

Outline Lesson Plan based on the HMD activity board (Primary)

Aim: To examine the actions of ordinary people when the Nazis changed the laws and treated people unfairly. To suggest ways for students to **Stand up to Hatred**.

Starter: Getting To the Top, a board activity

Suggest that students work in groups of 4 to 6. Give each group an HMD activity board (you can photocopy the original or download extra copies from www.hmd.org.uk) dice and a sealed envelope which should contain the "Congratulations?" list provided in this pack.

Each student should also have a blank sheet of paper and a pencil plus a counter to move around the board. Note that one or two dice may be used. The activity takes less time with two dice but fewer squares are covered.

Students take it in turns to shake the dice and move around the board. When an individual lands on a square they must read the comment aloud and follow any movement instructions given on the square. Not all squares have instructions. Students should note the squares they land on and the situation described on it. The first person to reach the final square should open the envelope. This contains the numbered list which matches the squares on the activity board. The list shows what was happening to other people when the characters portrayed in the activity were trying to "get to the top." The "winner(s)" should read the "Congratulations?" statement to the group then s/he should hand the envelope to another member of the group. The "winner" tells the class which squares they landed on to reach the top and the second group member reads out the parallel statement.

For a more controlled task it is possible to conduct the activity by working with one HMD board. Divide the class into groups and select a representative from each group to roll the dice. After each turn read out the comments on the square. When a group reaches the final square give the envelope to the group. Record this group's squares on the board and work through the parallel situations with the whole class.

Exploring the issues

Explain that Holocaust Memorial Day falls in this week and people are asked to think about something that happened in the past, before any of us were born. It is something that must be remembered now and in the future. The board is a good way to help us remember some of the things that happened in the Holocaust.

The Holocaust took place in Europe between the years of 1939 to 1945, and resulted in the murder of millions of innocent people. The people in charge of Europe were the Nazis. From 1933 they began to bring in laws that allowed some groups of people to be treated badly compared to others. The laws made sure that some people had fewer rights than others because the Nazi government thought of them as "different." Most of the people who suffered were Jewish and the Nazis hated them and aimed to murder all of them. Other people were targeted too, if they were Disabled, Gay, Black, a Gypsy or a person with strong religious beliefs or ideas which did not agree with Nazi rules. People had their rights taken away.

When the unfair laws were being introduced and people began to be treated badly some people tried to help those who were losing their rights. They stood up to hatred in the best way they could but others did not. The sentences on the board tell us about some of the things that people were doing when the rules began to change.

Some people were able to lead reasonably comfortable lives and do well for themselves whilst other members of their community were suffering. We are going to think about ordinary people and why they acted as they did. We need to ask three questions.

Asking the questions

Look at the situations and parallel comments and ask when these things were taking place...

Did the people who were doing well, getting promoted, enjoying school, buying nice things cheaply, have any idea what was happening to other people?

Did they know what was happening but do nothing because they were scared?

Or did they only think about making their own lives more comfortable?

Ask students to give reasons for their answers. Go through the comments on squares used to reach the top or select squares and comments you feel best suit the age, ability and interests of your class. Read out the parallel statements and find out what the class thinks about each situation. Ask other questions to help them e.g. If the swimming pool was almost empty wouldn't you ask where all the people had gone? If a lot of children left our school how would we notice?

Do something

We know today that some people did notice and stood up to the hatred of the Nazis. Some tried to help those who were being hurt. Others said that what was happening wasn't right. We know that they had difficult choices to make and sometimes standing up to hatred wasn't easy. It isn't easy to stand up when we notice bad things today either but it is the right thing to do. What should we stand up to today?

Individual and/or group tasks

Choose two situations from the board and think of two questions you believe people could have asked when this event took place.

Take one of the situations and draw two pictures to tell a story. In one show what was happening and in the other show what people could have done to **Stand up to Hatred**. Write a caption for your pictures.

What things happen today which are not right? Are people still being treated in unfair ways because they are thought to be "different?" Design a postcard or an e-card which asks people to **Stand up to Hatred** in 2009. To whom should we send it?

Extension work - Standing up to Hatred

The coloured squares are linked to the HMD09 case studies. These illustrate that some people did not want to be bystanders so they challenged Nazi hate crime. They chose to **Stand up to Hatred**.

Select a case study and in another lesson work through some of the linked activities as a whole class or in groups. You are advised to read the case studies and select the ones most suitable for the age and ability of your own students.

Try some of the creative and cross-curricular ideas from our website www.hmd.org.uk