

## PATHWAYS TO GENOCIDE : PATHWAYS AWAY FROM GENOCIDE: 1 DAY UNIT

### *SESSION 1: Learning about Genocide*

LESSON ACTIVITY OBJECTIVE	LESSON ACTIVITIES	Time	Resources
	<p><i>Note for CT: Before the session: set out classroom so that there are 5 tables which will seat 6-8 students. Allocate students to group /table. They will stay in that group for the 3 sessions. Each table has a pack of resources for Session 1 and a workbook for each student.</i></p> <p><i>Instructions for CT are in italics and actual dialogue is in normal type.</i></p>		
<p>To introduce the group work method for the day to the students</p>	<p><b><i>Introduction and ground Rules</i></b></p> <p>CT: “In this module we will be working in small groups. That is because everyone has different ideas and all of those ideas are valuable.</p> <p>Your discussion will be more interesting if everyone is able to join in. In order to do that it will help to have a group agreement,</p> <p>Give me some ideas for ground rules for respecting everyone and making sure everyone joins in the discussions”</p> <p><i>Get a few ideas from students for what helps them to join in discussions</i></p> <p><i>In the pack for CT there is a laminated sheet with 3 rules written on the back. These are prompts (as follows) if students do not cover them:</i></p>	<p>3 mins</p>	<p>Have the word Genocide on PP on the whiteboard</p>

	<ul style="list-style-type: none"> <li>• Notice if someone in is talking a lot or is very quiet</li> <li>• Make sure everyone gets the chance to speak</li> <li>• Listen to everyone’s ideas even when they are different from yours</li> </ul> <p>After students have offered some ideas write up their ideas that match the key rules above, on the reverse of laminate Add a few additional ideas from students if needs be in marker pen - too many will be easily forgotten. Place the laminated sheet on the whiteboard for reference for each session.</p> <p>Ask the class to accept the ground rules:</p> <p>CT: “Do we all agree to this “Group contract?”</p> <p>Students agree to follow these rules</p>	2 mins	<p>The 3 Ground Rules on a PP slide</p> <p>Laminated sheet with the 3 ground rules on one side</p>
To understand what genocide is.	<p><b><i>What is genocide?</i></b></p> <p>CT: “Today we are going to think about what genocide is, how it develops, how it relates to today and to ourselves.”</p> <p>“We will start by thinking about genocide and what it is. You may have ideas about this already, particularly if you have learnt something about the Holocaust.</p> <p>Any suggestions about what genocide is? “</p> <p><i>Collect ideas. Then show whiteboard definition of Genocide and read it</i></p> <p>CT: “Genocide means any act committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group.”</p> <p><i>Read it again slowly, this time giving examples of national, ethnic, racial or religious</i></p>	5 mins	<p>Whiteboard definition of genocide</p>



	<p>Check students have understood the main points of the story</p> <p>CT: "You're now going to talk in your groups about 2 questions from the story. You will have 2 mins to discuss each question. I will give you time prompts"</p> <p><i>Project Q 1</i></p> <p>CT "Question 1: In Gredland, who were the victims, persecutors and bystanders?"</p> <p><i>Give time prompt after 2 mins and hear back answers from the groups</i></p> <p><i>Ask second question &amp; project slide 2</i></p> <p>CT:"Question 2: Was this genocide or not? <b>Why</b> do you say this?"</p> <p><i>Each group shares their answers with the class</i></p> <p>CT: "We will come back to the idea of victim, perpetrator and bystander later as this is a key issue on personal and group level "</p>	<p>2 mins</p> <p>2mins</p> <p>2 mins</p> <p>2 mins</p>	<p>Slide with main points of the Gredland story on it.</p> <p>PP slide Q 1</p> <p>PP slide Q 2</p>
<p>For students to understand the steps which build up to</p>	<p><b><i>Stages of genocide</i></b></p>		

genocide	CT: "Genocide doesn't just happen, it develops gradually, in steps"	4 mins	
	CT:" Find the set of Stanton's 8 stages of genocide cards in your group pack and sort them into the order in which you think they might happen."		Sets of Stanton's 8 stages of genocide cards for each group in their pack
	<i>After groups have sorted their set of stages, project Stanton's 8 stages slide. Groups check if they have them in the right order</i>	3 mins	Stanton's 8 steps projected on whiteboard
	CT: "Were you able to sort them correctly? Well done! Now..		PP of Stanton's Stages
	CT: "The steps develop into a pyramid of hate. <i>Project the Pyramid of hate onto the whiteboard</i> " There is a copy of the pyramid on the whiteboard and in your workbook on p4 for reference."	2 mins	Pyramid of hate (A3) for each group Workbooks p 4
	CT: "On the pyramid we can see that the <b>first step</b> is taken by individual citizens like you and me. This step includes things like jokes, rumours and hurtful comments about a group. <b>The second step</b> happens when a group is blamed for society's problems and they are called names and ridiculed. We call this prejudice. <b>The third step</b> is when the group is excluded from jobs, education and housing. We call this discrimination. <b>The fourth step</b> is when there is violence against members of the group, acts like vandalism, rape, attacks, murder <b>The fifth step</b> is the deliberate, systematic extermination of an entire people /group. We call this genocide.		Pyramid of hate on whiteboard
In your groups discuss how you think Stanton's steps fit on the pyramid; where would you place them?"	3 mins		
<i>Ask one group which cards they put on the bottom step Ask a different group what cards they put on the next step ...and so on to the top of the pyramid.</i> CT "Now put the set Stanton's steps to one side "	3 mins		

<p>For students to understand that there have been genocides in different parts of the world in the last century</p>	<p><b>Where genocides have happened since the Holocaust in 1939-45</b></p> <p>CT: “The most horrific example of genocide in the 20<sup>th</sup> century is the Holocaust, which we will be looking at more in a few minutes. At the end of the second world war the horror of the Holocaust was so great there was international consent and declaration that this should never be repeated. Sadly there have been other and continue to be other genocides. We will consider just 4 that have occurred which you may or may not know of.”</p> <p>CT: “ Take out of your packs the set of pictures and stories of genocides”</p> <p>CT: “In your groups read each story in turn”</p> <p><i>After groups have read their stories</i></p> <p>CT: “In which countries did these genocides take place?”</p> <p><i>Project world map on the screen</i></p> <p>CT: “Look at the map on the screen. Which genocide do you think happened at letter “A”, Letter “ B” and so on</p> <p><i>Groups match the picture of each genocide with the right ABCD countries on the map.</i></p> <p><i>CT : Read aloud the brief description of each genocide</i></p> <p><i>CT: Add briefly examples of other genocides, for example Syria, Russia under Stalin, Armenia.</i></p> <p>CT” Genocide can happen wherever ‘out’ groups are defined and dehumanised by the powers that be. We will see how this happened in the Holocaust.”</p>	<p>4 mins</p> <p>3 mins</p>	<p>Projected map of the world with ABCD marked to indicate country of genocide</p> <p>Set of posters of the 4 genocides with descriptions for each table</p> <p>PP slide of map of the world.</p>
--	--	-----------------------------	---

<p>For students to review what has been covered so far</p>	<p><b>Recap</b></p> <p><i>This can be done as Q&amp;A or teacher can summarise</i></p> <p>CT: "We've covered a lot, let's recap on what we have learned about genocide so far"</p> <ul style="list-style-type: none"> <li>• There are 3 groups involved in genocide</li> <li>• There are 8 stages leading to genocide which are linked to the pyramid of hate</li> <li>• We have seen where some genocides have happened since the Holocaust"</li> </ul>	<p>2 mins</p>	
<p>To introduce the Holocaust and to help students to understand what made it possible for the holocaust to happen</p>	<p><b>The Holocaust</b></p> <p>CT: "Now we are going to focus on the Holocaust as the most horrific example of genocide in the 20<sup>th</sup> century. The Holocaust was an attempt, by the Nazi regime in Germany in the 1930s and 1940s, to destroy the whole Jewish community, as well as other groups, irrespective of profession or position in community. It was on a massive scale. 6 million people were murdered"</p> <p><b>How the Nazis came to power</b></p> <p>CT: "We have learned about Stanton's 8 steps towards genocide and we have linked them to a Pyramid of Hate. Now we will see how those steps happened in the Holocaust"</p> <p><i>Show film clip explaining why the Nazis came to power (worryingly similar to conditions today)</i></p> <p>CT: "As you view the clip, notice reasons why you think Germans might have voted for the Nazis and why others didn't vote for them /voted against them."</p> <p><i>After the video clip</i></p> <p>CT: "Write down in your workbook p 5 at least 3 reasons you can remember - why Germans voted for the Nazis." <i>Project PP slide of the question</i></p>	<p>4 mins</p> <p>3 mins</p>	<p><a href="https://www.youtube.com/watch?v=jFICRFKtAc4">https://www.youtube.com/watch?v=jFICRFKtAc4</a></p> <p>List of reasons for voting for Nazis on PP. Workbook p 5</p>

	<p><i>After 3 mins project PP with list of reasons and read each one in turn, asking for each one, "How many of you got that one?"</i></p> <p><i>CT PROMPTS</i>  <i>Germany was humiliated by losing the First World War</i>  <i>People in Germany were frightened of the communists taking over</i>  <i>Hitler was a good and powerful speaker who argued that Jews were to blame for the loss of the First World War and that unemployment, hunger and problems in Germany could not be solved until communists and Jews were driven from the nation</i>  <i>Hitler promised he would break the treaty of Versailles so Germany would no longer have to pay compensation</i>  <i>Hitler promised that Germany could be a great country again, that they could create a new and glorious Germany</i>  <i>The Great Depression hit Germany hard leaving millions unemployed, and leaving people on low wages</i>  <i>The Great Depression saw the rise of the Communist party</i></p> <p>CT: "We should also remember though, that only 33% of the people of Germany voted for Hitler, so many didn't like his ideas. That's 3 out of every 10 people."</p>	4 mins	
To give an example of how Stanton's Steps lead to genocide	<p><b>Stanton's Steps and the Holocaust</b></p> <p>CT: "Let's look again at Stanton's steps and see how they relate to the Holocaust"</p> <p><i>Project first 3 steps</i></p> <p>CT "I will read the first 3 steps and then we will look at images of what happened".</p> <p>CT: "I will read steps 4 and 5 and then show you a newspaper headline inciting hatred for disabled people"</p> <p>CT: "I will read step 6"</p> <p><i>After showing you a picture of the yellow star "All Jewish people had to wear to single them out as different."</i></p>	5 mins	<p>First 3 steps projected onto whiteboard Picture of stereotyping PP</p> <p>Steps 4 and 5 PP Newspaper headline PP</p> <p>Step 6 PP Yellow Star PP Step 7 PP</p>



	<i>CT "I will read to you step 7 and show you pictures of the Auschwitz death camp,</i>		Pictures of Auschwitz PP
To help students to empathise with holocaust victims	<p><b>Victims Stories</b></p> <p>CT: "Now we will hear from a survivor of Auschwitz about what it was like for her. To be there"</p> <p><i>Show short Clip of a survivor of the Holocaust telling her story.</i></p> <p><i>Alternatively look at written survivors stories in teachers pack</i></p> <p><i>After watching the video clip</i></p> <p>CT: "Let's try to imagine what these people went through". In your workbook write what struck you from hearing story?"</p> <p><i>After 5 mins silent writing</i></p> <p>CT:" What do you think <b>you</b> might have felt in that situation?</p> <p>Your responses don't need to be shared with anyone else. They are your private thoughts"</p>	<p>5 mins</p> <p>5 mins</p> <p>5 mins</p>	<p><a href="https://www.youtube.com/watch?v=3lpTceEE3d8">https://www.youtube.com/watch?v=3lpTceEE3d8</a></p> <p>Question on PP</p> <p>Question on PP</p>
To RECAP of the session	<p><b>RECAP:</b></p> <p>CT : "As we come to the end of this session let's think about what we have learned. We have seen:</p> <ul style="list-style-type: none"> <li>• what genocide is and identified the 8 steps that lead to genocide</li> <li>• where some genocides have happened in the last 100 years</li> <li>• how genocide becomes possible through looking at the holocaust as an example</li> <li>• stories of victims of the Holocaust"</li> </ul>	2 mins	

--	--	--	--

## PATHWAYS TO GENOCIDE : PATHWAYS AWAY FROM GENOCIDE: 1 DAY UNIT

### *SESSION 2: Stereotyping, we all do it Taking steps away from Genocide*

LESSON ACTIVITY OBJECTIVE	LESSON ACTIVITIES	TIME	RESOURCES
To review the module so far and introduce this session	<p><b><i>Recap</i></b></p> <p>CT: “We agreed some ground rules for group work in the last session. Let’s just check we can remember what they were”.</p> <p><i>Hear from students and then read the ground rules on the laminated sheet</i></p> <p>CT: “In the last session we learned about:</p> <ul style="list-style-type: none"> <li>• what genocide is;</li> <li>• where genocide happened in the 20<sup>th</sup> century;</li> <li>• the stages towards genocide;</li> <li>• about victims, perpetrators and bystanders.</li> <li>• We also learned about the Holocaust, as the most striking /horrific/ momentous example of 20<sup>th</sup> century genocides.</li> </ul> <p>Now we will draw parallels between what we learned in the first session and our own lives and our own times. We will then start to think about steps we can all take away from genocide in the beginning stages.”</p>	1 min	Laminated sheet with ground rules

<p>To help students to connect the way that people responded in Nazi Germany with the responses of people today to crises they face as nations/ groups</p>	<p><b><i>Relating the causes of the Holocaust to today</i></b></p> <p>CT: “In the last session we saw a film clip. It showed how the Nazis blamed certain groups for their economic and political situation. They particularly identified Jewish people, but also disabled, Roma and homosexual people as well as others.</p> <p>The Holocaust was able to happen because the German people were insecure economically and politically. There was a lack of hope for things to improve and many believed the propaganda the Nazis told them through their newspapers and films.”</p> <p>Today, in this country and in other parts of the world, there are economic problems. For example, in some places cuts to money for schools, for caring for people who can’t manage on their own and for Police have affected many people badly. They feel badly let down and they look for a group to blame</p> <p>CT: “Now talk about this question in your group:</p> <p>Can you think of any groups of people who are blamed for the problems I have just told you about?”</p> <p><i>CT PROMPT Question is on power point</i></p> <p><i>Hear ideas in the large group.</i></p> <p>CT: “Let’s keep in mind the groups you have named as we work through our next activity”</p> <p><i>CT PROMPT : e.g. Migrants Jews, foreigners, the very wealthy, Muslims</i></p>	<p>3mins</p> <p>3 mins</p>	<p>Question on PP</p>
<p>For students to understand what stereotyping is</p>	<p><b><i>Stereotyping</i></b></p> <p>CT: “We are going to watch a film of some primary age children giving their ideas about who could be a fire-fighter, a surgeon and a pilot”</p> <p><i>After the film:</i></p> <p>CT: ~Were you surprised when you saw the real people?</p> <p><i>Gauge a few responses</i></p> <p>CT: “The film tells us something about stereotyping - When we label all members of a group, often</p>	<p>2 mins</p> <p>3 mins</p>	<p><a href="https://www.youtube.com/watch?v=9pzpB7G6PrA">https://www.youtube.com/watch?v=9pzpB7G6PrA</a></p> <p>Key word: Stereotyping on whiteboard</p>

	<p>with a negative label, we call that stereotyping. We are judging them without evidence. Sometimes we all stereotype others. We all have prejudices inside which we may not even recognise. CT gives an example such as ‘When I hear the words ‘football fans’ I think ‘hooligans. This may not be true, but it is my first thought.’</p> <p>“We are now going to do an activity in our workbooks on p 7 I will say the name of a group and you write down the first thing that comes into your mind when you hear it.....Don’t think about it just do it as quickly as you can”</p> <p><i>Note for CT. Don’t allow more time than 15 seconds for this as the idea is for students not to have time to think and rationalize</i> <i>CT reads the name of each group, leaving no more than 15 seconds for students to write their first response</i> CT “Americans” (after 15 seconds) “footballers” .... (after 15 seconds) teachers..... boys..... ballet dancers.....rough sleepers.....”</p> <p><i>When the names of all the groups have been read out CT reads each word again and this time students call out some of the words they wrote down in response to each word. CT repeats the words students have written.</i></p> <p><i>CT chooses one group for which students have given predominantly negative labels</i> CT “What do you notice about the words you have chosen for that group?” CT: “How far are the words you have chosen for this group fact or opinion? For example, I got the idea of football hooligans from the TV. I don’t know any football hooligans!”</p> <p><i>CT chooses a group for which the students have given predominantly positive labels</i> CT “What do you notice about the words you have chosen?” CT: “How far are the words you have chosen for this group fact or opinion?”</p> <p>CT:“When we stereotype we are making a judgement based on opinion, not fact. We are also labelling all the people in a group as the same. We will think more about facts and opinions in our next activity”.</p>	<p>4 mins</p> <p>3 mins</p> <p>3 mins</p>	<p>Workbooks p7</p>
--	---	---	---------------------

<p>For students to practice identifying stereotyping when they hear it or see it.</p>	<p><b><i>How to notice and avoid stereotyping</i></b></p> <p>CT: "How can we notice when something we see or read is using stereotypes or labels?"          "One thing we can do when we read or hear something is notice all the words that imply <b>blame and judgement</b> making a whole group look bad eg <b>all</b> Jews are rich, or women are dreadful drivers ~ this implies ALL women."</p> <p>CT: "We are going to hear a short conversation between some students about a party. The conversation is on p 8-9 of your workbooks          Invite 6 students to come to the front to read/ act the parts in the conversation, the rest of the class are to listen to the conversation.</p> <p>CT: "Look at the scripts in your books [p 68-9]. There are words or phrases in the conversation that imply judgement of a whole group. Identify them and underline them".  <i>Groups identify words which imply blame and judgement and underline them</i></p> <p><i>Each group in turn calls out a word or phrase they identified.</i></p> <p>CT "We have identified words and phrases that indicate fact or opinion. We will hold onto this for some of our following activities".</p> <p>"Let's move on!"</p>	<p>5 mins</p> <p>3 mins</p> <p>2 mins</p>	<p><a href="#">Workbooks pp 8-9</a></p>
<p>Students will practice identifying facts and opinions</p>	<p><b><i>Fact or Opinion quiz</i></b></p> <p>CT: "We have looked at making judgements on whole groups in the party conversation          Now we will listen to statements of facts and opinions of the kind we hear in the media headlines or articles we read in newspapers or on social media, and think about what is fact and what opinion is.          For example:          "All people on benefits are scroungers' is opinion, not fact"          "Many people are crossing the Mediterranean in unsafe boats' is fact".</p>	<p>10 mins</p>	<p>Quiz script (in CT outline)</p> <p>PP slides for each pair of statements          Green card and Red card for each pack</p>

	<p>CT: "Before we start find the red and green cards in your pack. You should all have one of each colour"</p> <p>"On the whiteboard you will see 2 statements. I will read them out– one is a fact the other an opinion. In your group quickly discuss and decide which is which – fact or opinion. In 20 seconds I will read out again one of the statements and ask you to raise the green card if you think it is a fact or the red card if you think it is opinion."</p> <p><i>Note for CT: After the first pair</i>  CT "Why do you say it is a fact? Opinion?"  Repeat after other statements if necessary.</p> <p>Quiz: facts and opinion statements  England is a nation of pet lovers  There are 8.5 million pet dogs owned by people in the UK  ~~~~~</p> <p>Men are better at sports than women  40-50 % of men play sports 31.9% of women play sports  ~~~~~</p> <p>Foreigners are taking our jobs  16.7 % of the working population in the UK were foreign workers in 2015  ~~~~~</p> <p>English professional football puts too much emphasis on money  Manchester City spent £221.5 million this season  ~~~~~</p> <p>51% of the UK population voted for BREXIT in the referendum in 2016  We will get a lot of money back for the NHS if we leave the EU</p> <p>Climate change is a hoax  The 10 warmest years on record have occurred since 1997</p> <p>CT" To spot a fact you can look out for statistics. To spot opinions can look out for words like "all" or, "always" or never" and for words that describe <b>all</b> the people in a group in a particular way."</p>		
--	---	--	--

	<p><b>Summary</b></p> <p>CT: “There are 2 things we have thought about which contribute to stereotyping</p> <ul style="list-style-type: none"> <li>• we all sometimes give negative labels to whole groups, as we saw in the party conversation</li> <li>• we all sometimes use opinions as if they were facts, which is what we saw in the last activity.</li> </ul> <p>“We can notice when we are using stereotypes and labels about other groups. We can use this critical awareness whenever we hear/ read information, for example on social media”</p> <p>“Put your green and red cards back in your pack”</p>		
<p>For students to be aware of times when they are victims, perpetrators and bystanders</p>	<p><b>Victims, perpetrators and bystanders</b></p> <p>CT: “We saw in session 1 how hate incidents always include victims, perpetrators and bystanders. For example:</p> <p>‘When someone calls me abusive names I am a <b>victim</b>’</p> <p>‘When I call people from other groups names I am a <b>perpetrator</b>’(perp)</p> <p>‘When I see someone else being blamed/ stereotyped and I don’t do anything then I am a <b>bystander</b>’</p> <p>Each of us can belong to each of the 3 groups at different times; and sometimes two roles even at the same time!”</p> <p>CT “In your workbooks you have a Victim, Perpetrator (perp) Bystander triangle ”( p8)</p> <p>CT: “Now there’s time for you to think silently and then write down a time you were a victim, that is a time when something was said or done to you which was hurtful. Do this on the corner of the triangle marked “Victim” You will not need to share what you write with others.”</p> <p><i>CT give prompts if needed e.g called names, called racist names, have been picked on/bullied. This could also have been a text you received or something on social media.</i></p> <p><i>Give a time prompt for 2 minutes, After 2 minutes:</i></p>	<p>2 mins</p>	<p>Workbook p 10</p>



	<p>“ Now think of a time when you were a perpetrator (perp) and write it down on the corner of the triangle marked “perpetrator”  <i>CT Prompt if needed e.g, You did something or said something about someone else  Such as bullying, called someone names, sent something negative or abusive on social media</i></p> <p><i>Give a time prompt for 2 minutes After 2 minutes</i></p> <p>“ Now think of a time when you were a bystander and write it on the corner of the triangle marked bystander “  <i>CT Prompt if needed e.g. You stood by and watched someone else be victimised ~ a fight; heard name calling”</i></p> <p><i>Give a time prompt for 2 minute. After 2 minutes</i></p> <p>CT: “Which was hardest of the 3 roles to recall?”  Hear back some responses</p> <p>“Why might this be?”  <i>Note it is often hardest to identify when I myself have been a perpetrator</i></p> <p>“It is difficult to think of ourselves being a bully or someone who spreads hurtful /malicious gossip. We might feel shame as well if we have stood by and watched others being hurt or blamed unjustly. But we have all had hurtful thoughts sometimes.”  .</p>	<p>2 mins</p> <p>2 mins</p> <p>2 mins</p>	
<p>To introduce the second half of the workshop,  Steps away from Genocide</p>	<p><b><i>Niemoller Quote</i></b></p> <p>CT: “We have thought about how we all stereotype other groups at times, and how at different times we all play the roles of victim, perpetrator and bystander; and confusingly we may find ourselves being two of these at the same time. This happened most strikingly to a man named Martin Niemoller who was a German Protestant pastor at the time of the Nazi persecution and the Holocaust in Germany in the 1940s. He spoke up against Hitler and was arrested and remained in a concentration camp for the last 7 years of Nazi rule. He was ashamed of the way Christians had kept silent when they knew what was happening to both the Jewish people and other persecuted groups.”</p>		<p>Niemoller quote on slide</p> <p>Niemoller quote in workbooksp11</p>

	<p>CT "In your workbook find the Niemoller quote on p 9</p> <p>CT <i>displays Niemoller quote on Power point slide.</i></p> <p>CT: "This is what Niemoller wrote – Let us read it together" <i>All read the quote together (with passion)</i></p>	3 mins	
	<p><b><i>Steps AWAY from genocide</i></b></p> <p><b>CT: "Up to now in our sessions we have been thinking about the steps that lead TOWARDS genocide"</b></p> <p>Now we are going to change direction completely and for the rest of this session and the next session we are going to find out some <b>steps we can take AWAY from genocide"</b></p>	1 min	
To introduce steps to moving away from the path towards genocide	<p><b><i>Card Set activity</i></b></p> <p>CT: "We looked at Stanton's steps <b>TOWARDS</b> genocide earlier. Let's remind ourselves of them" <i>Project Stanton's steps towards genocide onto the whiteboard and read the headings for each step</i></p> <p>CT: "From your pack get the set of cards marked 'Steps <b>away</b> from genocide'"</p> <p>CT: "Sort these in the order you think they should happen"</p> <p><i>CT reads out the order of the steps AWAY from genocide.</i></p> <p>CT: "In your work book look at [p 10]. We have steps <b>towards</b> and steps <b>away from</b> genocide CT " I will read each step towards and each step away in turn. For each step what words show a real difference between towards and away?" Eg words like avoid, reject etc</p> <p>CT: "Did you notice that all the steps AWAY from genocide find ways for people to work <b>together</b> to solve problems rather than creating an "out" group to blame. "</p>	<p>1 min</p> <p>3 mins</p> <p>1 mins</p> <p>2 mins</p> <p>3 mins</p>	<p>PP of Stanton's Steps towards genocide</p> <p>Sets of steps away from genocide for each group</p> <p>Workbook p12</p>

<p>To give an example of how one group of people did not stereotype but got to know people from an “outsider” group</p>	<p><b><i>Discovering what we have in common</i></b></p> <p>CT: “One alternative to creating “out” groups and then stereotyping them is to meet people from different groups, finding out what we have in common.”</p> <p>We have a short clip from “The Island of all together” where tourists on holiday with money to spend on enjoying themselves, are talking with refugees who have struggled to reach the island of Lesvos having spent all their money on just getting there. Refugees are often stereotyped as a group.”</p> <p><i>Start at 13.50.</i></p> <p>CT: “In your groups discuss the ways people in the film found to relate to each other and make connections. Jot down the ideas in your work books”(p 13)</p> <p><i>CT supports group discussion where necessary</i></p> <p><i>Hear ideas from each group in the whole class</i></p> <p><i>CT: Pools ideas the students have given; amplify them if necessary to include for example: trust, humour, laughter, curiosity, interest/willingness to find out</i></p>	<p>5 mins</p> <p>4 mins</p> <p>3 mins</p>	<p>Film clip: The island of all together  <a href="http://www.theislandofalltogether.com/">http://www.theislandofalltogether.com/</a>          Workbook p13</p>
<p>To develop students capacity to talk with strangers in a welcoming way</p>	<p><b><i>Making our own questions</i></b></p> <p><b><i>Optional extra activity if time allows or homework</i></b></p> <p>CT: “Imagine you have a conversation with a refugee who has arrived on Lesvos after a dangerous sea crossing as in the film clip. What questions would you ask to get to know the person better? In your pack you have a blank paper/poster and marker pens. “</p> <p>“ In your group make a list of questions on the sheet of paper”</p> <p><i>Allow 5 minutes for writing questions.</i></p> <p><i>This could be done as an individual written activity in their books rather than as a group activity.</i></p> <p><i>Each group representative takes turn to share the questions their group has written</i></p> <p><i>Instead of groups sharing questions individuals could share a question they have written</i></p> <p>CT “Keep your poster on your table. They will be useful in the next session”</p> <p>Cut this if this is done as 3 sessions on separate days.</p> <p>Instead of this activity more could be shown of the video clip</p>	<p>5 mins</p>	
<p>Ending</p>	<p><b><i>Summary</i></b></p> <p>CT: “It is hard not to stereotype. Whatever our faith we will need courage and spiritual strength to be welcoming. Find the prayer of St. Francis in your workbook on p 14. We will read it together.”</p> <p><i>Read together St. Francis prayer</i></p>	<p>1 min</p>	<p>Prayer on PP          And in Workbooks p14</p>

## PATHWAYS TO GENOCIDE : PATHWAYS AWAY FROM GENOCIDE: 1 DAY UNIT

### SESSION 3:

*There is only 'us', no 'them'*

LESSON ACTIVITY OBJECTIVE	LESSON ACTIVITIES	TIME	RESOURCES
<p>To focus the students on the session and review previous sessions key themes.</p>	<p><b>Recap</b></p> <p><b>CT:</b> "Let's remind ourselves of the ground rules we agreed in session one"  <i>CT reads ground rules from laminated sheet</i></p> <p>CT: "Lets recap what we have learned about genocide in the earlier sessions            What can you remember? <i>(the following is PROMPT FOR CT)</i>            Where have genocides happened?            What was the most horrific example of genocide in the 20<sup>th</sup> Century?            The difference between judging / not judging; fact or opinion            The 3 groups victims, perpetrators and bystanders            We have used the example of the holocaust and drawn attention to other genocides, to learn about how there are stages which build up to genocide            We have talked about how we can be aware of stereotyping when it is happening            We have talked about victims, perpetrators and bystanders and remembered times when we were bystanders            In the last session we talked about how we can use welcoming language instead of stereotyping and saw the clip from Lesvos</p> <p>Now we are going to take part in our own welcoming conversation</p>	<p>2 mins</p>	<p>Laminated Ground rules sheet</p>



	<p>CT: "Let's think about what we just did. Did you find something in common with your partner?" <i>Hear some responses</i></p> <p>"Did you find ways in which your partner's experience was different from yours?" <i>Hear some responses</i></p> <p>"Now take a moment to think. What made it easy to get started? What might have made it hard?" <i>Hear some responses</i> CT PROMPT: <i>Eg Having an opening sentence, having questions prepared, how the other person responded etc</i> "Now put your question card back in your pack"</p>	3 mins	
	<p>"Did you find ways in which your partner's experience was different from yours?" <i>Hear some responses</i></p> <p>"Now take a moment to think. What made it easy to get started? What might have made it hard?" <i>Hear some responses</i> CT PROMPT: <i>Eg Having an opening sentence, having questions prepared, how the other person responded etc</i> "Now put your question card back in your pack"</p>	3 mins	
	<p>"Now take a moment to think. What made it easy to get started? What might have made it hard?" <i>Hear some responses</i> CT PROMPT: <i>Eg Having an opening sentence, having questions prepared, how the other person responded etc</i> "Now put your question card back in your pack"</p>	3 mins	
To encourage students to Welcome those outside their group	<p><b><i>How this might help us to welcome students to our school?</i></b></p> <p>CT: "Think back to when you joined the school. What helped you to settle in? <i>CT collects ideas from the students</i></p> <p>CT "Do you have any suggestions for ways the school or you could do things to help new students to know they are welcome and belong? Talk in your groups then we'll hear share your ideas in the class".</p> <p><i>Groups talk together</i></p> <p><i>Hear ideas from groups.</i> <i>CT notes some of the ideas.</i> CT: "Thank you, there are some good ideas." <i>(NOTE TO CT If good ideas come up, could these be taken up by the school via the School Council if one exists?)</i></p>	3 mins	
	<p>CT "Do you have any suggestions for ways the school or you could do things to help new students to know they are welcome and belong? Talk in your groups then we'll hear share your ideas in the class".</p> <p><i>Groups talk together</i></p> <p><i>Hear ideas from groups.</i> <i>CT notes some of the ideas.</i> CT: "Thank you, there are some good ideas." <i>(NOTE TO CT If good ideas come up, could these be taken up by the school via the School Council if one exists?)</i></p>	3 mins	
	<p>CT: "Thank you, there are some good ideas." <i>(NOTE TO CT If good ideas come up, could these be taken up by the school via the School Council if one exists?)</i></p>	3 mins	
To inspire students to become upstanders	<p><b><i>Moving from bystander to upstander</i></b> Film clip from Northern Ireland</p> <p>CT: "Earlier we talked about those who are bystanders when genocide happens. Now we are going to think about how we can move from being bystanders to upstanders. As we do this</p>		

	<p>we take a further step away from the pathway to genocide.          We are going to watch a film clip about some girls in Northern Ireland who moved from being bystanders to upstanders. In Northern Ireland at the time the film was made the 2 main communities, Protestants and Catholics were locked in conflict and stereotyped each other. We have seen how this sort of stereotyping of a whole group could be the first step towards genocide.          As you watch the clip, think about how the girls moved from being bystanders to upstanders and what helped them to do this.”</p> <p><i>Show Northern Ireland film</i></p> <p><i>Open discussion in class on how the girls in the film moved from bystanders to upstanders and what helped them to do this</i>  <i>CT: If students don't come up with points then draw out points like;</i>  <i>The girls stood up <b>together</b></i>  <i>The girls had <b>agreed</b> what they would do (ie they had a plan)</i>  <i>The girls were <b>older and more confident</b> than they were when the bullying of the boy from “the other” community had started</i>  <i>Becoming an upstander may <b>take a bit of time</b></i></p>	<p>5 mins</p> <p>5 mins</p>	<p>Video clip from Northern Ireland DVD “Upstanding” Story 1</p> <p><a href="https://www.youtube.com/watch?v=GbtICEFHI40&amp;list=PL8M6JUG2mv2o4qKyayDBM7_zLDU40kKQM">https://www.youtube.com/watch?v=GbtICEFHI40&amp;list=PL8M6JUG2mv2o4qKyayDBM7_zLDU40kKQM</a></p>
<p>To identify the actions upstanders take and what prompts them to take those actions</p>	<p><b><i>More stories of ‘upstanders’</i></b></p> <p>CT: “It is hard to be an upstander at any time, but it is even harder when genocide is being prepared or is happening.</p> <p>When the Nazis invaded Denmark they decreed that every Jew should wear a yellow “Star of David” to separate them from the rest of the population. This would have been a way to stereotype them. <i>(Reminder to students of the yellow star they saw earlier)</i>. The Danish King said that if Jews were forced to wear the star, then every person in the population would wear one. In this way the Jews could not be singled out. By reaching out to the Jewish people rather than allowing the “out” group to be labelled the Jews in Denmark were protected from being deported. Those in power were unable to instigate the plan to deport and destroy all Jews. Until very near to the end of World War 2, not a single person from Denmark was deported. Towards the tail end of the war some were sent away to Theresienstadt camp but not to the extermination camps.</p>	<p>3 mins</p>	<p>Power Point slide of people wearing the Yellow Star of David</p>

	<p>We are going to learn more about people who became upstanders</p> <p>CT: "In your pack you have a story of someone who was an upstander. Some are from Nazi Germany during the War, and some from more recent terrorist attacks. There is a different scenario for each group to discuss and one copy for each on you"</p> <p>CT: " Choose one person in your group to read the story aloud to your group <i>Groups read their story together</i> <i>After 3 mins</i></p> <p>CT"Can we hear briefly from each group what your story was about? What was your upstander's name? Where did it happen? What did the person do?"</p> <p>CT: "You have in your pack an Upstander - Head Heart Hand character map poster. Take it out. (Thinking about your character,) Talk together about what your character might have thought at the moment when they were being an upstander. One of your group can write your ideas in the box marked "Thoughts" on the character map poster <i>After 3 mins</i></p> <p>CT: "Now talk together about what your characters <b>feelings</b> might have been when they were being an upstander and write your ideas in the box marked "Feelings" <i>After 3 mins</i></p> <p>CT: Now, talk about what <b>actions</b> your character takes as an upstander in your story and write your ideas by the box marked "Actions" <i>(Groups complete the Character map poster together. )</i></p> <p>CT: You have a minute to decide who is going to tell the class about what you have written about your character.</p> <p><i>Each group briefly shares with the class the name of their character and what they have written on their character map</i></p> <p><i>CT briefly draws together similarities from the group character maps</i></p>	<p>3 mins</p> <p>3 mins</p> <p>3 mins</p> <p>3 mins</p> <p>3 mins</p> <p>1 min</p> <p>5 mins</p>	<p>4 different stories of upstanders 1 story per group pack. Copy for each student</p> <p>Power point of character map.</p> <p>Character map A3 poster for each group</p>
--	---	--	---



<p>To build students personal capacity to support people from victim groups</p>	<p><b>Supporting victims ourselves</b></p> <p>CT: "Now we are going to think about what it means to be an upstander in our own lives"</p> <p><b>Option A</b></p> <p>CT: "In your pack there is a scenario about someone who is being victimised and stereotyped. The situation may be familiar to you. There is a different scenario for each group to look at and discuss.</p> <p>Read your scenario together as a group</p> <p>Imagine you were there. Silently think about what you could do to help the victim</p> <p>Use your workbooks(p15) to do your own piece of writing describing what you would think, feel and do to support the victim in your story You have 5 minutes to do this. "</p> <p><i>At the end of the 5 minutes silent writing</i></p> <p>CT: <i>For each group:</i> "Tell us all briefly what your scenario is and one person from your group will share what they wrote about how to support the person.</p> <p>CT: " Did this raise any issues for you about your own safety? About your peers and peer pressure? About pressure or being noticed by other bystanders?"</p> <p>"Now put your scenario back in your pack"</p> <p><b>Option B</b></p> <p><i>Note for CT: If you feel confident that this group could dramatize a scenario then students could develop their own 1 minute scenarios in their groups( 5 mins) and then present them(5 mins)</i></p>	<p>2 mins</p> <p>1 min</p> <p>5 mins</p> <p>5 mins</p> <p>3 mins</p>	<p>4 scenarios for packs~ <b>one scenario for each group.</b> Scenarios are from different types of situation.</p> <p>Workbooks p15</p>
---	--	--	---

<p>For the students and the teacher to harvest the learning from the sessions</p>	<p><b>Evaluation</b></p> <p>CT: “We are coming to the end of the module now. We have tried a new programme and before we close we would like to have your feedback so that we can make any changes if needs be in order for the sessions to be repeated with other groups. We especially want to know what you have learned for yourselves, so we’d like you to fill in a short evaluation“</p> <p>CT: “In your pack there is an evaluation sheet for each person. We would appreciate any all comments you wish to make so we can learn what would work for other groups.”</p> <p>Evaluation questions:  <i>What is the most important thing for you that you have learned through these sessions?</i>  <i>What would you like to learn more about as a result of the sessions?</i>  <i>If these sessions were done again, what would you suggest could be done differently?</i></p> <p><i>Teacher collects evaluations and thanks students</i></p>	<p>10 mins</p>	<p>Evaluation sheet for every student</p>
<p>Sometimes we have to stand something on its head to understand the reality /true meaning or what we might have in common.</p>	<p><b>Closing activity</b></p> <p>CT: “Thank you for giving us your views”  “Thank you for working well during these sessions - we hope you have gained some understanding of the behaviours that can start the steps towards genocide, into how to recognise when we are making ‘out’ groups and blaming them, and by finding ways to solve problems together.  Sometimes we have to stand something on its head to understand the reality – the true meaning or what we might have in common. So now to draw a close we are going to read together the Refugee poem in your book p 16. Let us read the poem.</p> <p>Now we will read it again from the bottom up.</p> <p>It helps us to see how can stand something on its head to see what we might have in common.  CT: “Let’s read the poem from the bottom up together”  <i>Dismissal class as per usual</i></p>	<p>3 mins</p>	<p>Refugee poem in work book p16</p>