

READY TO USE MANUAL ●○○○

Horizontal Historical Education
in non-discriminative Activities

manuals for teachers

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Museum of
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of Polish
Jews

**KAZERNE
DOSSIN**

MEMORIAL, MUSEUM AND
DOCUMENTATION CENTRE
ON HOLOCAUST
AND HUMAN RIGHTS



**anne frank
house**

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Introduction

Dear teacher,

What does it mean for you when three different organizations join their efforts to develop educational materials against discrimination? It could mean that these three different organizations are perhaps not that different at all. Their national context may vary, but they feel the same urge to empower you with the tools and skills to tackle discrimination. Not only do they realize how big the challenge can be, they are also convinced of the urgent necessity of anti-discrimination education. All three organizations are used to study the past in order to find ideas for critical citizenship today. All three organizations know that a well-chosen approach and the right methods are key to deal with discrimination. And however difficult it sometimes may seem, the challenge shouldn't be avoided.

These six manuals want to be your guide in this adventure. These manuals are the result of an intense team effort.

Anne Frank House (Amsterdam), **Kazerne Dossin** (Mechelen, Belgium) and **Polin** (Warsaw) worked closely together to develop the methodologies, and more than 200 teachers from Belgium, Poland and the Netherlands were involved in trying them out. You will encounter brand new tools and methods that have already proved their effectiveness in many educational contexts.

Two different objectives run as a common thread through the manuals. First objective is **understanding and preventing** discrimination. Students gain more insight in how our identities are multilayered, but how we often reduce our kaleidoscopic identities to just one label ('black', 'woman', 'Jew', 'gay', 'muslim', ...). They understand how our human need for clearness and simplicity can lead to stereotypes or bias with each of these labels ("All women cry easily"), and how these biases can turn into prejudice ("Naya is a woman, so I'm sure she cries a lot") and eventually into discrimination ("I refuse to work with Naya"). Awareness on how the mechanism works, will be an important step in preventing the slippery slope towards discriminatory behavior. The second objective is reacting to discrimination.

The manuals offer – often implicitly – tools to stand up against discrimination. What to say? What to do? Which steps are there? Students need to reflect together on these questions in order to develop their own strategies. Practical exercises empower teachers and students to develop their anti-discrimination skills.

Introduction

Since not all students have the same needs, we made a division between three different age groups. There are two manuals for the age group 10 till 12, two for the age group 13 till 15 and two for the groups between 16 till 18 years old.

	Understanding and preventing discrimination	Reacting to discrimination
Age 10-12	"This is me" Manual about multi-layered identity	"Situation cards" Manual about how to react on situations.
Age 13-15	"Timeline" Manual about key moments in the Second World War and in the life of a historical figure	"Renata's story" Manual about excluded girl and her functioning in the class.
Age 16-18	"At first sight" Manual about first impressions and prejudices	"Taking action" Manual about real stories of taking action against discrimination.

However, don't let this division prevent you from discovering the other manuals as well. Most of the methods can easily be adapted for the group you work with. If you want to work with younger children around this topic, it is important to take into account their sensibility and their specific level of abstract brainpower and empathy skills. Anyhow, don't hesitate to copy-paste the different activities to your own anti-discrimination program, tailor made for your own group.

When you do so, we suggest you bear in mind the following advices:

■ Increase the impact

Organizing an activity on non-discrimination is undeniably a plus, especially when it is embedded in a **long-term process**. Don't put your faith in one-off shots. A designed anti-discrimination program increases the chance of sustainably developing values and attitudes.

■ Teamwork works

Don't try to do this on your own. Form a team with your peers to invest in this kind of education. Such a **cross-curricular approach** provides the opportunity for adopting different perspectives. This may be very enriching and lead to new insights and skills. If different colleagues exchange information and materials and the burden is not placed on a single individual, the project's chances of success and continuity are much greater.

Introduction

■ Know your target group (and yourself)

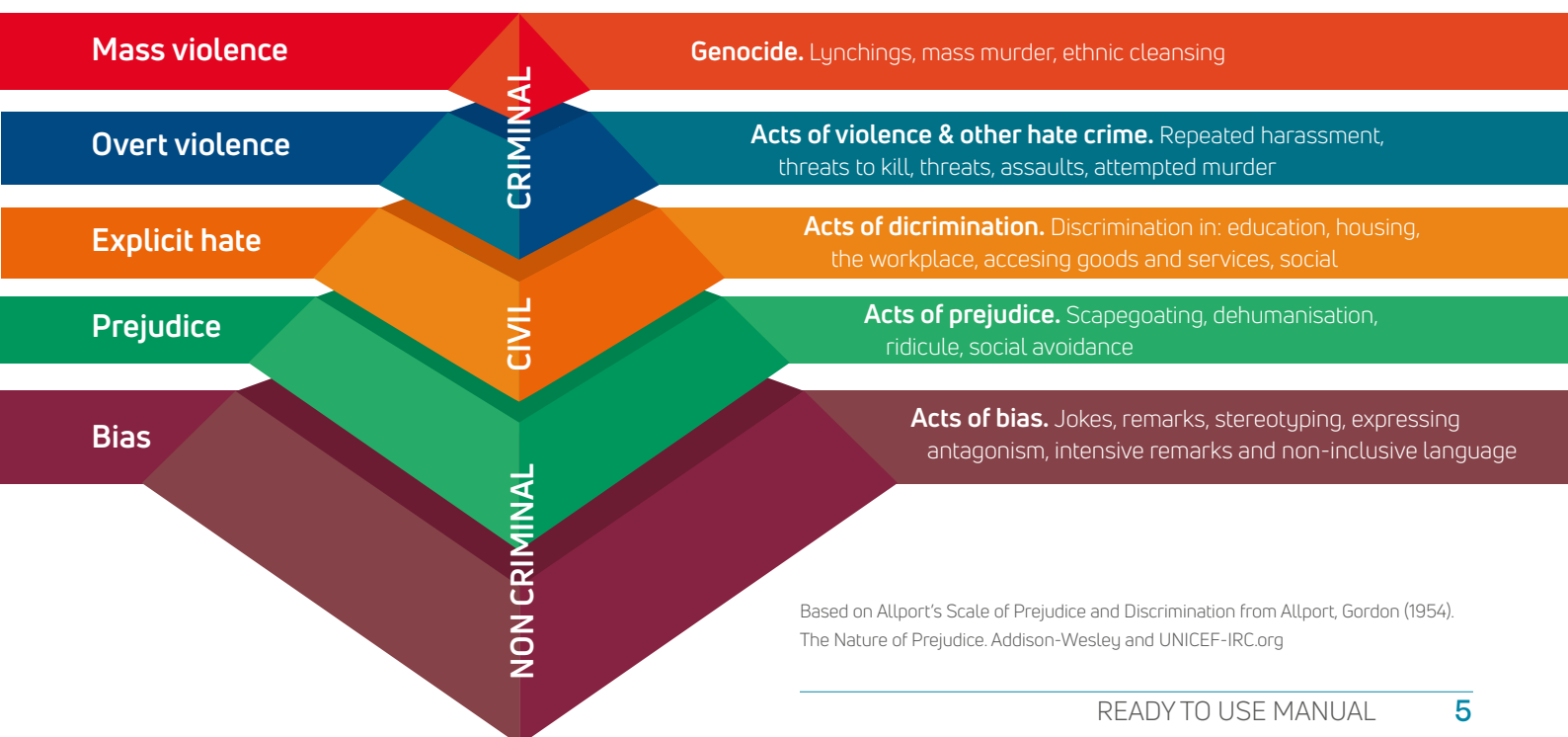
You should not only identify the cognitive skills of your target group (what is their prior knowledge about stereotypes and prejudice?) but also try to get an idea of **the experiences and emotions at stake**. Are we often confronted with discrimination? What are our own prejudices? What stereotypes do people have about us? What do we know and what do we want to learn? What is our motivation to tackle this topic? Seek entries that fit in with this preliminary situation.

■ Try a bottom-up approach

This kind of education works best in a bottom-up direction: if students (including young children) feel they have **ownership of their learning**, they are more motivated to learn. Have an preliminary discussion with them about what your common objectives are and how you want to reach them together. For which tasks do you want to take responsibility and which tasks are left to them? Let the students take responsibility for the presentation of certain lesson components or for the organization of activities, guest lectures or exhibitions. Don't be their moralizing teacher, be their motivating coach.

■ Look for similarities and differences between present and past

Drawing parallels between the present and the past to illustrate the huge risks of discrimination, can be a good idea. You can for instance identify mechanisms of scapegoating or dehumanizing during Nazism and in bullying situations today. However, compare always in a nuanced way, stressing the similarities and the differences. Bullying in the classroom can never be put on a par with war or genocide. To make this obvious, you can use the Pyramid of Hate.



Introduction

■ **Sharpen your dialogue techniques**

Discussing bias and discrimination can be sensitive and not everyone always shares the same opinion. Having different visions is not a crime. On the contrary: learning to express opinions in a constructive way is fundamental in a democracy. The first condition for that is an **open class climate**. This means two things. For students to feel safe to express their point of view, the rules of the game should be clearly defined and respected by the entire group. So your role is to remind them of these rules when necessary. On the other hand, the participants (including you) need to develop an authentic listening style. Don't judge each other but show interest in opinions that are not your own. A well-organized debate can prove to be a solution. In such a debate, students engage in reasoned and well-balanced conversations with each other. Their ultimate goal is not to be proved right but to learn from one another, to widen their view, to learn the opinions of others and possibly to reconsider and adjust their own opinions on this basis.

■ **The only perspective is multiperspectivity**

If we talk about discrimination, it is important to look at the victims, but it is as important to look at the perspective of perpetrators and bystanders. Why do they do what they do? Group conformity? Dehumanization? Obedience? Abuse of power? Fear? And how can I overcome these mechanisms?

From nursery school onwards, children develop bias as a result of what they hear in the classroom, at home, in the sports club etc. As a parent, teacher or educator, you play an important part in this education. Reflect on your own biases and your own frame of reference. Do you really think girls work harder than boys? Check your materials. Do all the examples in your text books come with white, middle-class hetero people? Or do you also allow diversity there?

■ **Don't moralize**

If students have the feeling that conclusions are forced upon them, there is a risk that they will abandon. They may refuse to swallow well-intended 'lessons' ("Never again!") and should actively search for what can be learned. It is therefore of the utmost importance that developing a certain attitude is seen against a background of critical analysis and in depth information.

■ **Walk the talk**

Obviously, education about discrimination does not have to be limited to a classroom setting. Clearly stating objectives in an unambiguous school policy will create high added value. You can provide even greater resonance to your commitment during project weeks, in school rules, in the activities of the pupil parliament, parent contacts, etc. (based upon: Touchstone for remembrance education, www.herinneringseducatie.be)

Exercise – Identity – “This is me”



Target group + number of participants
(min. and max.)

School class – primary school
10 – 12 year old
No minimum or maximum number of participants



Time

1 hour and 15 minutes



Content
(short description)

In three steps student learn more about their own identity and to which groups they belong to. Students work individually on their worksheets.
About the group that is most important to them, they write down the prejudices that they know people have about that group.
At the end of the exercise students exchange their findings.
The teachers plays an important role in this part of the exercise.



Method

Exercise with worksheets



Learning / educational goals
(intended impact on the participants)

- The students will learn more about their own identity
- The students learn more about the identity of their class-mates
- The students learn more about prejudices that people have about certain groups and that these are not related to an individual
- The students learn to empathize with their class-mates



Set-up of the room

No special set-up of the room necessary
Students need tables to work on



Materials
(to bring)

- Worksheets (numbers 1, 2 and 3)
- Pencils



Preparation

- Make copies of the worksheets; every student will need 3 worksheets in total
- Fill in the worksheets for yourself

NEED to KNOW for the trainer

What is stereotype and prejudice?

Stereotypes are beliefs about people based on their membership of a particular group. Stereotypes can be positive, negative, or neutral. Stereotypes based on gender, ethnicity, or occupation are common in many societies.

Functions

- They allow people to quickly process new information about an event or person.
- They organize people's past experiences.
- They help people to assess differences between individuals and groups.
- They help people to make predictions about other people's behavior.

A **Prejudice** is a negative belief or feeling about a particular group of individuals. Prejudices are often passed on from one generation to the next. It is a destructive phenomenon, and it is pervasive because it serves many psychological, social, and economic functions:

- Prejudice allows people to avoid doubt and fear.
- Prejudice gives people scapegoats to blame in times of trouble.
- Prejudice can boost self-esteem.

Evolutionary psychologists suggest that prejudice allows people to bond with their own group by contrasting their own group to outsider groups.

Prejudice legitimizes discrimination because it apparently justifies one group's dominance over another.

Everyday Use Of Stereotypes

The word *stereotype* has developed strong negative connotations for very good reasons. Negative stereotypes of different groups of people can have a terrible influence on those people's lives. However, most people do rely on stereotypes nearly every day to help them function in society. For example, say a woman has to work late and finds herself walking home alone on a dark city street. Walking toward her is a group of five young men talking loudly and roughhousing. The woman crosses the street and enters a convenience store until the young men pass, then continues on her way. Most people would say she acted prudently, even though she relied on a stereotype to guide her behavior.

Dangers

Stereotypes can lead to distortions of reality for several reasons:

- They cause people to exaggerate differences among groups.
- They lead people to focus selectively on information that agrees with the stereotype and ignore information that disagrees with it.
- They tend to make people see other groups as overly homogenous, even though people can easily see that the groups they belong to are heterogeneous.

NEED to KNOW for the trainer

Ingroup and Outgroup

People's social identities depend on the groups they belong to. From a person's perspective, any group he belongs to is an **Ingroup**, and any group he doesn't belong to is an **Outgroup**. People generally have a lower opinion of outgroup members and a higher opinion of members of their own group. People who identify strongly with a particular group are more likely to be prejudiced against people in competing outgroups.

People tend to think that their own groups are composed of different sorts of people. At the same time, they often think that everyone in an outgroup is the same. According to the **Contact Hypothesis**, prejudice declines when people in an ingroup become more familiar with the customs, norms, food, music, and attitudes of people in an outgroup. Contact with the outgroup helps people to see the diversity among its members.

Reducing Prejudice





Research shows that prejudice and conflict among groups can be reduced if four conditions are met:

- The groups have equality in terms of legal status, economic opportunity, and political power.
- Authorities advocate equal rights.
- The groups have opportunities to interact formally and informally with each other.
- The groups cooperate to reach a common goal.

● Exercise – Identity – “This is me”

STEP BY STEP

Step 1. Worksheet 1: Which groups do you belong to?

-  **Timing:** 10 minutes
-  **Goal:** Gain insight into which groups the student belongs to
-  **Materials:** Worksheet 1: Which groups do you belong to?
Pencils
-  **Preparation:** Copies of the three worksheets ready to use.
Make sure that they are separated into three different piles.

1. Explanation by the teacher (3')

Tell the students that they will learn more about their own identity by following the next three steps. Tell them that they will receive a total of three worksheets, but that they will get the next one after they are finished with the previous one.

Let them already think about their own identity, or groups they belong to, by giving them a personal example (e.g. sport).

2. Worksheet 1 (7')

Hand out worksheet 1 and let them read the instructions.

They can start filling in the worksheet.

The teacher walks around to help students who have questions or who are struggling with finding answers.

3. Instruction (1')

When the first students are ready with worksheet 1, make sure that all students are listening to the next instruction.

● Exercise – Identity – “This is me”

Step 1. Worksheet 1

Which groups do you belong to?





1

Which groups do you belong to? Write down your answers. Do you not see a group that is important to you? You can write that group down at 'other' (think about family, job, etc.)

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● Exercise – Identity – “This is me”

Step 2. Worksheet 2: Which groups do you belong to?

-  **Timing:** 8 minutes
-  **Goal:**
 - Gain insight into which groups the student belongs to
 - Gain insight into which groups are the most important to the student
-  **Materials:** Worksheet 2: Which groups do you belong to?
Pencils
-  **Preparation:** Copies of the three worksheets are ready to use.
Make sure that they are separated into three different piles.

1. Explanation by the teacher (2')

The first worksheet gave an overview of the groups the student belongs to. The second worksheet gives the student insight into which group is the most important for him/her. These groups say even more about the identity of the student. Let students raise their hand when they have filled in worksheet 1, so they can receive worksheet 2.

2. Worksheet 2 (5')

Hand out worksheet 2 and let them read the instructions. They can start filling in the worksheet. The teacher walks around to help students who have questions or who are struggling with finding answers

3. Instruction (1')

When the first students are ready with worksheet 2, make sure that all students are listening to the next instruction.

● Exercise – Identity – “This is me”

Step 2. Worksheet 2

Which groups do you belong to?





2

Choose three groups from worksheet 1 that are most important to you.

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● Exercise – Identity – “This is me”

Step 3. Worksheet 3: Groups and prejudice

-  **Timing:** 10 minutes
-  **Goal:** Gain insight into what prejudices students know are directed towards the groups they belong to
-  **Materials:** Worksheet 3: Groups and prejudice.
Pencils
-  **Preparation:** Copies of the three worksheets ready to use.
Make sure that they are separated into three different piles.

1. Explanation by the teacher (2')

The first two worksheets gave an overview of the groups the student belongs to and which groups are important to them. Worksheet three is about prejudices. What do other people think about a specific group? Use a personal example to make sure the students understand what the assignment is. For example if you are a person who loves to read, people may say you are boring. Let one or two students give a few other examples. Let students raise their hand when they have filled in worksheet 2, so they can receive worksheet 3.

2. Worksheet 3 (8')

Hand out worksheet 3 and let them read the instructions. They can start filling in the worksheet.

The teacher walks around to help students who have questions or who are struggling with finding answers.

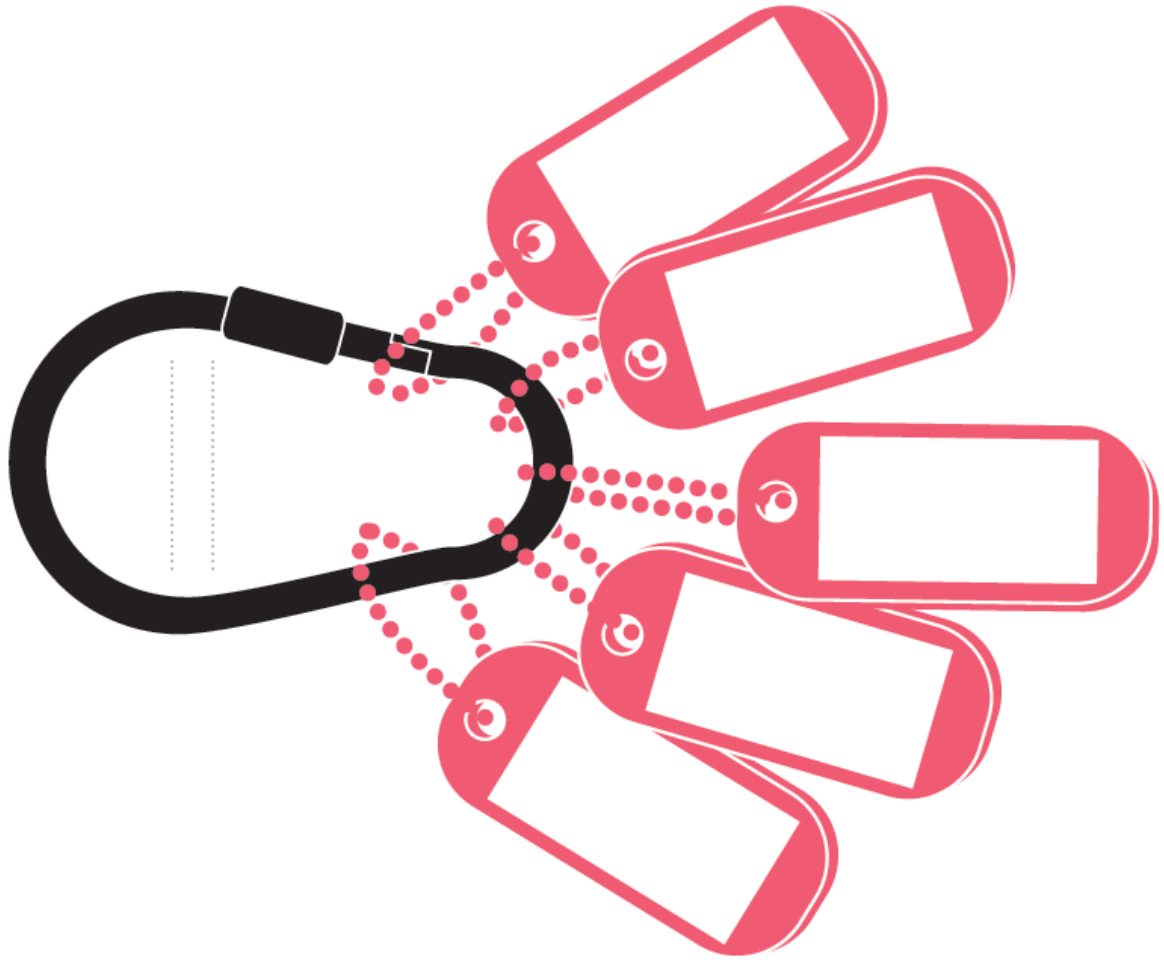
Step 3. Worksheet 3



Groups and prejudices





Do you know what other people think about one of the three groups that you chose? (worksheet 2).

Write down your answers. You do not have to fill in all the tags.



● Exercise – Identity – “This is me”

Step 4. Debriefing

-  **Timing:** 40 minutes
-  **Goal:**
 - Exchange information with the students
 - Learn more about the identity of classmates
 - Learn that prejudices/stereotypes are related to groups and not to individuals
-  **Materials:** Filled in worksheets, flip chart, markers, post-its
-  **Preparation:** Students sit in a circle, so they can look at each other

1. Make a circle (5')

Let the students sit in a circle with their chairs. Make sure that they also bring their worksheets.

2. Outcomes (15')

Ask one of the students to tell what groups are important to him/her. Ask other students if they have the same groups or other groups. Let students share. When there are no more new answers continue to the next step.

Write down the groups that are important to the students. Use a flip chart for this. What group is mentioned the most by the students?

Pick one of the groups that is mentioned the most. Write this group down on an empty page of the flip chart. Ask the students to write down as many prejudice that other people could have about this group. Use 1 post-it for 1 remark. Stick the post-it's to the flip chart.

Once the students have finished writing, ask the students to tell you if these prejudices are correct.

Assemble all the students that belong to this group and tell that the prejudices are not correct.

You can do this assignment a couple of times.

● Exercise – Identity – “This is me”

3. Theory (10')

After talking about the outcomes of the worksheets give the students information about stereotypes and prejudices. First ask a question about where we learn these stereotypes and prejudices. (Media, parents, friends, own (negative) experiences with people).

Stereotypes and prejudices originate from own (negative) experiences or images from the media. We all have certain ideas about a person without knowing him or her. Everybody does that throughout the day. It shows how easy it is to judge somebody.

If you get to know somebody better, you can think differently about him or her. Your first impression makes you judge and place somebody in a group that you think he or she belongs to. But everybody is an individual and belongs to more groups. We experienced that today with these worksheets.

What is also important for students to know, is that your identity can change throughout the years. Ask the students what influences these changes.

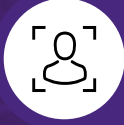







4. Wrap up (10')

Ask the students to write down on a post-it which lesson they will take with them, what will they not forget about this exercise, what was important for them to realize.

After all the students are finished, ask them to stand up. Ask the question again: What do you take with you? As the teacher, you will start by telling them what you have learned. You do that after you have taken a step into the circle. Then invite other students to join you if they agree.

1. Take a step into the circle
2. Say what you want to say
3. Invite others to join if they agree with what is being said
4. Anyone who agrees also takes one step into the circle
5. Everybody steps back into the original position
6. Teacher invites someone else to share (start from 1 again)





Exercise – Situation cards

	Target group + number of participants (min. and max.)	School class – primary school 10 – 12 year old No minimum or maximum number of participants
	Time	1 hour or 1,5 hours
	Content (short description)	In group students all receive the same cards with pictures of situations that are discriminatory or insulting. The students are asked to discuss each situation with the group. They have to agree on where to put the card on the scale of seriousness. The scale of seriousness is an imaginary line on the floor or on the table, gradually moving from not serious to very serious.
	Method	Discussion in small groups Plenary discussion about the outcomes
	Learning / educational goals (intended impact on the participants)	<ul style="list-style-type: none">• Students reflect on their own standards and those of others• Students learn to position themselves• Students learn to find arguments for their position
	Set-up of the room	For every group one table with chairs around it
	Materials (to bring)	<ul style="list-style-type: none">• Sets of situation cards
	Preparation	<ul style="list-style-type: none">• Make copies of the situation cards – for every group you need a set of cards• https://www.annefrank.org/media/filer_public/f0/ea/f0ea58b0-c220-4978-90ce-5deafbc2f8cb/resource_14_cards-v01.pdf• Choose the cards that you would like to use and that you find appropriate for the age group• If the cards are not appropriate for the age group or if you want them to be more related to the news in your country you can also make your own situation cards (make use of the newspapers, stills from YouTube clips, etc.)

● Exercise – Situation cards

STEP BY STEP

Step 1. How serious do you think it is? (Group work, max. 5 students per group)

-  **Timing:** 15 minutes
-  **Goal:**
 - Reflect on students standards as to what they think is serious or not
 - Students learn to position themselves
 - Students learn to find arguments for their position
-  **Materials:** Situation cards
-  **Preparation:** Select situation cards that you would like to use
Make your own situation cards that are appropriate for your group

1. Explanation by the teacher (2')

Students receive the same cards with pictures of situations that are discriminatory or insulting. Ask the students to discuss each situation with the group. They have to agree on where to put the card on the scale of seriousness. The scale of seriousness is an imaginary line on the floor or on the table gradually moving from not serious to very serious.

2. Position yourself and argue your point! (10')





The students go to work. The teacher walks around the different groups to see and hear the process. Help groups if they are having difficulties, or ask groups about their position on specific situations.

3. Instruction (3')

When all the groups are finished, ask the students how it went. Do not start to discuss the outcomes yet. That is the next step.

After a quick round of answering the question about the process invite all groups to bring their cards to a central point in the classroom (floor or table). Make sure that all the students can stand around the cards.

Step 2. Discussing the cards (Whole class)

-  **Timing:** 20 minutes
-  **Goal:**
 - Compare the different lines and discuss the outcomes
 - Students learn to find arguments for their position
 - Students learn to defend their point of view
-  **Materials:** Situation cards placed on the floor/table, ranking from not serious to very serious
-  **Preparation:** Make sure that there is a place where the different groups can place their ranked cards. This must be a place where all students can stand around and see the cards.

1. Explanation by the teacher (2')

Ask the groups to place the cards in the position they decided upon. This can be on the floor or all on the same table.

Make sure that all groups have the same starting point, for example on the left you start with the card that is not serious. As you move to the right the cards get more serious according to the groups. (You could also place the cards from up to down). It's important that all groups follow the same procedure, because you want to compare the outcomes.

Invite all students to stand around the position cards.

2. Discussing the cards (15')

You want to compare and discuss the different lines and why some groups placed the same situation in different locations on the line.





Questions you can ask are:

- a. How did you agree on where to put the cards?
- b. Describe the process of placing the cards on the line. Which situation was the most difficult to place? Why? (try to figure out what influenced their decisions: was it personal experience, their religious beliefs, media...)
- c. Comparing the lines of cards, I notice that this situation here is placed differently by different groups. Can the two groups go into discussion and argue why they did what they did?
- d. Imagine...that your brother or sister reveals that he/she is gay. What do you think of the many words referring to being gay used as an insult? (faggot, dyke, poof, ...)

3. Closure (3')

Summarize what you observed during the discussion on the outcomes of each group with the whole class. You can, for instance, cover: whether the students debated in a respectful way and listened to each other and where opinions and feelings concerning the situation originate from (personal experience, the media, parents, friends...)

Step 3. Do it yourself (in groups of 5)

-  **Timing:** 20 minutes
-  **Goal:**
 - Students learn to position themselves
 - Students learn to find arguments for their position
 - Students learn about other arguments than their own
-  **Materials:** Situation written on paper (hand-out) or on board
Flip chart
Pens
-  **Preparation:** Print situation on paper (hand-out) for each group

1. Explanation by the teacher (2')

Read out the following situation (or tell another situation that relates to your students better. Write it down for yourself to make sure it is not too long) and ask the students to come up with a scenario: how would they react? Each group is invited to write their reaction onto the board.

2. Situation (10')

You and your friend are put on a waiting list at the same time to become members of a soccer team. You both really want to become members of the same soccer team, because other friends are in that team too. After a month you are invited to join. Your friend is being told that there is no place yet. After a while new team members are joining but your friend is still on the waiting list. It's clear: your friend is discriminated against because he is a Muslim. What do you do?

Ask the students to write down the different scenarios on the flip chart sheets.

3. Closure (8') (Whole class)

Discuss the ideas submitted by every group.

Ask the students why it is important to react.

Ask students about their own experiences did they encounter situations like these in their personal life, what did they do? Or did someone else stood up for him/her?

Optional closure (30') (Whole class)

Let each group pick out a scenario that they want to show the rest of the group. They can do this as a role play. You will have to make sure that there is enough space in the classroom to perform these little plays. Give the students 10 minutes to prepare the play. Each group gets 5 minutes to show the situation and the chosen reaction.









**An A on maths?
Not bad for a girl**



**That stupid Jew
didn't want to lend
me the money.**



















Exercise – Timeline

	Target group + number of participants (min. and max.)	School class – secondary school 13 – 15 year old No minimum or maximum number of participants Split the group in smaller groups of 5 students
	Time	1 hour or 1,5 hours
	Content (short description)	Photographs are used to reflect various stages of Anne Frank's life. Students identify the process of exclusion and the gradual steps that led to the rise of Nazism and the Holocaust. To do this, the group is divided into smaller groups of 5 people and are given a set of photos. Each participant receives at least one photo and reads the information on the back of the photo.
	Method	Discussion in small groups Plenary discussion about the outcomes
	Learning / educational goals (intended impact on the participants)	<ul style="list-style-type: none">• Deepen the understanding of the history of Anne Frank and the history of her time• Analyse how this context affected the lives of Jewish people, in particular the life of Anne Frank and her family• Identify the different stages that led to the Holocaust• Reflect on the causes of the Nazis' rise to power in Germany
	Set-up of the room	For every group a table with chairs around it
	Materials (to bring)	<ul style="list-style-type: none">• Anne Frank timeline• Paper• Pens• Tape
	Preparation	<ul style="list-style-type: none">• Print Anne Frank timeline double sided, landscape, mirror on the short side https://www.annefrank.org/media/filer_public/ea/bd/eabd5cc0-9fea-4fe4-827e-3a514bb9486c/resource_8_uk-v06.pdf• Add photos if there aren't enough• Add photos that refer to the historical context of your country• Replace photos that are not age appropriate• Make cards with the dates (for example 1929, 1933, 1938, 1939-1940, 1942, 1944-1945, 1947) https://www.annefrank.org/media/filer_public/82/d9/82d96d42-3cb2-4bea-bb7c-90c68ba61d42/resource_8_uk-dates.pdf

STEP BY STEP

Step 1. Pictures



Timing: 25 minutes



Goal:

- Students analyse the pictures
- Students exchange the information they have about the pictures
- Deepen the understanding of the history of Anne Frank and the history of her time
- Identify the different stages that led to the Holocaust
- Reflect on the causes of the Nazis' rise to power in Germany



Materials: Timeline photos, cards with dates, paper, pens, computers, tablets



Preparation: See above

1. Explanation by the teacher (2')

Every student receives a photo and reads the information on the back of the photo. Tell the students to exchange the information that they have received and that you/they can search for more information online (optional).

2. Analyse the photos (18')





The students go to work. Ask the students to find more information about the photo/event/incident.

Meanwhile you hang the cards with the dates (1929 – 1947) in chronological order on the board/in the classroom.

3. Instruction (5')

Ask the students to prepare a description of the photo and the historical moment. They write the description on a piece of paper (same size as the photo).

Step 2. Placing the photos on the timeline

-  **Timing:** 30 minutes
-  **Goal:**
 - Make a chronological timeline with the photos
 - Deepen understanding of the history of Anne Frank and the history of her time
 - Identify the different stages that led to the Holocaust
 - Reflect on the causes of the Nazis' rise to power in Germany
-  **Materials:** Timeline photos, description of the photos, cards with dates, tape
-  **Preparation:** Background information about the historical events/incidents in the photos, information about the history of Anne Frank.

1. Explanation by the teacher (2')

Tell the students that they are about to compile the timeline together. Ask one of the students to start by showing his/her photo and reading the description belonging to the photo. The next step is to place the photo underneath the correct year.





2. Make a timeline (20')

Invite students to show their photo and read their description, and let them place their photo on the timeline. In some cases the photo speaks for itself, otherwise you need to give more details about the event/incident. Let students ask questions.

3. Closure (8')

Once all the photos are placed on the timeline, elaborate on the history of Anne Frank and the history of the Holocaust. Clarify the most important events. Make sure that you point out the different stages that led to the Holocaust and how the rise of Nazism affected the lives of Jewish people, such as the Frank family.

Step 3. OPTIONAL Universal Declaration of Human Rights

-  **Timing:** 30 minutes
-  **Goal:**
 - Students learn about the Universal Declaration of Human Rights
 - Students learn about the importance of human rights today
 - Students learn to focus on the relationship between historic events and the UDHR
-  **Materials:** Copy of the Universal Declaration of Human Rights, pens, paper, tape
-  **Preparation:** Print the Universal Declaration of Human Rights

1. Explanation by the teacher (10')

Tell more about the Universal Declaration of Human Rights. (see background information)
Show your students a short film clip about the Universal Declaration of Human Rights.

<https://www.youtube.com/watch?v=JaHwy5tdLOY>

<https://www.youtube.com/watch?v=pRGhrYmUjU4>

Or let them visit the website of Amnesty International as homework

<https://www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/>

<http://www.un.org/en/sections/universal-declaration/history-document/index.html>

2. Timeline (15')

Ask the students to think about the photo that they have just placed on the timeline.
What human right was violated? Write down the article on a piece of paper and place it underneath the picture on the timeline.

3. Closure (5') (Whole class)

Students have learned that human rights are for everyone and that they are important for today.

You can close the session by asking the students what human right is the most important to them. Ask the students to elaborate on their choice.

Background information for the teacher

Source: <http://www.un.org/en/sections/universal-declaration/history-document/index.html>

The Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948, was the result of the experience of the Second World War. With the end of that war, and the creation of the United Nations, the international community vowed never again to allow atrocities like those of that conflict to happen again. World leaders decided to complement the UN Charter with a road map to guarantee the rights of every individual everywhere. The document they considered, and which would later become the Universal Declaration of Human Rights, was taken up at the first session of the General Assembly in 1946.

The Assembly reviewed this draft Declaration on Fundamental Human Rights and Freedoms and transmitted it to the Economic and Social Council “for reference to the Commission on Human Rights for consideration . . . in its preparation of an international bill of rights.” The Commission, at its first session early in 1947, authorized its members to formulate what it termed “a preliminary draft International Bill of Human Rights”. Later the work was taken over by a formal drafting committee, consisting of members of the Commission from eight States, selected with due regard for geographical distribution.

The Commission on Human Rights was made up of 18 members from various political, cultural and religious backgrounds. Eleanor Roosevelt, widow of American President Franklin D. Roosevelt, chaired the UDHR drafting committee. With her were René Cassin of France, who composed the first draft of the Declaration, the Committee Rapporteur Charles Malik of Lebanon, Vice-Chairman Peng Chung Chang of China, and John Humphrey of Canada, Director of the UN’s Human Rights Division, who prepared the Declaration’s blueprint. But Mrs. Roosevelt was recognized as the driving force for the Declaration’s adoption.

The Commission met for the first time in 1947. In her memoirs, Eleanor Roosevelt recalled:

“*Dr. Chang was a pluralist and held forth in charming fashion on the proposition that there is more than one kind of ultimate reality. The Declaration, he said, should reflect more than simply Western ideas and Dr. Humphrey would have to be eclectic in his approach. His remark, though addressed to Dr. Humphrey, was really directed at Dr. Malik, from whom it drew a prompt retort as he expounded at some length the philosophy of Thomas Aquinas. Dr. Humphrey joined enthusiastically in the discussion, and I remember that at one point Dr. Chang suggested that the Secretariat might well spend a few months studying the fundamentals of Confucianism!*”

Background information for the teacher

The final draft by Cassin was handed to the Commission on Human Rights, which was being held in Geneva. The draft declaration sent out to all UN member States for comments became known as the Geneva draft.

The first draft of the Declaration was proposed in September 1948 with over 50 Member States participating in the final drafting. By its resolution 217 A (III) of 10 December 1948, the General Assembly, meeting in Paris, adopted the Universal Declaration of Human Rights with eight nations abstaining from the vote but none dissenting. Hernán Santa Cruz of Chile, member of the drafting sub-Committee, wrote:

“ I perceived clearly that I was participating in a truly significant historic event in which a consensus had been reached as to the supreme value of the human person, a value that did not originate in the decision of a worldly power, but rather in the fact of existing—which gave rise to the inalienable right to live free from want and oppression and to fully develop one’s personality. In the Great Hall...there was an atmosphere of genuine solidarity and brotherhood among men and women from all latitudes, the like of which I have not seen again in any international setting.”

The entire text of the UDHR was composed in less than two years. At a time when the world was divided into Eastern and Western blocks, finding a common ground on what should make the essence of the document proved to be a colossal task.

Exercise – Renata's story



**Target group +
number of participants**
(min. and max.)

School class – primary/secondary school
13-15 years old
No minimum or maximum number of participants



Time

60 minutes



Content
(short description)

Students work with a text - the story of the excluded girl and her functioning in the class. They discuss what happens when an excluded person does not receive support and how the situation – of specific person and the whole group - changes when help is offered. Students prepare a list of actions they can take when they face discrimination.



Method

Work with text
Creating posters
Discussion in small groups
Plenary discussion



**Learning / educational
goals**
(intended impact
on the participants)

Students:

- can recognize the situation in which discrimination occurs;
- can indicate how discrimination affects the functioning of the individual and the group;
- create their own strategies for responding to discrimination in everyday situations.



Set-up of the room

- Chairs put in a circle
- Three tables for the group work.



Materials
(to bring)

- 5 A1 sheets of paper
- 4 sets of dots cut out of paper
- Post-it notes (one per person)
- Pens
- Marker pen







Preparation

- Think about the relations in the class you are working with: for whom it may be a particularly difficult topic, who may feel resistance to talk about exclusion.
- Read about exclusion due to socio-economic status. You can use the UN and UNICEF reports on poverty and reports from national institutions.

● Exercise – Renata’s story

STEP BY STEP

Step 1. Exclusion




-  **Timing:** 15 minutes
-  **Goal:** Reflecting on the relations in a group where discrimination occurs
-  **Materials:** One A1 sheet of paper
One set of dots cut out of paper
-  **Preparation:** See above

1. Exercise ‘Dots’ – reading the story (annex A), part 1 (15’)

- Make a brief introduction to the exercise. Tell the group that in a moment they will learn a story that concerns people their age, and after that you will invite them to the conversation and the exercise connected to the story.
- Now read aloud the first part of the text ‘The story of Renata.’
- Briefly ask about the reading experience and find out if people understand the story - if not, discuss its content so that it becomes clear.
- Spread out one white sheet of A1 paper on the floor. Let students sit in a circle on their chairs around the paper. Next to the sheet of paper, put 10 the dots. Tell the students that these dots symbolically represent people from Renata’s class and Renata herself. Ask if anyone has an idea how to arrange these dots in order to symbolically show relations in Renata’s class (including Renata herself). Ask students to think what this could look like (whether the dots should be close to each other or far, do they form smaller groups, is someone outside of them). It’s best not to explain nor suggest too much and allow students to do it intuitively.
- When the first person has an idea how to arrange the dots, invite him/her to do it. When someone else has a different idea, she/he can change the set-up to what she/he came up with. Then another person comes up. It cannot last too long, but it is good if 3-4 people present their ideas and explain them.
- When the set-up of the dots is already accepted by the class, or at least the majority of it, you can go on to the next part of the exercise. [We assume here that the set-up of the dots shows that the situation in the classroom is not perfect, Renata feels excluded. If this is not the case, ask students to change the set-up of the dots according to Renata’s point of view: how she feels in the class.]

● Exercise – Renata’s story

Step 2. Reacting

-  **Timing:** 10 minutes
-  **Goal:** Reflection on setting borders and possibilities of reactions on individual level
-  **Materials:** Post-it notes (one per person), pens

1. Reading the story – part 2 (2')

- Read aloud the second part of the text to the group.
- Ask students what happened. Who and how faced hateful comments on the class on-line group and why? Ask students, what could be a possible reaction to such comments.

2. Reacting – writing a comment (5')

- Give students a post-it note (one per person) and present the task: Imagine that you are in the Renata’s class, you are with the group at the museum lesson. You see on the phone mean comments about Renata and Anka appearing on the class group and you would like to react. Write a short message / comment on the post-it note.
- Indicate the place in the classroom (table, part of the wall) where everyone can stick their comments. Give the group time to let everyone read the messages on the notes.

3. Discussion (8')




- Ask the students which reactions they like best which are the most relevant. Is it difficult to react? Is it worth leaving such situations without reaction?

‘Communities and businesses that fail to take strong action on discrimination tend to be lower in productivity. This is because people feel disgruntled and lose interest in working hard. There is a drop in morale, trust and confidence on the part of the employees. People with talents and exceptional skills and abilities are not attracted to these places because they do not want to be discriminated against.’

(<https://eschooltoday.com/discrimination-and-prejudice/effects-of-discrimination.html>)

● Exercise – Renata’s story

Step 3. The Change

-  **Timing:** 35 minutes
-  **Goal:**
 - Reflecting on the impact of reacting
 - Reflecting on what students could do themselves in a situation of discrimination
-  **Materials:** Four A1 sheets of paper

1. Work in small groups – reading the story part 3 (15')

- Ask the group to look again at the dot picture that you discussed in Step 1.
- Divide students into three groups.
- Read aloud the third part of the text.
- Give each of the groups one A1 sheet of paper and one set of dots.
- Ask each group to consider how this story might develop and how the relations within Renata’s class group could look like a month after the events described. Each group prepares its own set-up of dots. Each group has 7 minutes to develop their own set-up.
- Each group presents the results of their work to other groups.
- Summarize the work of the groups. You can compare the set-up of dots from Step 1 with the results of the group work. What changed? Who has benefited from the change? Is there only one person, several people or the whole class? How do students feel about these new set-ups?

2. Discussion (10 ')

- Ask students about their impressions and reflections from the lesson.
- If you feel that the atmosphere in the group is safe enough, ask students to share their own experiences of exclusion. Did they ever need support and did / did not receive it? Did they ever give support to someone else?

3. What to do (10')

- Together with the group prepare a list of behaviours that could be implemented when facing exclusion. Write your ideas on an A1 sheet of paper. You can hang it up and keep it in the classroom.

The story of Renata

Part 1

Renata is 14 years old and attends the 7th grade of primary school in town X. Renata thinks that people in her class are rather OK. People like each other more or less, during breaks they divide into smaller groups, each of which has its own affairs. But Renata does not belong to any of these groups, she usually sits alone, away from everyone. She is ashamed that she has unfashionable clothes, cheap shoes and an old phone. She does not go to any extra classes after school. Renata's parents have financial problems and cannot provide her with all that the others have. Renata knows that other people notice this and make judgments.

She realizes that they look at her during breaks and laugh, sometimes out loud. After lessons, Renata waits a few minutes until everyone is gone and goes to the locker room. She does not want to be put down because of her worn jacket or the holes in shoes. This had happened to her once – her shoe broke, and she could only get a new pair the following month. But someone from the class saw it and every day kept putting rubbish in this hole in the shoe.

Fortunately, there are books and Renata reads non-stop. She loves to get to know and arrange stories, maybe that is why she is good at Polish and history. When in the class they are discussing the set book, this is the only moment when someone talks to Renata during the break – people who did not want to read the book, ask her to summarize it for them. She can do it so well that last time Maciek passed a test on a book, he did not even open.

Part 2









Recently, the whole class went to the art museum for a lesson. During the classes, they had to draw a person with whom they would work together, and Renata worked with Anka. Everyone likes Anka, especially girls suck up to her because she has two years older brother, Antek. Antek is already in high school, plays volleyball in the school representation and many of the girls like him. The primary and the high school are right next to each other and have a common pitch, so you can meet people from high school during breaks, and Antek often comes to Anka to talk to her for a while.

At the beginning it was obvious that Anka was not particularly happy with the drawn pair, but she quickly changed her mind, because the task was to come up with a story about a chosen picture – and Renata is good at. After a while, several people in the class began to look with surprise at the fact that Anka willingly cooperates with Renata. Laughs and tease started. One of the girls started to write unpleasant texts about Renata and Anka on the class on-line group.

Part 3





Anka quickly realized what was going on and, a bit out of spite, and a little because she was interested in talking to Renata, she decided to wait for her after school and they talked a more. They met like this several times during the month, and after a time Anka began sitting with Renata during some of the breaks and talking to her.

Exercise – At first sight

	Target group + number of participants (min. and max.)	School class – Secondary school 16 – 18 year old No minimum or maximum number of participants
	Time	1,5 hours
	Content (short description)	<p>A game about prejudices and stereotypes. In smaller groups students play the game 'At first sight'. In this game students are confronted with the fact that they make a snap judgement if they see somebody for the first time. They learn that it is normal to do this. But what happens if you reject somebody because he has dreadlocks or she is wearing a headscarf? Then you reject somebody based on a prejudice that you probably have. In this game students learn how this works and what you can do about it.</p> <p>The game consists of four sets of ten cards. The teacher is the game leader. Set 1: Youngsters seriously looking Set 2: Youngsters smiling Set 3: Characteristics Set 4: Quotes.</p> <p>The question in this game is: Who would you sit next to on the bus? After each round the students get to know the youngsters better. At the beginning they make a choice based on a first impression. At the end of the game they make a choice based on the knowledge they have about these youngsters.</p>
	Method	Discussion in small groups Plenary discussion with the whole class
	Learning / educational goals (intended impact on the participants)	<ul style="list-style-type: none">• Students learn that you judge people at first sight• Students learn that a snap judgement leads to certain associations about a person being made• Students learn where prejudices come from• Students learn that others make judgements as well (they are being judged themselves)• Students learn to get to know people better (to see different sides)
	Set-up of the room	Students need to work in groups around tables.
	Materials (to bring)	<ul style="list-style-type: none">• Sets of cards for the game 'At first sight'
	Preparation	<ul style="list-style-type: none">• Read the manual• Make copies of the pictures and cards of the game 'At first sight'. You need a set for each group (max. 5 students per group)

STEP BY STEP

Step 1. Who would you sit next to? (max. 5 students per group)

-  **Timing:** 20 minutes
-  **Goal:**
 - Students learn that they judge somebody based on a first impression
 - Students learn that they categorize people in groups
-  **Materials:** Set 1: pictures of youngsters seriously looking
-  **Preparation:** Divide each game into four sets (set 1: Young people looking serious, set 2: Young people smiling, set 3: Characteristics, set 4: Quotes)

1. Explanation by the teacher (10')

Tell the students that they are going to play a game (do not explain what the goal is). The game consists of several rounds. For each round the students get a new set of cards. Ask the students to make groups of max. 5 students. When the groups are made, give them the pictures of the seriously looking youngsters. Ask them to spread out the pictures so everybody in the group can see them. Then start telling a short story. Imagine: after a long day at school/work you are on your way home making use of public transport. You are tired after working all day and you really want to sit. It is crowded in the bus/train but next to each of these youngster there is a place to sit. Who would you sit next to?

2. Your choice! (2')

Give the students 2 minutes to make a choice. If students would like to sit next to the same person, that is no problem. Make sure that the students make a choice quickly (first impression). Encourage the ones who do not want to make a choice or who say they would rather stand in the bus/train. The cards need to stay on the table, because in the next steps they will need them.

STEP BY STEP

Step 1. Who would you sit next to? (max. 5 students per group)

3. Sharing answers (8')

Ask a few students to show the person they have chosen.

Ask the following questions to:

Why did you choose this person?

What is your first impression of the person on the card?

Or: Why wouldn't you sit next to him/her?

The goal is to show the students that they already judge and categorize a person based on a first impression, so without actually knowing them.

What do you think her/she like? This could be a next question to get to know why students choose this youngster. Make sure that students can tell the difference between facts and opinions.





Fact: something that is known or proved to be true.

For example: She has dreadlocks.

Opinion: a view or judgement formed about something, not necessarily based on fact or knowledge.

For example: She has dreadlocks, and that is disgusting.

Step 2. Match the youngsters

-  **Timing:** 15 minutes
-  **Goal:**
 - Students learn that smiling can make an impression on people
 - Students learn that clothing can make a different impression on people
 - Students learn that attitude can make an impression on people
 - Students learn that others judge as well, so they are being judged themselves
-  **Materials:** Set 2: pictures of smiling youngsters
-  **Preparation:** Divide each game into four sets (set 1: Young people looking serious, set 2: Young people smiling, set 3: Characteristics, set 4: Quotes)

1. Explanation by the teacher (2')

Hand out set 2 and ask the students to pair the same youngsters together. (The seriously looking youngster and the smiling youngster should now be placed on the table next to each other.)

2. Spot the differences (13')

Ask the students to have a closer look at the two pictures. What is the difference? (the differences are: the youngsters are now smiling, some are wearing different clothes, some have a different attitude).

What is the effect of smiling? What difference do clothes make?





Try to find out if their opinion has changed after seeing the second picture.

Other questions to ask:

You didn't want to sit next to him/her in the beginning. What do you think now?

Has your opinion about him/her changed?

Step 3. Characteristics

-  **Timing:** 20 minutes
-  **Goal:**
 - Students learn the differences between stereotypes and prejudices
 - Students learn to elaborate on their choices
 - Students learn to substantiate their choices
-  **Materials:** Set 3: Characteristics
-  **Preparation:** Divide each game into four sets (set 1: Young people looking serious, set 2: Young people smiling, set 3: Characteristics, set 4: Quotes)

1. Explanation by the teacher (5')

Hand out set 3 and ask the students to place a card with two characteristics next to the person they think these characteristics belong to. Let the students read the card out loud, so all the group members can hear it.

2. Characteristics (15')

Once the groups have finished ask all groups to show the picture of the person who they think is the 'tough techie' (tough technician)? Ask some of the groups to elaborate on their choice. Do the same for the 'critical gospel singer'. (Lotte is the tough techie. Thom is the critical gospel singer).





In this part of the game stereotypes are discussed. Stereotypes and prejudices can exist due to your own experiences, stories from your surroundings or images and stories from the media. Make students aware of the fact that they label people without knowing them. Everybody does it, all day through. It is normal and not bad, but it shows how we put people in boxes based on a snap judgement and vague ideas.

So when answering the questions: who is the tough techie? Or who is the critical gospel singer? Ask the students to clearly state their choice. Not: he is the tough techie, you can just see that. Ask students to use arguments: "I think that he is the tough techie, because he has lots of muscles and tattoos." Continue by asking: "Is everybody who has a tattoo tough?" and "Could this girl be the tough techie? Why not?"

Stereotype: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Prejudice: preconceived opinion that is not based on reason or actual experience.

Step 4. Questions

-  **Timing:** 15 minutes
-  **Goal:**
 - Students learn to elaborate on their choices
 - Students learn to substantiate their choices
-  **Materials:** Sets 1 and 2
-  **Preparation:** Divide each game into four sets (set 1: Young people looking serious, set 2: Young people smiling, set 3: Characteristics, set 4: Quotes)

1. Explanation by the teacher (2')

Explain that you are going to ask a few questions about the youngsters in the pictures. Ask the students to show the person/persons they think the question is about. After each question you will ask a few groups to explain why they have chosen him/her.

2. Questions (13')

Who is vain? Lotte, Rebecca

Who is sporty? Jeroen, Sheraino, Shiva, Rebecca, Feng

Who was not born in the Netherlands? Feng

Who is Muslim? Saadia

Who wants to become an entrepreneur? Thom, Lotte

Who is Christian? Thom, Lotte

Who is gay? Jeroen, Lotte

Who hates bullying? Feng





Who wants to make a world trip? Brian, Judith, Saadia

Who likes to sing? Thom, Judith, Rebecca

Who a student? Jeroen, Rebecca, Thom, Saadia

Who has foreign relatives? Judith, Feng, Saadia

Step 5. Quotes

-  **Timing:** 15 minutes
-  **Goal:**
 - Students learn that they will think differently about someone if they get to know him/her better.
 - Students learn that someone's identity is made up of different characteristics
 - Students learn that characteristics change over the years
-  **Materials:** Set 4: Quotes
Short biographies of the youngsters
-  **Preparation:** Divide each game into four sets (set 1: Young people looking serious, set 2: Young people smiling, set 3: Characteristics, set 4: Quotes)

1. Explanation by the teacher (8')

Hand out set 4: Quotes. Ask the students to lay the quote next to the picture of the youngster who they think has said it. Ask the students to read the quote out loud, so all the group members can hear it.

2. Answers (7 minutes)

Reveal the answers. Let the students get to know the youngsters in the pictures. Explain that they have a first impression of someone and they put this person in one particular group they think they belong to. But everybody is an individual and belongs to different groups. Take a look at Jeroen: he is a tennis player, man, student, white and gay. Or Saadia: she is a woman, Dutch, Moroccan, student and Muslim. Someone's identity is made up of different characteristics and changes over the years.

Step 6. Closure

 **Timing:** 5 minutes

1. Wrap-up by the teacher (5')

Ask the students the same question as at the beginning. Imagine: after a long day at school/work you are on your way home making use of public transport. You are tired after working all day and you really want to sit. It is crowded in the bus/train but next to each of these youngsters there is a place to sit. Who would you sit next to? Who would you talk to?

Let a few students answer the question.

To end the game you can draw some conclusions. Emphasize that everyone:

- Judges people on first impressions
- Puts people in boxes based on first impressions
- Associates certain characteristics with a person based on first impressions
- Has negative prejudices based on experiences, images from the media and the opinions of others
- Judges people, but you are being judged yourself as well
- Sees more sides of people, once they get to know somebody better

free-thinking believer	loyal family man	creative go-getter	ambitious film lover	tough techie	critical gospel singer
sporty pacesetter	quiet enjoyer of life	soccer joker	cozy animal lover		

<p>Although people think I am Surinamese, I am 100% Moroccan.</p>	<p>For good advice I always talk to my grandmother.</p>	<p>Sometimes people think I am arrogant, but I just look strict.</p>	<p>I feel most comfortable on the film set</p>	<p>When I get rich, then I buy a Ferrari.</p>
<p>I don't like it when people lie.</p>	<p>I'm not shy, I just have a 'wait and see' approach.</p>	<p>If something happens in class, I am always picked out (although I didn't do it).</p>	<p>I am completely myself on the animal ambulance.</p>	<p>I attach great importance to my faith. Praying every day is naturally to me.</p>



Saadia

Saadia is 21 years old. She loves to bake. She is a student and listens to R&B music. It is difficult for her to be seen as Moroccan in the Netherlands and in Morocco as Dutch. Saadia is religious, but is not wearing a headscarf yet. She is thinking about wearing one in the future. She wants to make the choice conscious. She dislikes generalizing people.

free-thinking believer

Although people think I am Surinamese, I am 100% Moroccan.



Brian

Brian is 23 years old. He loves acting. After finishing his vocational education he is now unemployed. Both his parents passed away. He is living with his grandmother. He hopes to have a family of his own in the future. Friends are very important to him. He dislikes hypocrisy.

loyal family man

For good advice I always talk to my grandmother.



Judith

Judith is 16 years old. She loves to dance, sing and act. She is studying to become a musical artist. Judith is Dutch with Israeli and Romanian roots. Her Jewish faith is important to her, but she doesn't visit the synagogue often. In the future she hopes to travel the world as an actress and meet lots of people. Judith dislikes prejudices.

creative go-getter

Sometimes people think I am arrogant, but I just look strict.



Feng

Feng is 17 years old. He is into Taekwondo and fitness. Feng is adopted from China when he was a baby. He has a handicap on his hands, but he is capable of doing everything. Feng loves movies. His dream is to live in Los Angeles and to become a famous actor. He hates it when people who exclude others.

ambitious film lover

I feel most comfortable on the film set.



Lotte

Lotte is 32 years old. She is a mechanic and a techie. Lotte was born a boy. She was fired because she was wearing women's clothing. In the future she hopes to get a nice girlfriend. She is social, stubborn and a little impulsive. She loves to work with her hands and would like to have her own company. She hates is when people draw premature conclusions.

tough techie

When I get rich, I buy a Ferrari.



Jeroen

Jeroen is 22 years old. You can find him on the tennis court 6 times a week. He is a professional. Jeroen is also studying at university. He is very happy with his boyfriend. His boyfriend is present at many of his games. Sometimes people are surprised that he is gay, because he is so 'manly'. Jeroen hates aggression.

sporty pacesetter

I don't like it when people lie.



Rebecca

Rebecca is 22 years old. She was suffering from cancer disease when she was 11. Because of that she is still tired soon. She loves singing, dancing, traveling, riding horses and swimming. She works as a model. In the future she would love to act. That is a way to combine all the things she loves. Because of her illness she wants to enjoy live to the fullest. She hates is when people complain.

quiet enjoyer of life

I'm not shy, I just have a 'wait and see' approach.



Sheraino

Sheraino is 14 years old. He loves soccer and thai boxing. He thinks it is important that friends stand up for each other. In the future he wants to learn how to ride a motorcycle. Sheraino is often the one who gets the blame when it is not quiet in the classroom, although he has nothing to do with it. He hates teachers who always want to be right and who do not listen.

soccer joker

If something happens in class, I am always picked out

Shiva

Shiva is 22 years old. She loves trance music. She is a cheerful lady who likes different hair styles. Now she is wearing dreadlocks but she had her hair blue once. She works as a volunteer on the animal ambulance. Shiva has suffered a lot from prejudice because of the way she looks. She hates animal abuse.

cozy animal lover

I am completely myself on the animal ambulance.



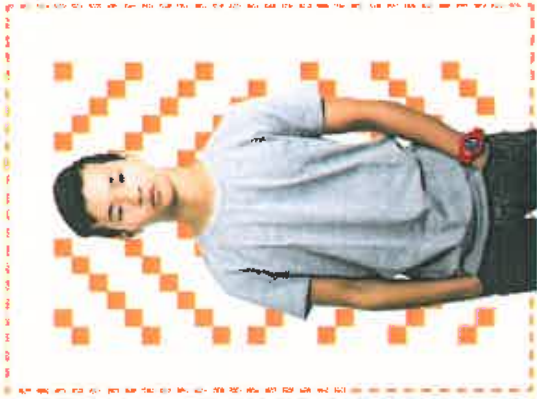
Thom

Thom is 17 years old. He loves making film clips and writing. He wants to become a journalist or an artist. He is good in singing and he likes to entertain people. Thom is Christian and prays every day. Once in a while he is confronted with prejudice because of the fact that he is autistic. Thom hates injustice.

critical gospel singer

I attach great importance to my faith. Praying every day is naturally to me.





Exercise – Taking action



Target group + number of participants
(min. and max.)

School class – secondary school
16 – 18 year old
No minimum or maximum number of participants



Time

1 hour or 1,5 hours



Content
(short description)

Students watch short video clips of youngsters who faced discrimination. They decided to take action in different ways. Watching these video clips and discussing what the youngster did could help the students to reflect on their own behavior and possibilities to take action themselves.



Method

Watch video clips
Fill in a worksheet
Discussion in small groups
Plenary discussion about the outcomes



Learning / educational goals
(intended impact on the participants)

- Students reflect on what it means to take action
- Students are inspired by examples of young people's different ways of taking action against discrimination
- Student discuss what they themselves might do



Set-up of the room

No special requirements needed



Materials
(to bring)

- Beamer
- Internet connection
- Worksheet
- Pens







Preparation

- Watch the 6 short videos of youngsters taking action <https://www.storiesthatmove.org/en/videos-2/taking-action/>
- Select two video clips that you want to show to your students

● Exercise – Taking action

STEP BY STEP

Step 1. Video clips

-  **Timing:** 30 minutes
-  **Goal:** Students are inspired by examples of young people's different ways of taking action against discrimination
-  **Materials:** Beamer, video clips, worksheet, pens
-  **Preparation:** See above
<https://www.storiesthatmove.org/en/videos-2/taking-action/>

1. Explanation by the teacher (10')

Explain to the students that they are going to watch two video clips of youngsters who faced discrimination, but took action themselves. Do not give any background information about the video clips.

2. Think – pair – share (20')

Think (5')

After watching the video clips ask the students to write down for themselves in one word (each video) what their feeling is after seeing it.

The second question they need to answer individually is: what are the differences and similarities between the two videos?

Pair (10')

Ask the students to pair up and let them exchange their answers.

Share (15')





After the students have shared their answers in pairs, the next step is to exchange answers in the group. What are the feelings students have after seeing the video clips?

Make sure that you ask for their emotion/feeling. Not the feeling they have for the person in the video. It can help to let students answer the question: After seeing the video I felt...

Ask a couple of students to answer this question and ask if there are other emotions and feelings. Hopefully a wide range of feelings will be discussed.

The second question relates to the differences and similarities between the stories of the youngsters. Have a group discussion about the differences and similarities.

Step 2. Action!

-  **Timing:** 30 minutes
-  **Goal:**
 - Students reflect on what it means to take action
 - Students discuss what they themselves might do
-  **Materials:** Paper and pen
-  **Preparation:** <https://www.storiesthatmove.org/en/videos-2/taking-action/>

Write four sentences on the board:
(students should not see them)
Say ...
Support someone by
Report it ...
Something else ...

1. Explanation by the teacher (10')

Explain to the students that they are going to watch a video of 5 youngsters who took action themselves in relation to subjects such as prejudice, stereotypes and discrimination.

2. Action (20') (small groups, max. 5 students per group).

Meaning (10')

Let them talk about what 'taking action' means. Let them discuss what different ways of taking action they know. You do not have to Set-up a mass demonstration to let people know that you are against discrimination. What can students do in their own environment? The video clip can serve as an inspiration.

Doing (20')

The next step is to let them discuss what they themselves could do against discrimination. If they have an example of what they are already doing, let them talk about that. Hand out 4 blank sheets of paper.

Ask the students to think about what they would do when they are faced with discrimination themselves or when somebody close to them is confronted with discrimination. Let them brainstorm the following:

How can you react against discrimination?

Let the students write down the different possibilities they can think of.

What would they **say**?





How would they **support someone**?

Where would they **report it**?

Something else...

● Exercise – Taking action

Step 2. Wrap-up

-  **Timing:** 15 – 30 minutes
-  **Goal:**
 - Students reflect on what it means to take action
 - Students discuss what they themselves might do
-  **Materials:** Paper/post-it notes and pen
-  **Preparation:** none

1. Different possibilities (15')

Let students share the outcome of the discussion they had in small groups. Ask them about the possibilities they came up with. Maybe they can share personal stories with the entire class, share moments of when they were supported by someone.

2. Reflect (15')

After working in groups the students will now work individually. Hand out blank sheets of paper or post-it notes. Ask the students to write down one thing that surprised them or gave them a new perspective on the subject. Or let them write down one thing that they want to remember about the discussion that they just had. After this assignment you can ask a few students who want to share their thoughts to do so.

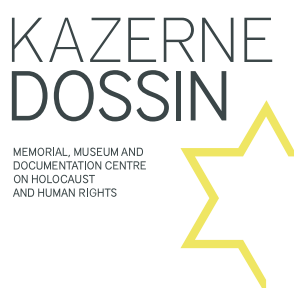
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Visit the project website:

<https://www.polin.pl/en/horizontal-historical-education-in-non-discriminative-activities>



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READY TO USE MANUAL ●○○

Horizontal Historical Education
in non-discriminative Activities

manuals for teachers