



**UNESCO Chair  
on Visual Anticipation  
and Futures Literacy  
towards Visual Literacy**



## **TROJAN WOMEN RE-IMAGINED**

### **ACTIVITY 1: POWER & MORALITY**

#### **Text Reference**

At 06' 44" of the film we hear the statement: "The strong do what they can, and the weak suffer what they must."

#### **Objective**

The objective of this activity is to explore social power dynamics and ethical considerations in the relationships between the strong and the weak.







#### **Instructions**

Organize a debate where one side defends the "strong do what they can" stance, while the other argues for ethical leadership.

Encourage learners to share examples of where they see these dynamics in history, current situations, or personal experiences, and reflect on how uses and abuses of power shape history and personal interactions.

Apply a role-playing activity: Divide learners into small groups and assign roles (e.g., leaders, oppressed groups, mediators etc.). Simulate a negotiation where the 'strong' must justify their actions while the 'weak' argue for equity. Mediators need to build bridges and observers can analyse behaviours and outcomes.

#### **Indicative Discussion Questions**

-  Are power dynamics inevitable?
-  What visual representations in our daily lives teach us about power?
-  How do power dynamics shape societies?
-  How can societies strive for equity without conflict?
-  What ethical responsibilities do the 'strong' have?
-  How can societies reframe 'power' for sustainable living?



## Recommended Application of Visual Literacy tools

This activity is mostly compatible with the “Role-playing”, the “Role Model Stereotypes”, the “Wall”, the “Visuality Iceberg”, and the “Reframing concepts” visual literacy tools.

**NOTE:** The Visual Literacy tools list is accessible at <https://vickykaraiskou.com/> Check the “Visual Literacy” tab and go at the “Visual Literacy tools” page.

