

“Ok,” said Petra, “every Tuesday we will wear our yellow arm bands. We should encourage each one in our group to do it. Let’s get 100% on this!”

Some kids did not like it that they were not invited to wear yellow arm bands on Tuesdays. They knew their parents would come back someday, but they wanted to be a part of the new practice that said—“if your parents are dead, and you love democracy, wear a yellow arm band on Tuesdays.” One person even said he thought it was against democracy to have a special practice that was not passed by the voters. There was a lot of talk about it.

But after a heated discussion one day before lunch, Nadesh set the record straight. He felt strongly about this and you could tell it by his loud voice. “This practice does not go against the written laws that our elected lawmakers have made. So that part is ok. And secondly, people in the club are strongly encouraged to wear the arm bands, but they don’t have to. They don’t violate the legal laws if they don’t wear them. You can’t put anybody in jail if they refuse to wear one. So, there it is! It is not against the law TO WEAR one and the law cannot do anything to you if you DO NOT WEAR one!” Then in a more regular voice he added, “The point is, special groups can have special practices if they don’t violate the law of the land.” To be continued....

**Activity: Repeat aloud the questions from the discussion page. Draw the children out. Which special practice breaks the law? (The one that wrecks boats and hurts people) Why does it (wreck boats/hurt people) not fit in a democracy? Why does the blue snowflake special practice fit in a democracy? This question is answered by restating the phrase under the drawing, “private groups can have special practices if they are not against the law.” (The snowflake**

special practice is not against the law) Look at the drawings with the children. Mention again what special practice each one has. (Ball players wear athletic shorts and jerseys, dancers wear dance costumes and cheerleaders wear uniforms.) Ask if they have ever seen a ball player wear a business suit when playing basketball. Or have they ever seen a cheerleader wearing airplane pilot clothes? Usually they have not. Have they seen dancers wearing soldier uniforms? No, not usually. Then ask, “Does a dancer wearing a soldier uniform or a ball player wearing a business suit go against the law of the land?” (No, it is tradition, not law, that has basket ball players wear jerseys, dancers wear dance costumes, etc.) “Could the government FORCE the ball players and dancers to follow the traditional dress practices?” No, it is not illegal to not follow tradition. In a democracy a private group can have a special practice to live by, but they cannot force the special practice on their members and the special practice must not be against the law.

**Principle 17: Managers are elected to make decisions and to run the operations of the country. They have to do it by the Supreme Law of the land and any new laws made after the Supreme Law was made. Judges make sure managers go the laws.**



“Judges makes sure society is run by the law of the land”

Judges make sure managers run society according to the law. Laws are made to help society run smoothly. Managers handle the day to day details of society. That is what they were elected to do. But they have to do it the way the law says to do it. One of the details is hiring people for jobs. The law says that no matter what color your skin is you have an equal right to apply for those jobs. So the managers must let people with all different colors of skin apply for the jobs. The law also says they must let people with disabilities apply for the jobs. The managers have to obey that law too.

If they don't follow the law they will have to go to court and the judges will make them obey the law. Judges make sure the laws the people voted for are obeyed. There are more laws that say how the money must be spent. There are more laws about how money records are kept. This is so the people can look at the money records and make sure that the managers are honest. There are many laws the managers have to think about when they make decisions. They cannot just run things any way they want to. In a democracy the managers must run things the way the law says. If they don't make good decisions they may not be elected again.

### **Story:**

Most everyone was okay with the yellow arm band practice after that. But, not everyone was. One of the kids, Ramon, whose parents were dead, said that honoring dead parents was so important that there should be a law requiring people with dead parents to wear the yellow arm bands on Tuesdays. He tried to get the lawmakers to say a kid, whose parents were dead, would be locked in his or her room for a full day if they did not wear the arm band on a Tuesday. But the lawmakers did not buy it. They knew that would be against the laws already set up. For sure it would violate the “you can do what you want as long as it doesn't hurt others” law. It would probably be against other laws too.

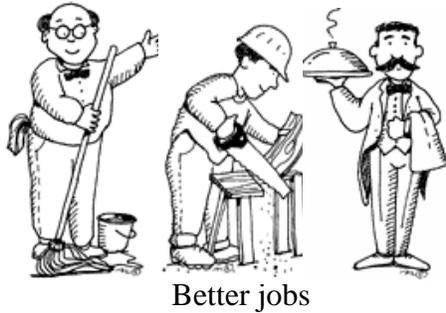
But Ramon still was not satisfied so he took his case to court. He said he would make trouble for those who did not wear the arm bands when he thought they should. He was sure he was right. Ramon wanted the court to agree with him. Court was made up of people elected to say what a law really means when there is a disagreement about what it means. Sometimes managers want to say a law means one thing and different managers, or even just ordinary people, may want to say it means something else. So the court was set up with judges to say what the law really means. The decisions of the judges are important and people have to go by their decisions. Judges look at the law very carefully and then say what it means.

The judge said, “Ramon, you can’t force people to wear yellow arm bands. That would be against the law. The wearing of arm bands is a voluntary practice. It may be a good idea, but it is not law.”

He went on to tell Ramon to stop making trouble for those who did not want to wear the arm bands. Ramon seemed unhappy for days after the judge told him that his idea was not legal. He lost his case in court and he did not like that. But he knew the judges were the boss when it was a question of what does the law mean. Finally, by the time of Elena’s birthday party Ramon seemed ok again. To be continued....

**Activity:** This will be a role play. Explain to the students that you will be leading them through the situation described in the discussion page (people of all colors get to apply for jobs) and they will be acting it out so they can feel the experience. You will need students to play: (1) the judge, (2) the managers, (3) job applicants, and (4) a police officer. This is a simple version of how society is run by law. Not every step is included here. **Scene I:** Have the managers role play being in a meeting and deciding to hire people to work on the streets. **Scene II:** Have a job applicant pretend to be black, another to be green, another to be white and another to be purple. Tell the kids to imagine the people being these colors as they go up and apply for the job to the managers. The applicants each apply, one after another. **Scene III:** In a CLOSED MEETING the managers decide to not let green people apply. **Scene IV:** The managers call the green person and tell him that he will not be allowed to apply because he is green. Green person leaves disappointed. **Scene V:** Police officer gets the managers, tells them they broke the law, and takes them to court to await the judge. **Scene VI:** Judge comes in, bangs the gavel, tells them the charge (not letting green people apply for jobs) and asks if the are guilty. They say yes, they are guilty. Judge tells them each to pay a fine of \$5,000. Discuss the role play with the children. As it gets more clear to them what the message of the role play is, they may want to re-do the role play (with different actors) again to make the various points more clear. Do they think it is good that in a democracy the managers must do their work the way the law says? “In a democracy the people who manage society must do it according to law.”

**Principle 18: Various political parties express differing political points of view. People support the party of their choice.**



“People play an active role in the party they like best.”

Political parties are very important in the life of a democracy. Ordinary people play very active roles in political parties. There are many opinions about what laws should be passed. And people disagree about how much government should be involved in the details of society. There are many views about how a country should relate to its neighbors. But all opinions deserve to be heard! In a democracy, these ideas are expressed in political parties. One political party stands for a set of ideas, and another party stands for a different set of ideas. That way, all the major ideas get heard. People work very hard in their political party to bring the message of their party to the people. They make signs; they put ads on television and radio and in the newspaper. They talk to their neighbors and friends. They raise money. They want to promote the ideas of their party. If they convince enough people that their ideas are good, those ideas may become law.

### Story:

Partly why Ramon seemed ok again was because he was heading up the Tell It Like It Is political party. The party idea was that it is good for people to speak when they think they have been wronged. Ramon loved being a leader and speaking out for what he believed. He complained a lot about the yellow arm bands issue. Some felt he just liked to complain. Several others who liked to complain joined the political party. This political party felt that “being brave enough to speak out” was a good thing. Others felt the Tell Like It Is party was not brave at all. They felt like it was really for people who like to complain. However, like most political parties, Ramon and his friends made signs, held meetings and did everything they could to get more kids to join with them. It was when Nadesh and Petra saw it was growing that they decided to do something. They gathered their friends.

Petra started. ”The Tell It Like It Is party likes to complain!” She continued, “All they do is say what is wrong. They never have solutions. We need a political party that has solutions!” The group around her clapped their hands.

“Let’s call it the Solutions party,” suggested Nadesh. “Sure, it is ok to complain sometimes, but it is always better to come up with a solution. You can’t fix the world with complaints!”

“Maybe this could be our slogan,” Sahara said. “Solutions Save the Day.”

The group liked it. The party members got real involved in meetings, sign-making, making speeches and doing whatever they could to see to it their ideas got accepted on voting day. The competition was intense as the two parties each tried to get people to support their ideas.

“I had no idea people would work so hard in the political party,” Nadesh said to Petra one day. “They really want their ideas to win, don’t they?”

“I think so,” Petra replied. “They see that working hard in the political party is their best chance of getting their ideas accepted. Most of our members won’t win a position in government. Working at the party level is their best chance to get heard.”

“Come on! Let’s get back to work,” scolded Sahara, “We don’t want them to get ahead of us! Remember, if they win, we have to live with their ideas.” Back to work they went. They so hoped their political party would win. Of course, the other party felt just as strongly and wanted their ideas to win. Both sides played fair. Both sides played hard. Both sides wanted to win! To be continued....

**Activity: Select two popular students and place one on each side of the room. Without the other children hearing, instruct one student to say he/she represents the Jobs party. Their party goal is to get more jobs for the people. He/she will give a little talk to convince the class to join his/her political party. Then, instruct the other student to say that he/she represents the Health and Roads party. Their party goal is to provide better roads and better health care. Now, with some coaching from you, if needed, let each party representative give a talk promoting their party. After the two talks, lead a brief discussion of the differing party viewpoints. Students must choose which one party they will join. Stop the discussion before consensus can form. The exercise is more interesting when there are people on each side who feel strongly about supporting their favorite party. Then let the students go to the side of the room where their favorite political party is. Point out the relative size of each party. Then have students return to their seats. Explain that the next step would be—if these were real political parties—to go out into the community and try and convince others to join with them to (1) vote for their candidates in the election, and (2) to support their ideas being made law. Then discuss the experience with the class. Are they surprised about the relative size of the two parties? What other ideas might political parties be organized around? What methods or techniques might be used to convince the public to support their candidates and their political ideas? Was either party perfect? Did they like some ideas of one party and also some ideas of another party? Deciding which party to support is a regular part of democracy. It is how the people exercise their power.**

## **Conclusion of story:**

By the time Elena's birthday arrived both political parties were ready for a rest. They needed a break from the intense campaign. They agreed to stop the campaign for one week and focus on a different kind of party—Elena's birthday party. And what a party it was! There was so much good food to eat. And many people got all dressed up for the event.

It was doubly special for Nadesh and Petra because they had now been here for more than a year. The sandwiches were very good. After his second one, Nadesh thought of the captain and the pirates who had killed their parents and been so mean to them. That was a long time ago, he thought. It was hard to keep track of all that had happened to him and Petra. What a year! Some of it had been very bad. And yet, a lot of it had turned out to be very good.

“What are you thinking about?” Petra asked him.

“Well,” replied Nadesh, “I was just thinking of how mean the captain and his pirates were to us. And then all the other stuff that happened. But you know what, Petra, at least the ‘ole captain was right about one thing.”

Petra asked, “What was that?”

Nadesh replied. “It doesn't make it right, what he did to our parents, and us, but I think he was right when I overheard him talking that night to the first mate. One of the things he said was that people like living in a democracy. Remember, that is why he was bringing us here.”

“I guess you are right,” Petra said. “I know I like living in a democracy. And from what I can see, everyone else does too.”

**THE END**