

CONCLUSIONS AND RECOMMENDATIONS OF TEACHERS FOLLOWING THE WORKSHOP “When and how to start talking with the youngest ones about the Righteous?”

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Children of grades 1-3 of elementary school (and younger)

- It is hard for them to understand abstract notions (e.g. time and the past, war, death)
- They have a need for safety, acceptance, and closeness.
- They feel well when they are surrounded by friends, “tamed” people, places, and things.
- Relatives (peers, family) are important for them.
- They have a great need for movement.
- They learn through play, using the senses. Playing is the way in which they get to know the world.
- It is hard for them to work with a text, especially a longer one. They are just learning to read.
- They enjoy listening to stories/They feel good when someone reads a story to them.
- They are able to accept simple, closed stories.
- They need authorities/role models - people who will help explain the world to them.

If we are to talk to the youngest ones about the Righteous then what precisely should we teach them precisely:

- “It’s worth being decent” - What is decency? How can you understand it?
- Attention to the world and people around us (to needs, problems, etc.)
- Helping - Why should we help? Who should we help? How should we help?
- Empathy
- Interpersonal relationships, living with others, functioning in a group.
- Cooperation - What is it? What is it about? What can it involve?
- Heroism - What can it mean?
- Non-conformism - What does it mean?
- Distinguishing good from evil
- What are values? What value systems do people have?
- Patriotism - What can it mean?
- Encouraging family conversations - with grandparents, grandmothers - about the past

Why should we not talk with the youngest ones about the Righteous?

- Because this topic also covers the subject of war reality, the Holocaust, the diversity of motivations for hiding people, experiences of the people hidden, various attitudes of Poles towards the Holocaust.
- It is easy to oversimplify, trivialize this topic.
- There are no simple stories here.
- You can unintentionally reinforce stereotypes.
- You can emotionally overload the children (e.g., not caring about the child's feeling of safety during classes/not taking into account the children's ability and readiness to accept the history of the Righteous and the hidden ones).

Recommendations of teachers - what should be remembered when raising the subject of the Righteous with the youngest ones:

- Bring down abstract concepts (e.g. decency, heroism, cooperation) to specific examples from everyday life (reality available to children). Refer to children's experiences.
- Be ready to answer questions (also to admit that you don't know something). Search for simple words to explain difficult concepts.
- Accept children's answers/statements, even if for some reason they would be difficult to accept. Please calmly refer to them, explain. It will be difficult for children to cooperate if they feel that what they say is not treated seriously, that they are neglected.
- Try to get to know your group as well as you can, observe it - pay attention to the children's emotional capabilities at a given moment of development, their needs and limitations.
- Follow the children - follow their reactions, needs, "energy" at a given moment.
- Consciously choose specific personal stories, books, movies, etc. - adapted to the development and capabilities of your group.
- Close the story which you present. Tell them how it ended. Do not keep the children in suspense.
- Turn on the fun! Engage the children's senses!
- Remember about the children's emotions! Take care of their sense of security (they are created by people around, space, objects)!
- Don't scare!