

Step-by-Step Methodology			
<i>Steps</i>	<i>Tools/How</i>	<i>Why</i>	<i>What (activities)</i>
Preparatory lesson	test the existing background information of the pupils on history and on human rights take a mutual decision with the pupils on content and process	to align the content and learning objectives building up on existing knowledge increase ownership of the learners	flipchart brainstorming secret ballots on the selection of topics
Holocaust education lessons¹			
Life before the Holocaust	Illustrating the diversity of lives and living styles before the coming to power of the National Socialists Discuss the presence of racist, anti-Semitic and nationalist ideologies already before the Holocaust Illustrating the lives of Jewish children as individuals with the same interests and problems as their peers at that time and also with nowadays youth □ Enabling to discover that the primary feature of identity of Jewish youngsters was being youngsters Stressing the components of community environment that provides with personal, education and professional opportunities and a perceived feeling of security, stability and trust	To find understanding of “normality” before the Holocaust and in particular for the normality of children’s life before the institutionalization of discrimination and persecution To make the gradual changes and their implications more visible	Use original public documents and newspapers as well as diaries and pictures to illustrate life perceptions, expectations and conditions Focus on children’s environment: school, family, music, sports and link to important figures such as teachers, neighbors, parents
Changing times in Europe and its effects on children	Introducing the gradual changes that started taking place as described by the children Focusing on the challenges to their relationships and opportunities and their sense of security, stability and trust	To make clear the consequences and long term implications of the gradual changes at the beginning that led to a big tragedy	Diaries and pictures Discussing the role of important figures in the environment of children, such as teachers, neighbors, parents and friends, in the loss of relationships, opportunities, security, stability and trust.
Critical thinking on the role of state	Though governmental institutions such as	Human rights violations can take place	Focusing on the gap of what would be

¹ Annex Yad Vashem methodology or book ‘Through Our Eyes’.

authorities such as school and police	school (or other duty bearers, civil service providers, police etc) can be perceived to be areas of protection and stability, critical thinking towards these authorities should be emphasized This section is also highly suitable to be connected to the contemporary human rights context by providing information on complaints mechanisms	from the side of the state	expected from these authority figures in a child's life (trust building etc.) and the experienced discrimination and humiliation
The yellow star	Reflecting on what it means to be marked as being a member of an unwanted group Discussing visibility, symbolism and its effects	Core motivation of humiliation and dehumanization of Jewish people by a variety of means Marking a certain group within the population and the linked symbolism	Diaries and pictures Focus on the reactions of the environment to persons wearing the star Web research
Daily life in the ghetto		Physical exclusion from the society To highlight the response to the dehumanization (f.e. sense of togetherness within the community)	Diaries and pictures Key events have to be explained in a chronological order
Human rights education lessons			
Start with 'your' rights	Including youth in the decision making and the governance of this training program by being equal partners in the selection of the topics and the processes - > exercising a participatory approach by showcase Putting personal interests of youth such as sports, computer, movies, family in the centre Integrating positive "success stories" of human rights to encourage students and to emphasize human rights as a positive achievement which changes human lives	to draw attention and to start with something concrete that concerns them avoid the blaming psychology (students need to watch out not to violate the rights of others, but more so to protect their own rights) Emphasize the normal life, not something extraordinary located i)geographically somewhere else ii) located within marginalized groups/minorities Emphasizing the strong link of human rights and peace and security/ stability and social cohesion, therefore drawing	Discuss the rights of the pupils and how they can defend their rights What do human rights mean in their personnel context? limitation of the transmission of the normative human rights information to the addressed rights only Overall legal framework should give reference to the UDHR (bridging from the Holocaust education part), and the core principles of indivisibility and inviolability of hr The Holocaust education part of the

		<p>attention on both the negative consequences of HR violations but also the consequences of implemented HR standards</p> <p>Human rights education differs from other educational approaches and theories as it is law-based. Its direct referral to the legal dimension of human rights is part of its core essence: these philosophical concepts are not “just” theories and ideas but legal rights. This existence of a legal fundament is strength of human rights education. As a consequence of it, human rights education can start with positive achievements and developments due to an important conceptual element of human rights education, to start with the positive, still keeping the critical attitude to see what still has to change.</p>	<p>training (see above) is based on testimonies and diaries -> by using a similar format for the contemporary part, a horizontal (contemporary) and vertical (historical) view will be given</p> <p>Focus on hr defenders for the Holocaust education part, in order to not focus on HR violations only, and on positive examples where somebody claim her/his rights successfully</p> <p>The Holocaust education part is child centered, therefore the rights of the child could be focused</p>
Linking human rights to the contemporary context of young people	From the theory of rights to their practice in the life of young people	<p>the motivation to learn about their own rights is likely higher if it is connected to their lives</p> <p>bridging the normative HR framework to their own environment is vital</p>	<p>the students could be encouraged to investigate on the history of their neighborhood (via the municipality, media etc) and trace back habitants' biographies</p> <p>diversify learning environment (by visiting a memorial site, a human rights NGO or anti discrimination/equality body)</p> <p>Commemoration of specific days</p>
Focus on the global approach, concentration on things in common	Moving away from group thinking and the 'we' and the 'others' concept but all of us a being equal parts of a global society/ community	<p>In terms of social cohesion identity related discussions are crucial.</p> <p>The widespread 'othering' approach is probably the most challenging issue to overcome but the most crucial too. Opinions, political views etc. are based on the division of we and the others by</p>	<p>Look at diversity (differences and similarities) in the society the pupils live in</p> <p>Discuss similarities across groups and differences within groups, with the aim to denaturalize groups and obliterate group borders</p>

		including and excluding parts of society	
From bystander to human rights defender	Discuss consequences of action and non-action	The number of bystanders to HR violations is likely to be quite high. it is important to raise awareness on the fact that just as much as action does have consequences, non-action does also have consequences	Discuss different forms of participating in society (including, but also going beyond the participation in elections) Discuss possibilities to report human rights violations intervening in situations where human rights violations take place
Determination of learning objectives	can/ should vary from case to case but should be set at the beginning (commonly agreed with students) part of the learning objectives should cover the learning about the human rights set up in their environment values, attitudes competencies		Normative learning objectives (UDHR) learning about country specific complaints mechanism or likewise
Linking the final phase of the learning to a process/ output	The pupils should be encouraged to proactively seek for information. The teacher can support in providing guidance on the action points linked to the process (such as design poster, conduct exhibition, set-up of website, conduct interviews and publish etc. -> this way the practical skills to translate things into action are advanced, development of competencies)	the level of rights awareness of marginalized groups	set-up of website write an article in the local news art, cartoon exhibition conduct an appointment with the national anti discrimination/equality body and to present this back to school conduct interviews with marginalized groups conduct a training on human rights with a group of smaller aged students of the same school peer to peer or mentoring type of work 1 page poster of code of ethics for the school class as a concrete contract for all parties individual, family, community, country, history