

In this learning path learners are introduced to ten personal stories from different periods in history. Learners reflect on how personal lives are affected by discrimination but also learn that discrimination is a mechanism of all times and a mechanism that can be stopped. In the educators' guide you will find tips & in-depth questions that will help you lead a group discussion.

### Topics

Prejudice, discrimination, antisemitism, racism, discrimination against Roma and Sinti, discrimination against LGBTQI+, discrimination against Muslims, history.

### Target group

Learning path 3 is suitable for learners aged 13 and older. The online toolbox contains open questions that learners can explore at their own level. The lessons are divided into:

● simple → ● ● in-depth → ● ● ● complex.

### What do I need?

#### Learner:

Laptop/tablet/smartphone

Headphone

Internet access

Paper

Pen

(free) Student account or

#### Teacher:

Beamer & sound

Internet access

### Structure

This learning path consists of one lesson that you can divide into three parts. There are nine steps. With some of the steps, you can use the tips & in-depth questions to expand the lesson. Tips can be found in the educators' guide for each lesson under 'Structure'.

**Step 1-5** 45 min.

**Step 6** 50 min.

**Step 7-9** 55 min.

## Lesson 3.1 | Different voices

Learners are introduced to ten personal stories from several periods in time. The stories all deal with different forms of discrimination, such as antisemitism, racism, and discrimination against Roma and LGBTQI+, Learner's research one person's story more deeply and prepare a presentation for the class.

### Learning targets

- Learners get to know the stories of several people affected by antigypsyism, antisemitism, racism and discrimination against LGBTQI+.
- Learners reflect on positive achievements in addressing discrimination and the things that haven't changed.
- Learners gain skills to work with historical sources.
- Learners work in small groups to exchange ideas about the effect of discrimination on individuals.
- Learners prepare a presentation for the larger group and get acquainted with a variety of stories from different periods in history.

### Level

### Structure (150 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 min.	<b>Introduction</b> Introduction Life stories	Class discussion	Ask one of your learners to read the introduction aloud. This way you make sure you all start together.
±5 min.	<b>Step 1</b> Keywords	Individual	Learners will return to their answers during the reflection step at the end of the learning path.
±5 min.	<b>Step 2</b> Choose someone you would like to know more about	Individual	On the basis of a snap judgement, learners choose a person they think looks interesting. In the following steps they will learn more about this person.  Learners may choose a particular story for many different reasons. Having to articulate whether they chose because of a face or the tag line, for example, helps them realise that there are many different ways to make a first connection with a person.
±10 min.	<b>Step 3</b> See - Think - Wonder	Individual	Learners explore a picture of an object related to the story they picked. Explain the difference between the three questions: what do they see; what do they think based on what they saw; and what would they like to know?  This methodology of 'Visible Thinking' is intended to make the students' learning process visible and stimulate creativity. For more information go to

<b>Time</b>	<b>Steps</b>	<b>Format</b>	<b>Tips &amp; in-depth questions</b>
±15 min.	<b>Step 4</b> Life story	Individual/ Group assignment	Learners are given a short text with basic information about the person they chose. Educators can read all the texts in  The groups should consist of three to five learners who have all chosen different people. Each learner gets two minutes to tell their group about 'their' person and why they picked them.
±5 min.	<b>Step 5</b> Choose a life story together	Group assignment	Groups will subsequently choose one life story to work on together, but learners should only be told this after they have all made their presentations.
±50 min.	<b>Step 6</b> Discuss with your group	Group assignment	This assignment can also be done as homework.  Prepare now for your presentations. Be creative and feel free to use different presentation styles.
±10 min.	<b>Step 7</b> All voices matter	Class discussion	Ask if anyone chose one story but then worked with another story in the small group. Take time to acknowledge all the stories that were chosen but discarded and those that no-one chose. You can also ask learners how the group discussion went and why groups decided to work with a particular story. Finally, emphasise that every life story is a unique and valuable voice teaching us about society.
±40 min.	<b>Step 8</b> Showtime	Class discussion/ Group assignment	In a class of 25 learners, and groups of five – you need at least 40 minutes for presentations. We advise not to have more than five or six presentations within one lesson.
±5 min.	<b>Step 9</b> Looking back	Individual/ class discussion	Learners look back at the tag cloud they made at the start of the track and reflect on what they've learned by answering the question again. Take time to discuss some of the new words they have added.