**Title: Case study: OTPOR in Serbia**

**Introduction to lesson:** This lesson is one of two alternative core lessons (the other is Bristol Bus Boycott) to be completed after Lesson 1 and 2. It introduces an important idea of the “Pillars of Support”, which will be referred to in subsequent case study lessons. It uses a mystery activity as a way of engaging the learners with the case study. Groups are given different parts of the OTPOR story and have to piece together what happened by asking the other groups questions. For it to work it is important that that no one knows the whole story at the start of the lesson.

**Curriculum links:** RSHE, Citizenship, History, Geography, English

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2h to recognise the role of voluntary, community and pressure groups’.

**KS3** ‘…citizenship education should foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments’; ‘Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.

**Learning outcomes:**

* To use a case study to explore the pillars of support and the effectiveness of non-violent actions.

**Concepts:**

Freedom

Democracy

Power

Solidarity

Collaboration

**Key vocabulary:**

Pillars

Violation

Empowerment

Democracy

Solidarity

**Resources needed:**

PowerPoint

Resource Sheet 8/9 OTPOR information text for each group.

Resource Sheet 10 OTPOR pictures several copies of each picture.

Resource Sheet 11 OTPOR background information for teachers.

Resource Sheet 12 OTPOR background information for learners.

Resource Sheet 13 OTPOR background information for learners (basic).

Resource Sheet 14 OTPOR reporters and detectives role cards.

Resource Sheet 15 OTPOR detectives recording sheet.

Resource Sheet 16 Pillars of Support hand out.

Resource Sheet 17 P4C Steps.

Additional images of OTPOR (Internet image search).

OTPOR YouTube film:

<https://www.youtube.com/watch?v=kv9R6kn2Pcc>

Vocabulary wall.

**a. Starter activity**

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| **Activity** | **Time** |
| **Mysteries task**  **Display question “What happened?” on the board/PowerPoint.**  1. Divide class into 6 groups around tables. Give each table its different information (RS8/9 & RS10, text and pictures) about OTPOR. *(Could put pictures out first so that these are looked at closely).*  Looking at their information, each group thinks about what might have happened. *(This could be carried out as a reciprocal reading task).*  Learners could start putting the information into a possible order. | 5 mins. |
| 2. Two people per group are elected to be “the reporters”. They will stay at their table.  The rest of the group are “the detectives” who will go around the classroom collecting information.  **Roles**  **Reporter:** To inform all detectives coming to their table of the information they have gathered - answering any questions they can. The reporters must be honest and only give out information that they have discovered initially.  *Note: This is a collaborative activity and therefore the students should be encouraged to give out information to their detectives.*  **Detective:** The group decides what questions they want to ask i.e. by looking at what information is missing from their table. They divide the questions up amongst their detectives who record them on their Detective’s recording sheet (RS13).  They are given 5 minutes to go around the class and look and ask for information they need.  *Note: Offer one or two questions per group to help them get started with question making if they need support.* | 5 mins. |
| 3. Come back into the groups.  Detectives feedback information they have collected to solve the mystery. | 5 mins. |
| 4. Learners given summary of the case study.  Encourage learners to ask questions and answer each other’s on their tables.  Come back as a class to share information and fill in gaps verbally to create a clearer timeline.  Share slide on the PowerPoint of timeline of events. | 5 mins. |
| 5. Show OTPOR YouTube film.  <https://www.youtube.com/watch?v=kv9R6kn2Pcc>  0.00-4.35  Discuss anything interesting and surprising and address misconceptions. | 5 mins. |

**b. Main activities**

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| **Activity** | **Time** |
| **Pillars of support**  Teacher to follow the PowerPoint for each step.  1. Display slide with pictures of pillars holding up buildings. Ask the learners what are the pillars doing for this building?  Explain that pillars do not always have to be physical.   * Display the question “What are the pillars of support that hold up our school?” * Generate ideas e.g. governors, teachers, parents, resources, pupils, money   “If we take the teachers away, what happens to the school?”  *Option to go into groups and discuss what would happen if each pillar were taken away. One pillar per group.* | 5 mins. |
| **For steps 2-5 learners to work in pairs**  2. Identify the problem or power situation OTPOR were trying to change.  (Remove Milosevic from power, free and fair elections, free university, free and independent media.) | 10 mins. |
| 3. Ask what learners think about what forces, beliefs or other factors sustained this situation. Ideological or needs for security etc.  Discuss as a class why this was. |
| 4. Ask: How were these pillars weakened or removed?  Learners work in pairs to generate ideas - teacher annotates on IWB on the pillars of support diagram. | 10 mins. |
| 5. Ask: On which of the pillars were they most effective?  E.g. some of the police and military became allies. |

**c. Reflection / evaluation**

1. First thoughts on OTPOR’s actions.

Did they do the right thing?

Could they have done anything differently?

2. *If short on time, option to start the next lesson with this activity.*

Which words have been used today from the vocabulary wall?

Learners to generate definition for new words covered today.

**d. Suggested follow-up activities**

P4C enquiry – see Resource Sheet 15 P4C steps.

**e. Additional resources/information**

For additional images of OTPOR for mystery activity search: Bulldozer Revolution or OTPOR.

<https://www.theguardian.com/world/2015/mar/08/srdja-popovic-revolution-serbian-activist-protest>

<https://canvasopedia.org/>

**Teachers’ Evaluations of Lessons**

Pupils started to grasp a much better understanding of what non-violence looks like. They were surprised by how violent Milosevic was and admired how brave the students were.

Some final thoughts were: Justice, Overtake, Choice, Courage, Unfairness, Democracy, Power, Justice, Brave, Manipulation, Force, Fear – angry, Control, Belief/lies, Law enforcement, Respect, Deception, Defeated – Empowered. The children enjoyed the example of OTPOR. They liked watching the video and liked how the detective activity provided them with more information. We decided to look into democracy and dictatorship in more detail as the children wanted to know more about them.

The children wanted to ask further questions. We made a bank of questions to research later. We read the text as a class. The children noted down important points and wrote questions on sticky notes to discuss later. The simpler text supported the year 4 children.

I gave each group an envelope with text and pictures but also I read each text to each group first and made a list of words they had to find the definitions of as a group which helped with understanding. All groups worked well together (I used the higher ability children for detectives) discussing their cards.

Pupils were engaged. They were curious and wanted to know more. Next time I would allow more time to discuss and research the background of the country. This will allow for more informed discussions.

(Follow up P4C lesson) Pupils were engaged. They discussed democracy in school, wider community, local council and nationally, identifying pillars of support along the way. This was a time leading to parliamentary elections. So there was plenty to discuss in context.