

Power in everyday life

Learning outcomes

- ◇ To identify more/less powerful people in the photos
- ◇ To infer the effects of the situation on individuals
- ◇ To interpret the feelings of the characters in the photos
- ◇ To research and add to their knowledge and understanding of the effects of occupation on both sides of the conflict

Lesson in brief

Students will look at photos from the West Bank and Gaza Strip in order to explore power relations and their effect both on those who are more powerful and those who are less powerful

National curriculum

1.2a, 1.2b, 1.2c, 2.1a, 2.1c

Materials: Photos showing checkpoints, the wall, schools etc, each mounted on a piece of sugar paper

Lesson Plan

Starter

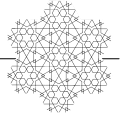
- ◆ Ask students to jot down individually or do a class brainstorm on who has power or authority over them. How do these people exercise their power/authority?

Main activity

- ◆ Give one photo each to groups of 4 pupils. Ask the first question and tell pupils to answer on sugar paper. Then pass their photo onto the next group for them to answer the second question. Then pass on again for the third question and so on until all questions have been answered.

Questions

1. What is happening in the picture?
 2. Who are the more powerful people in the picture? How can you tell? (If they are not in the picture, how can you see their effects even if you cannot actually see them?)
 3. Who are the less powerful people in the picture? How can you tell?
 4. How do you think the more powerful people are feeling?
 5. How do you think the less powerful people are feeling?
 6. How do you think this affects the daily lives of the Palestinians in a practical way?
 7. Do you think the situation that the Palestinians are in affects them psychologically?
 8. Do you think the situation that the young Israeli soldiers are in affects them psychologically?
- ◆ When pupils have the first picture back, ask them to add to any of the comments and underline anything they do not agree with.



Plenary

◆ In feedback discussion, ask each group to describe their picture and summarise the answers to the questions, highlighting any areas of disagreement and any comments that they find particularly interesting. Draw together reports in summary and ask what human rights they feel are being infringed. Put annotated pictures on wall for future reference.

Homework

◆ Ask students to write up from the class discussion or write a diary entries for the figures in their photos