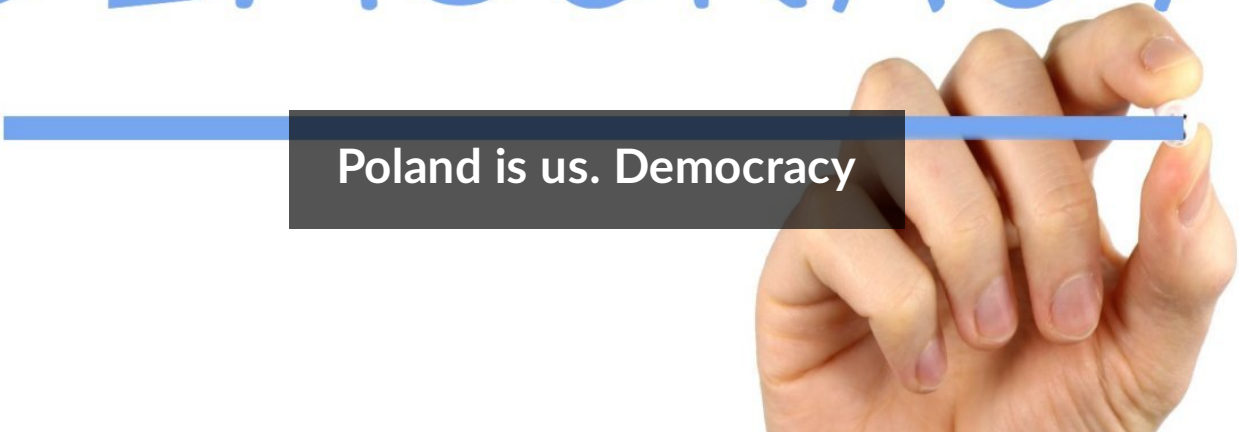


DEMOCRACY

Poland is us. Democracy

- [Poland is us. Democracy](#)
- [Lesson plan \(Polish\)](#)
- [Lesson plan \(English\)](#)

DEMOCRACY



Poland is us. Democracy

[Link to the lesson](#)

Before you start you should know

- According to the Constitution of 1997 Poland is a democratic state.
- Democracy was born in **ancient** Greece and is now a **dominant** political system in Europe.

You will learn

- You will find out what the origins of democracy were.
- You will be able to name and explain the **underlying** principles of the democratic rule.
- You will know who Cleisthenes was, and be able to explain what ostracism was in ancient Greece, as well as what it is today.
- You will be able to explain the difference between direct and indirect democracy, and give examples of the forms they take.

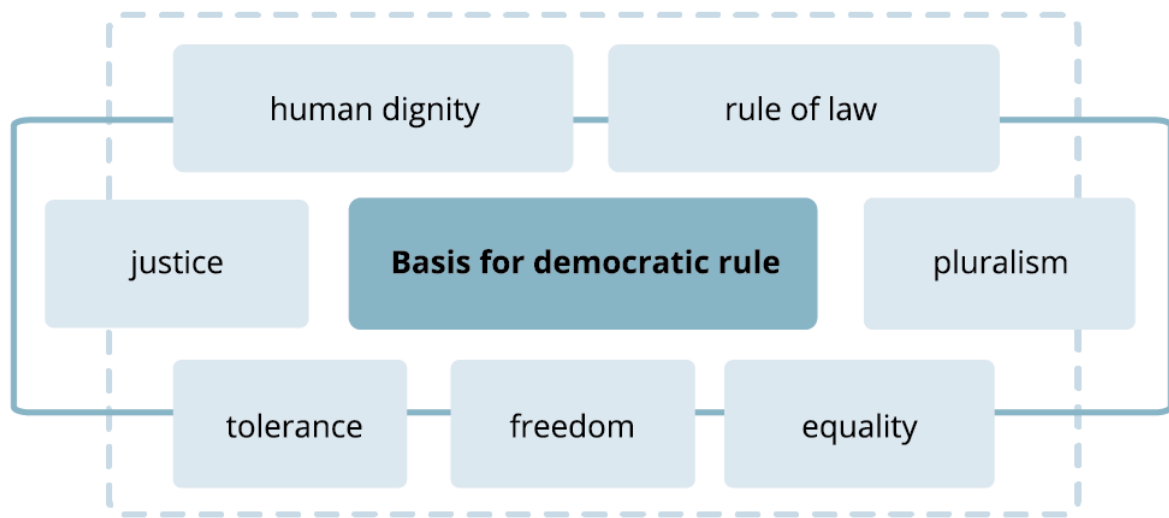
[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

Origins of democracy

The word democracy comes from ancient Greece. It originates from two words: demos – the people and cratos – power, the authorities or government. The meaning of the word was “the power of the people”. The most important values to the Greek democracy were the freedom and equality of the citizens.

Take a look at the infographics presenting the basis for democratic rule, as well as its **ultimate** goals.



You have already studied the meaning of most of these words, so let us just remind you that:

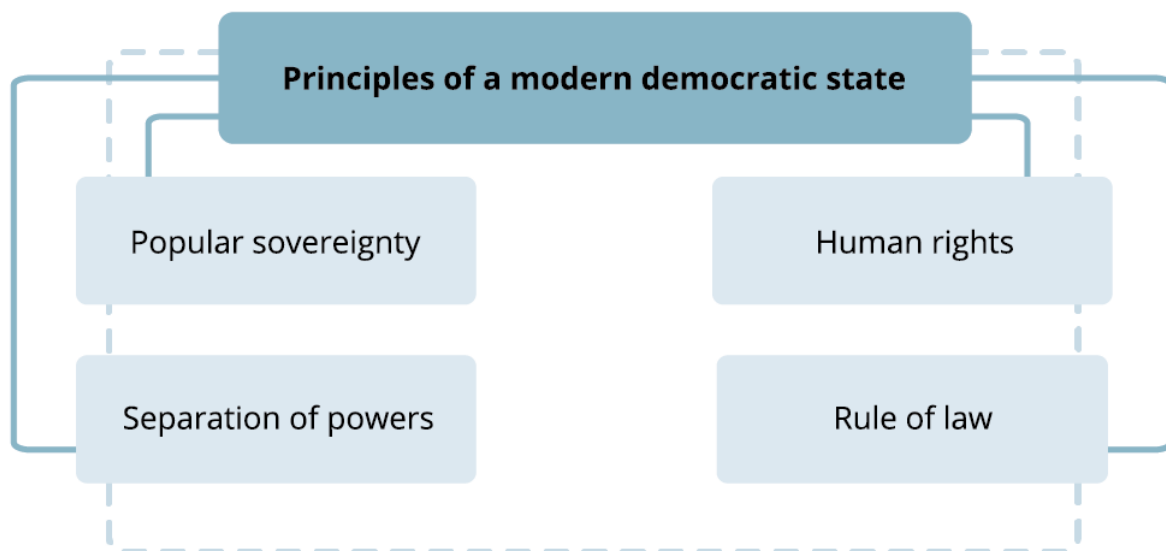
- pluralism means “multiplicity/diversity”, e.g. many political parties with different programmes operating in the political system;
- the rule of law means “**compliance with** applicable law” by all citizens, but also, even more importantly, by all institutions, organizations and state authorities.

A political system, a state, political parties, all social organizations and institutions deserve to be called democratic if they include and implement these values in their programmes and actions.

Cleisthenes lived at the turn of the 6th and 5th centuries BC. He **carried out** reforms that became the foundation of Athenian democracy. One of the most interesting ideas of Cleisthenes was ostracism. Citizens of Athens, by voting, could remove from their country a person whose views they found threatening to democracy. Their **votes were cast** on **pottery shards** (broken pottery), **hence** the name (potsherd - ostracon).

Today, ostracism means:

- exclusion from a social group
- **hostility**/dislike towards the person rejected by a group



You will find out the meaning of these terms in the next few lessons.

Forms of democracy

Two forms of democracy have evolved in the historical development of societies: **direct** and **indirect** (representative) one.

Direct democracy

The origins of direct democracy are connected with the political system of ancient Athens. Every Athenian citizen personally took part in governing of the state, participating in the **deliberations** of the popular assembly (Ecclesia). Direct democracy, as a way of exercising political power, was possible under conditions of a small area of the city-state (polis) of Athens and a small number of citizens. In modern democratic states elements of direct forms of government have been preserved. One of them is a referendum.

Exercise 1

Remind yourself what the referendum is and complete the definition.

local, electorate, indirect, all politicians, worldwide, nationwide, proposal, direct

A referendum is a vote in which an entire has the opportunity to decide on a particular There may be a referendum (concerning for example the construction of a landfill or a sewage treatment plan) or a referendum (concerning for example changes to the Constitution).

Representative democracy

Representative democracy is a system in which decisions **on behalf of** citizens are made by representatives chosen by the citizens through free elections (e.g. deputies, councilors). Indirect democracy is typical of most modern democratic states, including Poland. As the number of inhabitants of modern countries **exceeds** the number of citizens of ancient Athens many times, direct democracy could not function effectively.

Exercise 2

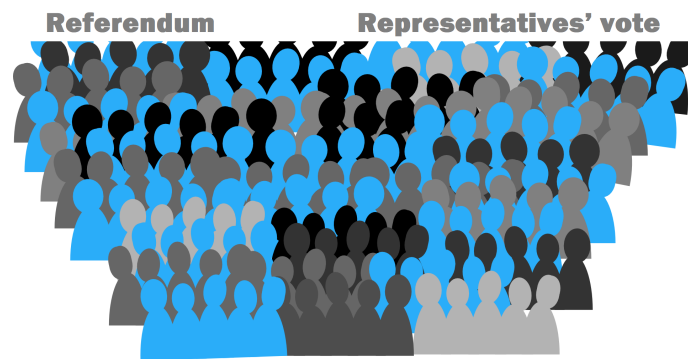
Indicate, in which of the presented situations the principles of direct democracy have been applied, and in which - the principles of representative (indirect) democracy. Justify your choice.

Situation	Direct democracy	Representative democracy
A general meeting of members of the school sports club was called. Almost everyone came to the meeting. An important decision was made to change club colors.	☐	☐
Elections were closed. The school electoral commission counted the votes and informed, which students will be members of the school council board this year.	☐	☐
Each class has selected a student to attend meetings with the school management. Consultations will concern the most important issues related to school life.	☐	☐
The form teacher together with the students decided to award prizes. On special cards, each student pointed to three people who, in his opinion, should be recognized for their work for the benefit of the class.	☐	☐

The school management wants to organize extracurricular foreign language classes for all students. What language should be chosen? It has been decided, that students themselves should be consulted on the issue. The school management has two options to find out, what the students' opinion is:

- Organize a referendum.
- Organize a meeting with class representatives and, after a discussion, make the decision by voting.

Present the advantages and disadvantages of each of the solutions. Which solution is better in your opinion?



Democracy is not only a political system, but most importantly - active, responsible citizens. You learn the principles and mechanisms of democracy at school already. Through participation in activities undertaken by the school community, you learn independence, decision making, responsibility for yourself and others. The student government is, by legal definition, the whole school community, it is YOU. The fate of the school and the future of the state also depends on you. Remember that the stability and quality of democracy depend on us.

Exercise 3

Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise. Match the pairs: English and Polish words.

zasadniczy, najważniejszy, rozważania, w imieniu, przekraczać, przeprowadzać, dominujący, przeważający, odłamki garncarskie, oddawać głosy

dominant	
underlying	
to carry out	
pottery shards	
to cast votes	
deliberations	
on behalf of	
to exceed	

Keywords

direct/indirect (representative) democracy, freedom, equality, justice, tolerance, pluralism, rule of law, human dignity, popular sovereignty, human rights, separation of powers, ostracism, referendum

Glossary

dominant

Nagranie dostępne na portalu epodreczniki.pl

Nagranie słówka: dominant

dominujący, przeważający

underlying

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: underlying

zasadniczy, najważniejszy

ancient

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: ancient

starożytny

ultimate

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: ultimate

ostateczny

in compliance with

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: in compliance with

w zgodności z

to carry out

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: to carry out

przeprowadzać

pottery shards

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pottery shards

odłamki garncarskie

to cast votes

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to cast votes

oddawać głosy

hence

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: hence

stąd

hostility

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: hostility

wrogość

deliberations

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: deliberations

rozważania

on behalf of

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: on behalf of

w imieniu

to exceed

Nagranie dostępne na portalu epodreczniki.pl

Nagranie słowa: to exceed

przekraczać

Lesson plan (Polish)

Temat: Polska to my. Demokracja

Autorka: Anna Rabiega

Adresat:

Uczeń klasy 8 szkoły podstawowej.

Podstawa programowa:

XI. Demokracja w Rzeczypospolitej Polskiej.

Uczeń:

3) wyjaśnia zasadę przedstawicielstwa (demokracji pośredniej); przedstawia zasady wyborów do Sejmu Rzeczypospolitej Polskiej i Senatu Rzeczypospolitej Polskiej oraz zasady działania i najważniejsze kompetencje izb parlamentu;

4) wyjaśnia zasadę pluralizmu politycznego; (...)

5) wyjaśnia zasadę republikańskiej formy rządu; (...).

Ogólny cel kształcenia:

Uczeń uzasadnia znaczenie procedur demokratycznych.

Cele operacyjne:

Uczeń:

- przedstawia źródła demokracji.
- wyjaśnia fundamentalne zasady rządów demokratycznych.
- wie, kim był Klejstenes i wyjaśnia, jaką funkcję pełnił ostracyzm w starożytnej Grecji oraz czym jest obecnie.
- wyjaśnia różnicę między demokracją pośrednią a bezpośrednią i podaje przykłady każdej z tych form demokracji.

Kształtowane kompetencje kluczowe:

- porozumiewanie się w języku obcym,
- kompetencje informatyczne,
- umiejętność uczenia się,
- kompetencje społeczne i obywatelskie.

Metody nauczania:

- mapa myśli,
- dyskusja,
- metoda Philips 66,
- rozmowa nauczająca z wykorzystaniem planszy interaktywnej, ćwiczeń interaktywnych.

Formy pracy:

- indywidualna,
- zbiorowa.

Środki dydaktyczne:

- komputery z głośnikami i dostępem do internetu, słuchawki,
- zasoby multimedialne zawarte w e-podręczniku,
- tablica interaktywna/tablica, pisak/kreda.

Przebieg zajęć:

Faza wprowadzająca:

1. Nauczyciel przedstawia cel zajęć: Zrozumiecie pochodzenie demokracji oraz istotę tego systemu politycznego w formach, w jakich funkcjonuje współcześnie.
2. Nauczyciel przedstawia uczniom etymologię słowa demokracja. Prosi ich, by przypomnieli sobie z lekcji historii, gdzie i kiedy po raz pierwszy wystąpił ten ustrój polityczny i na jakich wartościach wówczas się opierał. Prosi, by swoje skojarzenia zapisali na tablicy w formie mapy myśli.

Faza realizacyjna:

1. Nauczyciel pyta uczniów, czy pamiętają z lekcji historii, kim był Klejstenes. Jeśli nie, prosi, by poszukali tych informacji w internecie. Chętni uczniowie przybliżają sylwetkę polityka. Nauczyciel pyta następnie o pojęcie ostracyzmu – jego znaczenie w starożytności i obecnie. Chętni uczniowie wyjaśniają pojęcie reszcie klasy.
2. Nauczyciel wyświetla na tablicy interaktywnej infografikę „Basis for democratic rule” z abstraktu „Poland is us. Democracy” przedstawiającą podstawy demokracji. Prosi uczniów o przypomnienie definicji pojęcia demokracji. Następnie inicjuje dyskusję na temat tego, dlaczego akurat takie wartości realizują ideę demokracji. Uczniowie podają swoje argumenty i wyjaśnienia. Na zakończenie nauczyciel prosi chętnego/wybranego ucznia o jej podsumowanie.
3. Nauczyciel przedstawia uczniom infografikę „Principles of a modern democratic state” prezentującą zasady, którymi powinny się kierować państwa demokratyczne. Prosi, aby klasa

podzieliła się na 6-osobowe zespoły. Informuje, że uczniowie będą pracować metodą Philips 66 i w razie potrzeby wyjaśnia ją:

- a. Zadaniem każdego zespołu będzie wyjaśnienie, jak uczniowie rozumieją każdą z fundamentalnych zasad współczesnych państw demokratycznych. Mają na to 6 minut.
- b. Następnie konfrontują swoje rozwiązania na forum klasy i ponownie podejmują pracę, aby udoskonalić własne koncepcje przez następne 6 minut.
- c. Znowu następuje konfrontacja pomysłów na forum klasy – porównanie dojrzałości rozwiązań i ich ulepszeń.
- d. Uczniowie zapisują wnioski końcowe lub ewentualne ponownie wprowadzają poprawki przez następne 6 minut.

Nauczyciel w razie konieczności koryguje i uzupełnia wypowiedzi uczniów.

4. Nauczyciel przypomina uczniom, że demokracja w starożytnych Atenach miała charakter bezpośredni. Pyta, co zdaniem uczniów oznacza to określenie. Następnie pyta, jakie widzą wady i zalety takiego rozwiązania oraz możliwości jego stosowania współcześnie. Nauczyciel przedstawia uczniom pośrednią formę demokracji (o ile uczniowie sami nie odkryją, że jest ona rozwiązaniem niedoskonałości wynikających z demokracji bezpośredniej).

5. Jako utrwalenie wiadomości nauczyciel proponuje uczniom wykonanie ćwiczeń 1 i 2 oraz przedstawienie zalet i wad demokracji bezpośredniej (referendum) i pośredniej na konkretnym przykładzie przedstawionym na planszy interaktywnej. Prosi o uzasadnienie odpowiedzi.

Faza podsumowująca:

1. Na zakończenie zajęć nauczyciel pyta: Gdyby z przedstawionego na lekcji materiału miałyby odbyć się kartkówka, jakie pytania waszym zdaniem powinny zostać zadane?

Prawdopodobnie uczniowie wskażą: definicje pojęć demokracja, ostracyzm, podstawy rządów demokratycznych, zasady współczesnych państw demokratycznych, różnice między demokracją bezpośrednią i pośrednią, przejawy demokracji bezpośredniej.

Gdyby uczniowie nie wyczerpali najistotniejszych zagadnień, nauczyciel może uzupełnić ich propozycje.

2. Propozycja zadania domowego:

- a. Demokracja pośrednia i bezpośrednia – co decyduje o wyborze określonej formy demokracji? Jakie są konsekwencje takiego wyboru?
- b. Odsłuchaj nagranie abstraktu, aby powtórzyć materiał i utrwalić nowe słówka. Następnie wykonaj ćwiczenie słownikowe na końcu rozdziału.

W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

Pojęcia

dominant

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: dominant

dominujący, przeważający

underlying

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: underlying

zasadniczy, najważniejszy

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[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: ancient

starożytny

ultimate

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Nagranie słówka: ultimate

ostateczny

in compliance with

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Nagranie słówka: in compliance with

w zgodności z

to carry out

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to carry out

przeprowadzać

pottery shards

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: pottery shards

odłamki garncarskie

to cast votes

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to cast votes

oddawać głosy

hence

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: hence

stąd

hostility

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: hostility

wrogość

deliberations

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: deliberations

rozważania

on behalf of

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Nagranie słówka: on behalf of

w imieniu

to exceed

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to exceed

przekraczać

Teksty i nagrania

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

Poland is us. Democracy

The word democracy comes from ancient Greece. It originates from two words: demos – the people and cratos – power, the authorities or government. The meaning of the word was “the power of the people”. The most important values to the Greek democracy were the freedom and equality of the citizens.

Take a look at the infographics presenting the basis for democratic rule, as well as its ultimate goals.

You have already studied the meaning of most of these words, so let us just remind you that:

- pluralism is means “multiplicity/diversity”, e.g. many political parties with different programmes operating in the political system;
- the rule of law means “compliance with applicable law” by all citizens, but also, even more importantly, by all institutions, organizations and state authorities.

A political system, a state, political parties, all social organizations and institutions deserve to be called democratic if they include and implement these values in their programmes and actions.

Cleisthenes lived at the turn of the 6th and 5th centuries BC. He carried out reforms that became the foundation of Athenian democracy. One of the most interesting ideas of Cleisthenes was ostracism. Citizens of Athens, by voting, could remove from their country a person whose views they found threatening to democracy. Their votes were cast on pottery shards (broken pottery), hence the name (potsherd - ostrakon).

Today, ostracism means:

- exclusion from a social group
- hostility/dislike towards the person rejected by a group

You will find out the meaning of these terms in the next few lessons.

Two forms of democracy have evolved in the historical development of societies: **direct** and **indirect** (representative) one.

Direct democracy

The origins of direct democracy are connected with the political system of ancient Athens. Every Athenian citizen personally took part in governing of the state, participating in the deliberations of the popular assembly (Ecclesia). Direct democracy, as a way of exercising political power, was possible under conditions of a small area of the city-state (polis) of Athens and a small number of citizens. In modern democratic states elements of direct forms of government have been preserved. One of them is a referendum.

Representative democracy

Representative democracy is a system in which decisions on behalf of citizens are made by representatives chosen by the citizens through free elections (e.g. deputies, councilors). Indirect democracy is typical of most modern democratic states, including Poland. As the number of inhabitants of modern countries exceeds the number of citizens of ancient Athens many times, direct democracy could not function effectively.

Democracy is not only a political system, but most importantly - active, responsible citizens. You learn the principles and mechanisms of democracy at school already. Through participation in activities undertaken by the school community, you learn independence, decision making, responsibility for yourself and others. The student government is, by legal

definition, the whole school community, it is YOU. The fate of the school and the future of the state also depends on you. Remember that the stability and quality of democracy depend on us.

Lesson plan (English)

Topic: Poland is us. Democracy.

Author: Anna Rabiega

Addressee:

8th-grade primary school student.

Core curriculum:

XI. Democracy in the Republic of Poland.

The student:

3) explains the principles of representative democracy (indirect democracy); presents the roles of elections to the Sejm and Senate of the Republic of Poland and the principles of functioning, as well as the most important competences of the chambers of the parliament;

4) explains the principle of political pluralism; (...)

5) explains the principle of republican form of government; (...).

The general aim of education:

The student justifies the importance of democratic procedures.

Learning outcomes:

The student:

- presents what the origins of democracy were.
- explains the underlying principles of democratic rule.
- knows who Cleisthenes was, and is able to explain what ostracism was in ancient Greece, as well as what it is today.
- explains the difference between direct and indirect democracy, and give examples of the forms they take.

Key competences:

- communicating in a foreign language,
- digital competence,
- learning to learn,
- social and civic competences.

Teaching methods:

- mind map,
- discussion,
- Phillips 66,
- teaching conversation using interactive board and exercises.

Forms of work:

- self-learning,
- whole-class activity.

Material & equipment needed:

- computers with loudspeakers/headphones and internet access,
- multimedia resources from the e-textbook,
- interactive whiteboard/blackboard, felt-tip pen/a piece of chalk.

Lesson plan overview (Process):**Introduction:**

1. The teacher presents the goal of the lesson: You will understand the origins of democracy and the essence of the political system in various forms it takes nowadays.
2. The teacher explains the etymology of the word “democracy”. He asks the the students to recollect the information they might have from history classes on where and when this political system emerged for the first time, and what principles was it based on. He asks the students to write down their observations on the board in a form of a mind map.

Implementation:

1. The teacher asks the students, if they can recollect from history classes who Cleisthenes was. If the students cannot remember this, they may look the information up online. Willing students talk about the Greek politician. The teacher asks a question about ostracism - its meaning in the ancient times and nowadays. Willing students explain the term to the rest of the class.
2. The teacher displays the infographics “Basis for democratic rule” from the abstract “Poland is us. Democracy”, which illustrates the fundamentals of democracy, on the interactive board. He asks the students to provide the definition of the term “democracy”. Then he initiates a discussion on why these specific values make democracy real. The students provide their arguments and explanations. At the end of the activity, the teacher asks a willing/selected student to sum it up.

3. The teacher presents the students with the infographics “Principles of a modern democratic state”, illustrating the rules all democratic states should follow. He asks the class to split into groups of six. He informs the students that they will be working using the Phillips 66 method, and explains it if necessary:

- a. The task of each team will be to explain how they understand each of the fundamental principles of modern democracies. They have six minutes to do so.
- b. Then the teams confront their solutions with the rest of the class and resume their work for another six minutes to perfect their answers.
- c. Another confrontation of ideas takes place - a comparison of the maturity of the solutions and possibilities to improve them.
- d. The students write down the final conclusions or introduce the suggested changes for the next six minutes.

If necessary, the teacher corrects and supplements the students' statements.

4. The teacher reminds the student, that the Athenian democracy was a direct one. He asks the students what they think this expression means. Then he asks them, what advantages and disadvantages of this solution they see if it was used nowadays. The teacher introduces the term of representative democracy (unless the students find out on their own, that it is a solution to the disadvantages of the direct democracy).

5. To revise the information the teacher suggests the students do exercise 1 and 2 and present the advantages and disadvantages of a direct (referendum) and indirect democracy on a specific example presented in the interactive board. The teacher asks the students to justify their answers.

Summary:

1. At the end of the lesson the teacher asks: If there was going to be a test on the material we have covered today, what questions do you think would you have to answer?

Probably the students will name: definitions of democracy, ostracism, the basis for democratic rule, the principles of a modern democratic state, the differences between direct and representative democracy, examples of direct democracy.

If the students do not manage to name all the most important questions, the teacher may complement their suggestions.

2. Homework proposal:

a. Direct and indirect democracy - what makes states decide on one of the forms of democracy? What are the consequences of such a choice?

b. Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise at the end of the chapter.

The following terms and recordings will be used during this lesson

Terms

dominant

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: dominant

dominujący, przeważający

underlying

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: underlying

zasadniczy, najważniejszy

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Nagranie słówka: ancient

starożytny

ultimate

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Nagranie słówka: in compliance with

w zgodności z

to carry out

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Nagranie słówka: to carry out

przeprowadzać

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Nagranie słówka: pottery shards

odłamki garncarskie

to cast votes

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oddawać głosy

hence

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Nagranie słówka: hence

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[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: hostility

wrogość

deliberations

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Nagranie słówka: deliberations

rozważania

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Nagranie słówka: on behalf of

w imieniu

to exceed

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nagranie abstraktu

Poland is us. Democracy

The word democracy comes from ancient Greece. It originates from two words: demos – the people and cratos – power, the authorities or government. The meaning of the word was “the power of the people”. The most important values to the Greek democracy were the freedom and equality of the citizens.

Take a look at the infographics presenting the basis for democratic rule, as well as its ultimate goals.

You have already studied the meaning of most of these words, so let us just remind you that:

- pluralism means “multiplicity/diversity”, e.g. many political parties with different programmes operating in the political system;
- the rule of law means “compliance with applicable law” by all citizens, but also, even more importantly, by all institutions, organizations and state authorities.

A political system, a state, political parties, all social organizations and institutions deserve to be called democratic if they include and implement these values in their programmes and actions.

Cleisthenes lived at the turn of the 6th and 5th centuries BC. He carried out reforms that became the foundation of Athenian democracy. One of the most interesting ideas of Cleisthenes was ostracism. Citizens of Athens, by voting, could remove from their country a person whose views they found threatening to democracy. Their votes were cast on pottery shards (broken pottery), hence the name (potsherd - ostracon).

Today, ostracism means:

- exclusion from a social group
- hostility/dislike towards the person rejected by a group

You will find out the meaning of these terms in the next few lessons.

Two forms of democracy have evolved in the historical development of societies: **direct** and **indirect** (representative) one.

Direct democracy

The origins of direct democracy are connected with the political system of ancient Athens. Every Athenian citizen personally took part in governing of the state, participating in the deliberations of the popular assembly (Ecclesia). Direct democracy, as a way of exercising political power, was possible under conditions of a small area of the city-state (polis) of Athens and a small number of citizens. In modern democratic states elements of direct forms of government have been preserved. One of them is a referendum.

Representative democracy

Representative democracy is a system in which decisions on behalf of citizens are made by representatives chosen by the citizens through free elections (e.g. deputies, councilors). Indirect democracy is typical of most modern democratic states, including Poland. As the number of inhabitants of modern countries exceeds the number of citizens of ancient Athens many times, direct democracy could not function effectively.

Democracy is not only a political system, but most importantly - active, responsible citizens. You learn the principles and mechanisms of democracy at school already. Through participation in activities undertaken by the school community, you learn independence, decision making, responsibility for yourself and others. The student government is, by legal definition, the whole school community, it is YOU. The fate of the school and the future of the state also depends on you. Remember that the stability and quality of democracy depend on us.