

Lessons about oppression (by Joeri Vanbrusselt)

Stage 1

The class is divided into groups of 2, 3 or 4 pupils, depending on the number of pupils in the class/group. Every group gets a passport. The pupils read this passport in group **and try to understand** what is on the passport by discussing it. When something is not clear **they ask each other**. When nobody in the group knows the answer, they can look for the answer online, in a dictionary, ... Words that are unclear are written down. By doing this, they make a glossary that accompanies the text.

(Competences: Making **language and information, social relations, modern technology and knowledge** work)

Stage 2

The passports only offer a piece of the puzzle. The significance of the oppression is sometimes difficult to understand without the correct geopolitical context. By using the given information (time and place), the pupils try to figure out what the situation of the country the oppression occurred in is/was. **The pupils create a small file in which they gather all the information (maps, documents, images, graphs, ...) that is relevant. They try to understand and summarise the information.**

(Competences: Making **language and information, social relations, modern technology and knowledge** work)

Stage 3

The pupils try to **convey the information** they found to the other groups. They do this by using the means they find useful (powerpoint, sway, moviemaker, thinglink,...). They present this information in a clear and expressive manner without reading but by using words of their own.

(Competences: Making **language and information, social relations, modern technology and knowledge** work)

Stage 4

Discussion: When all the groups understand the geopolitical context of their own given passport and have watched and heard the presentations of the other groups, the pupils try to find a **valid definition** for oppression. This can also be done first in group before informing the rest of the class, possibly by using placemats. After a definition is found, it can be communicated to the rest of the class. If a definition is formulated, the pupils can also look for the opposite of oppression. (Is it freedom?)

Again, by possibly using placemats, the pupils can now find an answer to these possible questions. "What can we do to make sure people aren't oppressed? What can governments do? How can we ensure freedom (of speech)? Is racism protected by freedom of speech? Do governments have the right to intervene when people experience oppression in other countries?"

When the answers to these questions are conveyed to the rest of the group, a debate can be held, involving the entire class.

(Making **language and information, social relations, knowledge, imagination, change, their own lives and the planet** work)

Stage 5

The passports are exhibited. The pupils (still in group) accompany their passport and give more information to the visitors. The pupils can be encouraged to ask the visitors some questions about oppression: "What does oppression mean according to you? Can we do something to avoid oppression? What can governments do?"

This way they also encourage the visitors to think about oppression and raise awareness of the issue.

(Making **language and information, social relations, knowledge, imagination, change, their own lives and the planet** work)