



## Power Relationships

**Age:** Adult

**Level:** B1–B2

**Global Knowledge or Global Attitudes and Action:**

Global Knowledge

**Standard for Learning Outcome:** Student encounters ideas about power relations.

**Learning Outcome:** A.D1.S7.LO1 Identify real-world examples of the effects of power relationships

**Standard for Global Skill:** Student acquires the skills to be a collaborative citizen.

**Global Skill:** A.D3.S1.LO3 Carry out joint decision-making with others

**Sustainable Development Goals:** 4: Quality Education, 10: Reduced Inequalities

### Part 1 (15 mins)

- A.** Point out the definitions of *privilege* and *oppression* and check comprehension. Explain that people can have different kinds of privileges. Divide the class into pairs. Give students a few minutes to brainstorm different privileges that different people or groups of people have. Monitor and help with vocabulary and ideas where necessary. Then elicit their ideas and write them up.
- B.** Direct students to the image. Ask what type of privilege they think it shows (socioeconomic privilege). Then have students preview the quotes and the definitions. Explain any unfamiliar terms if needed. Then have students work individually to match the quotes. Elicit answers from the class.

**Answer Key:** a. 2 b. 1 c. 5 d. 6 e. 4 f. 8 g. 7 h. 3

Ask students if they correctly brainstormed any of the privileges in Activity A, referring them to Activity A if needed.

### Part 2 (20 mins)

- A.** Tell students that they are going to play a game named “Privileges for Sale.” Explain that the purpose of this game is to understand what the experience of having, or not having privilege may feel like. Give students a few minutes to read the privileges. Have them work

individually to check the five privileges that are the most important to them.

- B.** Prepare slips of paper (one per group) with different amounts of money written on them, ranging from \$300 to \$900. Divide the class into groups of three to five them. Tell them to imagine that they do not have any of the privileges from Activity A. Explain that you will give each group a slip of paper with an amount of money written on it, and they will have to decide, as a group, which privileges to buy. Point out that each privilege costs \$100, but each group will get a different amount of money. Hand out the slips of paper with the amount of money written on them. Give students about five minutes to choose the privileges they want to buy and can afford. When they are finished, ask groups to share their choices with the class. Have them report on the amount of money they had, the choices they made, and the reasons for them. Ask them to think about specifically what types of privileges they bought (e.g. socioeconomic, gender).
- C.** Ask students to reflect on the activity by answering the questions individually. Then invite students to share their answers with the class.

#### Possible answers:

- 3.** Wealth causes privilege. For example, if you have money and live in a nice house in a nice area, your children will have access to better schools, or maybe you can make friends with neighbors who are important people. The privilege of youth can give you a privilege in the job market, so you get better access to jobs. Feeling safe going out at night means you can take classes or work late in the day, so you have more options in these areas and so on.
- 4.** Possible examples: ‘I can expand my education easily in the area where I live’, ‘I can get assistance from the authorities in case of an emergency or danger’.

### Part 3 (15 mins)

- A.** Allow students time to read the three profiles. Encourage them to underline the parts of the text that help them identify each person’s privileges and oppression. Divide the class into pairs. Have them talk about their answers. Then elicit their ideas.



Adult | Teacher's Notes

**Suggested answers:**

**Miriam:**

**Oppression:** her access to education was complicated by an inaccessible school. Children in her new school did not treat her well because of her background. She was an immigrant. She lost her father.

**Privileges:** She managed to emigrate. She is now very wealthy at a young age. She had access to education..

**Azra:**

**Oppression:** She could not get basic education. She did not see many options for her life as a young woman. She lives in a rural area. She comes from a place where women are oppressed.

**Privilege:** She managed to get education later in life. She can help the local community. She has a job. She is able-bodied.

**Alan:**

**Oppression:** The school he went to was not supportive of him. He can't get a job although he's well-qualified. He had problems making friends / He does not have many friends.

**Privileges:** He lives in a big city so he had an easy access to education, including higher education. He got a scholarship. He is physically able.

If needed, you can check students' understanding of the text by asking the following questions:

Who ...

1. ... was injured as a child? (Miriam)
2. ... moved to live in a new country? (Miriam)
3. ... has their own company? (Miriam)
4. ... helps women find work? (Azra)
5. ... had a negative experience when they went to school? (Miriam and Alan)
6. ... didn't attend school as a child? (Azra)
7. ... graduated from university? (Miriam and Alan)
8. ... has a job? (Miriam and Azra)

- B.** Ask the class to discuss how their personal experiences relate to the three texts. Note that personal experiences might vary, even if the students or their close ones come from the same oppressed group. For example, not all women experience or perceive sexism in the same way. Not all immigrants will have the same experience as Miriam did. Many people (especially women) experience autism differently than Alan and so on. Welcome all views, and encourage reflection.

Ensure the students do not view themselves or the three people in the text only through labels of one of their identities (e.g., 'Miriam is disabled', 'Alan is autistic', 'Azra is a poor woman'). If your students struggle with this, you can ask them to research famous people with similar backgrounds to see how their personal experiences differ. For example, Malala Yousafzai is a Pakistani woman who had problems with accessing education; Temple Grandin is an American autistic scientist; Eddie Ndopu is a South African activist and wheelchair user.

The relationship between oppression and privilege is always complex and personal. Encourage discussion about this complexity. For example, Alan had much easier access to education and health care than Miriam, but she found it much easier to progress in her professional career. While being a member of multiple oppressed groups is shown to have a greater negative impact, people's lives can be made more difficult in many ways. Make sure your students do not feel like their struggles are being ignored.

**Extension**

- A.** Ask students to reflect on their conclusions from the activities of the class and answer the questions. Allow them to express their answers in a variety of ways, but give them suggestions. They could answer the questions by writing a short text about themselves like the ones in Part 3, make a mind map, or a drawing that they show to their partners.

Put students in groups and ask them to discuss their answers. Set a time, and tell students they must each ask a team member at least one question when they finish presenting. Remember this might be a sensitive task as students will likely talk about something highly personal. It is important that you encourage active listening from their teammates.

- B.** First, ask students to brainstorm ideas as a class for one of the characters in Part 3.

Then, have students work in pairs to come up with two solutions for some of the examples of oppression they experience. Make sure they remember that their solution has to help another oppressed group as well. Finally, have pairs share their answers with the class.