

# ***Materials***

## **INITIAL MATERIALS**

**Computers and mobiles.**

**Dictionaries on paper and online.**

**List of students' groups. There will be 5 groups of 4 people everyone.**

**Numbers from 1 to 5 for every student of every group to work in the classroom.**

## **THREE MAIN CONCEPTS**

Genocide

Steps

Roles

## Concept of Genocide:

“It is the deliberate and systematic extermination of a national, racial political or cultural group.

The concept was coined in 1944 by Polish-born U.S. jurist Raphael Lemkin (1900 – 1959), in reference to Nazi extermination of Jews. Literally Genocide means “killing a tribe”, from Greek “genos”, “race, and origin”; and from “cide”, “kill”. The proper word would be “genticide”.

Generally speaking, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation.

It also signifies a coordinated plan of different actions aimed at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves.”

*Adapted by R. Molina from: <https://en.wikipedia.org/wiki/Genocide>*

## **10 steps of Genocide:**

CLASSIFICATION

SYMBOLISATION

DISCRIMINATION

DEHUMANISATION

ORGANIZATION

POLARIZATION

PREPARATION

PERSECUTION

EXTERMINATION

*DENIAL*

## ***Dictogloss***

### **The path to genocide**

Genocide never just happens.

Genocide has 10 steps.

1. The first one is classification.

Classification means a division between “us” and “them”.

This can be carried out excluding people who are perceived to be different.

2. The second step is symbolisation. Symbolisation is a visual manifestation of hatred.

For example: Jews were forced to wear yellow stars in Nazi occupied Europe.

3. The third step is discrimination, when a dominant group uses law and political power to deny the rights of other groups.

Examples include Nürnberg laws.

4. The fourth step is dehumanisation: Those who are perceived as different, like Tutsis in Rwanda, who were referred to as cockroaches.

5. The fifth step is organisation. There is always a plan for genocide. The State train those who are to carry out the destruction of people.

6. The sixth step is polarisation. Murders use propaganda and newspapers, radio, TV..., to spread messages of hate against the victims.

7. The seventh step is preparation. Victims are separated out and forced to live, for example, in ghettos.

8. The eighth step is persecution. Victims' property is often expropriated. Victims are confined or deported. The aggressors intentionally destroy part of a group.

9. The ninth step is extermination. Murders kill their victims in a deliberate and systematic violence.

10. The tenth and last step is denial. Perpetrators deny any crime.

*Adapted by R. Molina from [genocidewatch.net/genocide-2/8-stages-of-genocide](http://genocidewatch.net/genocide-2/8-stages-of-genocide)*

## The \_\_\_\_\_ to genocide

Genocide never just happens.

Genocide has 10 \_\_\_\_\_.

1. The first one is \_\_\_\_\_.

Classification means a \_\_\_\_\_ between “us” and “them”.

This can be carried out excluding people who are perceived to be different.

2. The second step is \_\_\_\_\_. \_\_\_\_\_ is a visual manifestation of hatred.

For example: Jews were forced to wear \_\_\_\_\_ in Nazi occupied Europe.

3. The third step is \_\_\_\_\_, when a dominant group uses law and political power to deny the rights of other groups. Examples include Nürnberg laws.

4. The fourth step is \_\_\_\_\_: Those who are perceived as different, like Tutsis in Rwanda, who were referred to as \_\_\_\_\_.

5. The fifth step is organisation. There is always a \_\_\_\_\_ for genocide. The State train those who are to carry out the destruction of people.

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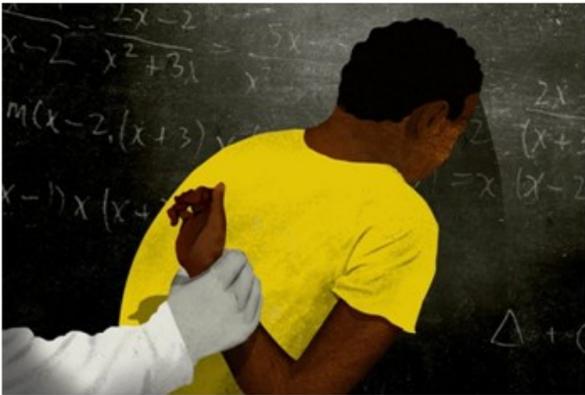
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*Adapted by R. Molina from [genocidewatch.net/genocide-2/8-stages-of-genocide](http://genocidewatch.net/genocide-2/8-stages-of-genocide)*

# Images to be used with the dictogloss:

*( cc creative commons):*

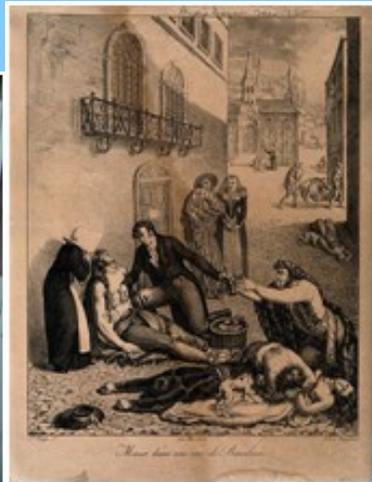


CC 41



**DISCRIMINATION**





**NO**

**Film: The Pianist**

Roman Polanski

2002

Palme d'Or at the 2002 Cannes Film.

## Sentences: Roles in Genocide

They are...

Discriminated, brave, violent, silent watchers, innocent, suffering an injustice, helping, rescuers, liars, killers, passive, present, torturers, watchers, indifferent, distant, out of the problem, accomplices.

.....DISCRIMINATED

**BRAVE**

**VIOLENT**

**SILENT WATCHER**

**INNOCENT**

**SUFFERING AN INJUSTICE**

**HELPING**

**RESCUERS**

**LIARS**

**KILLERS**

**PASSIVE**

**PRESENT**

**TORTURERS**

**WATCHERS**

**INDIFERENT**

**DISTANT**

**OUT OF THE PROBLEM**

**ACCOMPLICES**

## Theoretical text of support for teaching in the classroom:

### HOW CAN WE STOP GENOCIDE?

**Classification:** The main measure is to develop universalistic institutions that transcend ethnic or racial divisions. For example the Catholic church, to promotion a common language... a search for common ground.

**Symbolization:** Hate symbols can be legally forbidden (swastikas) and also hate speech. Avoid separating a group with a symbol like a yellow star.

**Discrimination:** Discrimination should be outlawed. It is necessary full political empowerment and citizenship rights for all the groups in a society.

**Dehumanization:** Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Hate crimes and atrocities should be promptly punished.

**Organization:** Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility. These militias should be

outlawed and U.N. should create commissions to investigate violations and massacres.

**Polarisation:** Security protections for moderate leaders. Assistance to human rights groups. Assets of extremists must be seized.

**Preparation:** Seizure of weapons. Prosecution of incitement and conspiracy to commit genocide.

**Persecution:** A Genocide Emergency must be declared. Great powers and U. N. Security Council must be mobilized. Armed international intervention should be prepared and assistance provided to the victim group for its self-defense. Humanitarian assistance should be organised by the U.N. for the inevitable tide of refugees to come.

**Extermination:** At this stage, only rapid overwhelming armed intervention can stop genocide. Safe areas should be established with armed international protection. It's time to recognize the international responsibility to protect victims.

**Denial:** Perpetrators will deny that they committed any crimes. Yet, an international tribunal and national courts must punish perpetrators. They must be brought to justice.

*Ten stages to genocide, by G. Stanton. Adapted by R. Molina*

**Material for: Theoretical class and dialogue and discussion:  
Victoria J. Barnett: *Bystanders. Conscience and complicity during the  
holocaust***

**Chapter 9: *Acts of Disruptive Empathy: One village***

*(Adapted by Rosa Molina)*

Three villages: Le Chambon, Mathausen and Sondenburg. Le Chambon, with 3000 people, saved the lives of 2500 Jews. The villagers of Mathausen, accommodated themselves to evil in silence. The villagers of Sondenburg drifted passively through the Third Reich while the lives of their neighbours were destroyed.

## Why was Le Chambon different?

1. The decisive role of its religious leader, Pastor André Trocmé: He had studied in Paris and at Union Seminary in New York, an institution on the forefront of the activist social gospel. Trocmé hoped to change the world around.
2. Trocmé started establishing an alternative school. Then he contacted with foreign church leaders he had met in the United States and he got financial help from the Quakers. But Trocmé knew that it was necessary all the village to be involved.
3. Most of the villagers were direct descendants of the French Huguenots, who had been persecuted themselves in the 16<sup>th</sup> century. It was a region with a tradition of solidarity and resistance against persecution.

4. Vichy officials had ordered schools to begin their days with a fascist salute to the French flag. Trocmé contacted R. Darcissac, the principal of the local public school and together developed a plan to avoid the salute: They placed the flagpole between two buildings and made the salute optional. You had to go there for the salute. After some weeks, everyone had stopped saluting the flag.
5. A first simple act showed the villagers that resistance existed. A dynamic of resistance had been created. This was a first step.
6. Only one step and the movement toward resistance in Le Chambon was incremental, as was the movement toward apathy in Mathausen and Sondenburg. Le Chambon had a background of solidarity and resistance, they had a leader, and they had done a tiny movement to goodness. Only this. First step. Mathausen and Sondenburg had a background of Christian faith, any religious leader wanted to compromise, and people did nothing. Nothing. First step.

7. A second moment: The first refugee arrived in winter 1940. They wanted to send her away because they were afraid but, Magda, Trocmé's wife, although afraid, took her. In Le Chambon, Sondenburg and Mathausen everybody was afraid, they were not that different, but the step of Le Chambon went to one direction. The step of Sondenburg and Mathausen to a different direction, but no so important, or was it? As the evil increased, the villagers became diminished morally. In contrast, Le Chambon began to move in the opposite direction.
8. Thanks their commitment, in Le Chambon, its residents became surer of themselves. But this movement was not accidental or spontaneous; it was deliberate. Every two weeks Trocmé met with thirteen "responsables" to study a biblical passage and, in turn, these ones met with their own neighbours to talk about their scriptural readings. Guided by a devout faith and ethical assumptions, they had chosen to resist.
9. Yet, in 1942 police arrived in Le Chambon looking for Jews, but the people of Le Chambon quickly helped the refugees hide in the woods. In Mathausen,

townspeople joined the SS guards in hunting down the prisoners and murdering them. Local police officials decided to ignore the village's activities, implicitly protecting it. The villagers never attempted to convert the Jewish children in Christianity.

10. Disruptive empathy is not only the force to resist evil. This force becomes an act to the other, because disruptive empathy is the opposite of prejudice, passivity and indifference. It is an active force that changes the atmosphere. **Passivity is not inaction but an act of harmdoing.** Your closed door is an instrument it does harm. One decision led to another. The intention to rescue, in Le Chambon, was not there from the beginning but developed. It is a kind of "atmosphere". A certain atmosphere both fosters and is fostered by individual and institutional complicity. The atmosphere can be created. In contrast, the atmosphere of Mathausen and Sondenburg was tainted of fear and passivity. This made harder for individuals to help others. Le Chambon shows that something else was possible: The refusal of individuals to remain bystanders can change an entire community.

## Songs and music:

**"Exile song"** , by Pere Quart

On a full moon night  
we walked over the mountains' edge  
slowly, saying nothing.  
The moon was going full  
and so was our sorrow.

My beloved goes with me  
with her brown skin and grave air  
(like an image of the Virgin Mary  
that they've found in the mountain).

So as to make it forgive us for the war,  
that stains it with blood and ruins it,  
before going over the line,  
I bend down and kiss the earth  
and I caress it with my shoulder.

In Catalonia I left  
on the day of my departure  
half a life in slumber;  
the other half came with me

so as not to leave me lifeless.

Today in French land  
and tomorrow maybe further away,  
I won't die of homesickness,  
rather I'll live on it.

In my land of the Vallès  
three hills make a mountain chain,  
four pine trees a thick forest,  
and five fields too much land.  
"There is nothing quite like the Vallès"

May the pine trees cling to the cove,  
the chapel on top of the mound;  
and on the beach a little tent  
that flaps like a wing.

An undone hope,  
an infinite regret.  
And a homeland so small  
that I dream it complete.

[www.edu365.cat/eso/muds/catala/literatura/poesia/exili/pantalla6.htm](http://www.edu365.cat/eso/muds/catala/literatura/poesia/exili/pantalla6.htm)

*Adapted by: R. Molina*

## LANGUAGE SUPPORT

They are...

They don't...

He is...

They suffer...

Names and adjectives:

Silent spectators

Passive

Discriminated

Brave

Organized

Violent...

# LANGUAGE SUPPORT

**This stage shows.../This step shows...**

**These stages show.../these steps show...**

**This one represents...**

**As we can observe...**

**We can see...**

**We can appreciate...**

**What Dr Stanton is trying to show is...**

**On the one hand.../ on the other hand...**

**However..., Although...**

**To conclude...**

**From our point of view...**

**As we see it...**

**Perhaps...**

**Probably...**

**According to...**

**I can see...**

**They are...**

**They don't...**

**He is...**

**They suffer...**

**Names and adjectives:**

**Silent spectators**

**Passive**

**Discriminated**

**Brave**

**Organized**

**Violent...**

**My feeling has been...**

**I have realised of...**

**What I would like the most...**

**I want to share with you...**

**I have discovered...**

***I want to propose...***

## **CONTENT-OBLIGATORY LANGUAGE**

### **FIRST DAY**

#### **TOPIC: Genocide**

**Driving Question: How can we stop genocide?**

### **LEXIS**

Holocaust, Memorial Day, Armenian genocide, Bosnian witness, deliberate, systematic, extermination, racial politics, Jews, mass killings, Gypsies, homosexuals, nation, annihilate, coordinated plan, actions, political prisoners, billboard.

### **LANGUAGE**

Holocaust Memorial Day, Actions aimed at helping..., What do you remember of the Holocaust Memorial Day? And of the Armenian Genocide? What did the Bosnian witness explain to us? How did you feel? How can we stop genocide? What do you think you need to know and learn to answer this question? Upload your list to the billboard. I remember when... What I liked the most was... I enjoyed..., I had never heard of..., What impressed me..., I felt...; I was curious to know more about...

## **SECOND DAY**

### **LEXIS**

Classification, symbolisation, discrimination, dehumanisation, organisation, polarisation, preparation, persecution, extermination, denial, steps, path, to carry out, to confine, to deny.

### **LANGUAGE**

How many steps genocide has? Which are their names? What's the order of its presentation? What's the main characteristic of every step?

To me, it is...; I can see...; It is...; According to...; Although they are...; There is...; There are...; Perhaps...; Probably...; Whereas...; From my point of view...

## **THIRD DAY**

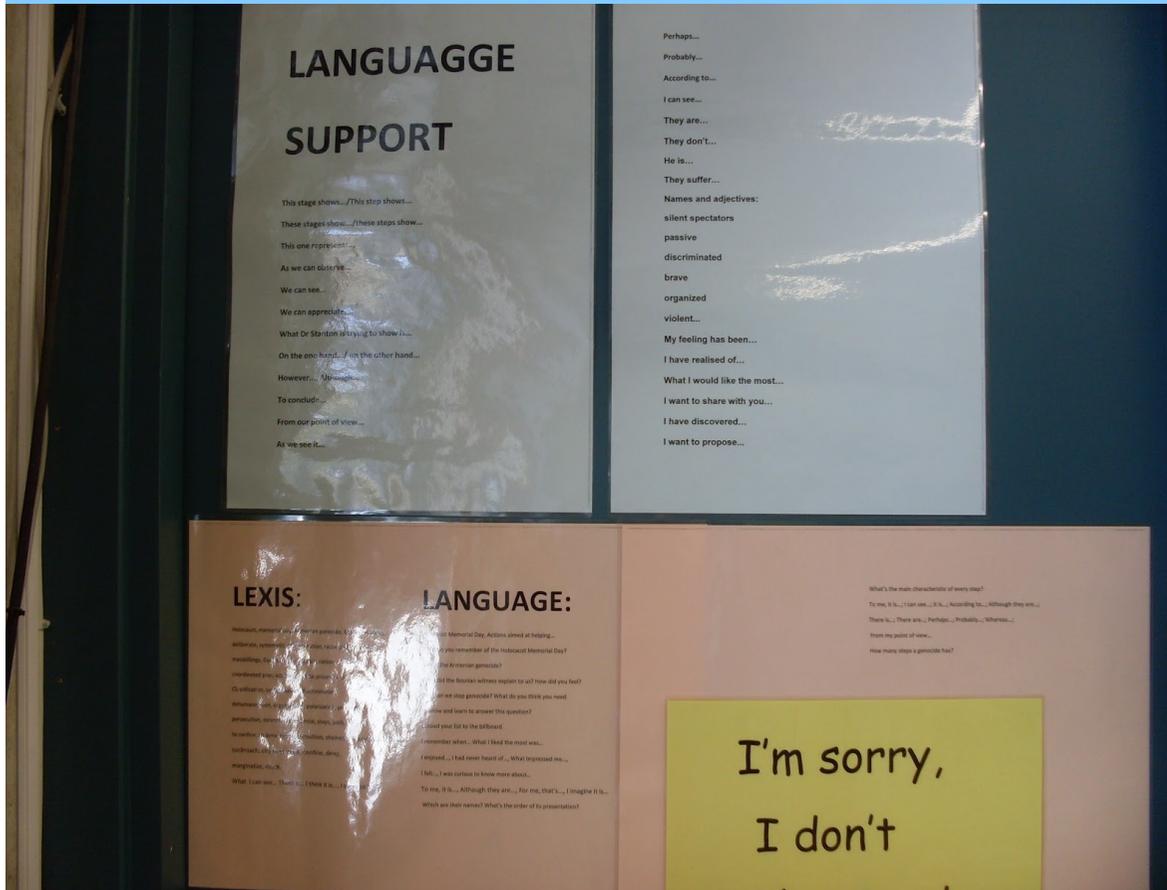
### **LEXIS**

Route, evolution, shelves, division, traffic signal, cockroach, city map, cook, confine, deny, marginalize, mock.

### **LANGUAGE**

What I can see... I think it is... I suppose it is... To me, it is... Although they are... For me, that's... I imagine it is... It has to be...

# Visual materials to support comprehension



## LEXIS:

Holocaust, memorial day, Armenian genocide, Bosnian witness,  
deliberate, systematic, extermination, racial political, Jews,  
masskillings, Gypsies, homosexuals, nation, annihilate,  
coordinated plan, actions, political prisoners, billboard.  
Classification, symbolisation, discrimination,  
dehumanisation, organisational, polarisation, persecution,  
persecution, extermination, initial steps, to confine,  
to confine, to deny, revolt, evolution, shelter, drive, traffic signal,  
cockroach, city map, cook, confine, deny,  
marginalize, mock.  
What I can see... There is... I think it is..., I suppose it is...

## LANGUAGE:

Holocaust Memorial Day, Actions aimed at helping...  
What do you remember of the Holocaust Memorial Day?  
And of the Armenian genocide?  
What did the Bosnian witness explain to us? How did you feel?  
How can we stop genocide? What do you think you need  
to know and learn to answer this question?  
Upload your list to the billboard  
I remember when... What I liked the most was...  
I enjoyed..., I had never heard of..., What impressed me...,  
I felt..., I was curious to know more about...  
To me, it is..., Although they are..., For me, that's..., I imagine it is...  
Which are their names? What's the order of its presentation?

Perhaps...

Probably...

According to...

I can see...

They are...

They don't...

He is...

They suffer...

Names and adjectives:

silent spectators

passive

discriminated

brave

organized

## TOPIC: Genocide

Driving question:

How can we stop genocide?

# BYSTANDERS

*Complicity*

*During the Holocaust*

### HOW CAN WE STOP GENOCIDE?

**Classification:** The main measure is to develop universalistic institutions that transcend ethnic or racial divisions. For example the Catholic church, to promote a common language... a search for common ground.

**Symbolization:** Hate symbols can be legally forbidden (swastika) and also hate speech. Avoid separating a group with a symbol like a yellow star.

**Discrimination:** Discrimination should be outlawed. It is necessary for political empowerment and citizenship for the victims in a society.

**Dehumanization:** Propaganda and ideological leaders should be outlawed. Propaganda should be outlawed and U.N. should create commissions to investigate violations and massacres.

**Organization:** Organized, violent, for the victims using militia to provide security. If this responsibility these militia should be outlawed and U.N. should create commissions to investigate violations and massacres.

**Relaxation:** Security protections for moderate leaders. Assistance to human rights groups. Assets of extremists must be seized.

**Preparation:** Arms embargo. Prosecution of instigators and conspiracy to commit genocide.

**Persecution:** A Genocide Emergency must be declared. Great powers and U. N. Security Council must be notified. Armed international intervention should be prepared and assistance provided to the victim group for its self-defense. Humanitarian assistance should be organized by the U.N. for the intractable tide of refugees to come.

**Extermination:** At this stage only rapid overwhelming armed intervention can stop genocide. Safe areas should be established with armed international protection. It's time to recognize the international responsibility to protect victims.

**Denial:** Perpetrators will deny that they committed any crimes. Yes, an international tribunal and national courts must punish perpetrators. They must be brought to justice.

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To risk their lives, among the crumbling walls, in the most desperate revolt – was to



André and Magda Trocmé and their children: Nelly, Jean-Pierre, Jacques and Daniel

RESCUERS

# VICTIMS

## JANUSZ KORCZAK

Janusz Korczak (1879–1942) is one of the legendary figures to emerge from the Holocaust. A successful pediatrician and well-known author in his native Warsaw, he gave up a brilliant medical career to devote himself to the care of orphans. Like so many other Jews, Korczak was sent into the Warsaw Ghetto after the Nazi occupation of Poland. He immediately set up an orphanage for more than 200 children. Many of his admirers, Jewish and gentile, offered to rescue him from the ghetto, but Korczak refused to leave his small charges. When the Nazis ordered the children to board a train that was to carry them to the Treblinka death camp, Korczak went with them, despite the Nazis' offer of special treatment. His selfless behavior in caring for these children's lives and deaths has made him beloved throughout the world; he has been honored by UNESCO and commemorated on postage stamps in both Poland and Israel.



Map illustrating the location of the major Nazi death and concentration camps



## Leon Greenman



The train journey from Warsaw about three and a half hours with me and gave each other the time I don't come back, you never see again when to good for the child from the woman, the woman the little boy that was on there the stopped over on and on the the and children and in the corner up with the baby. They were could recognize them. A picture those were supposed to have go near the gas chambers, and the people were others, and the last one was the last one.

Photocopied photos of: Janus Korczak: *Ghetto diary*, Yale University press; Lyn Smith in association with the Imperial war museum: *Forgotten voices from the holocaust*, Ebury press

## **Assessments:**

**Teacher Oral Questions (They are in the Unit Overview).**

**The “game”:** The list of the Ten stages of genocides:.

Two groups of 10 students. In every group every student has the name of one stage.

They have to order themselves, before to finish the class, in a correct order.

Stages: classification, symbolization, discrimination, dehumanization, organization, polarization, preparation, persecution, extermination, and denial.

**Dictogloss dynamic.**

**Teacher observation.**

**The “game” of Roles in Genocide** (*by Rosa Molina*):

Perpetrators, or Victims, or Rescuers, or Bystanders...

They are...

Match them...

Discriminated, brave, violent, silent watchers, innocent, suffering an injustice, helping, rescuers, liars, killers, passive, present, Torturers, watchers, indifferent, distant, out of the problem, accomplices.

**Theatre:**

Everyone of the group gets a letter. A letter means a role. They have to imagine individually his/her behaviour and then to join all the members of the group and to invent a representation. They have lists of language support. B, V, P, R

**Final assessment: Different exhibitions in different spaces of the institute about: how the Holocaust began, how it was developed, how life did continue.**

**To assess the members of the other groups during the project: ATTITUDE**

**Select an option of each row. You also can write your opinion in "Others":**

<b>Team work evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Implication of the group members</b>	All the members of the group worked	Some members of the group worked more than others	Some members didn't work	One person did most of the work
<b>Time management</b>	They organised well and they had enough time	At the beginning they spent too much time and in the end they had to hurry up	They ran out of time and they finished their work rushing	They couldn't finish their work
<b>Autonomy</b>	They never needed help of our teacher	They occasionally needed help of our teacher	They often needed help of our teacher	They constantly needed help of our teacher

<b>Attitude</b>	I can see they learnt a lot of each other and they enjoyed both working alone and in groups	They enjoyed working together and they learnt some new things, but I see they prefer to work alone	They sometimes felt that team working was useless and that to work alone was better	It is clear that they disliked team working because for them it was more comfortable to work alone to get better results
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**OTHERS:**



**Rate your own group now: ATTITUDE**

Select an option of each row. You also can write your opinion in "Others":

<b>Team work evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Implication of the group members</b>	All the members of the group worked	Some members of the group worked more than others	Some members didn't work	One person did most of the work
<b>Time management</b>	You organised well and you had enough time	At the beginning you spent too much time and in the end you had to hurry up	You ran out of time and you finished your work rushing	You couldn't finish your work
<b>Autonomy</b>	You never needed help of our teacher	You occasionally needed help of our teacher	You often needed help of our teacher	You constantly needed help of our teacher

<b>Attitude</b>	I can see we/I learnt a lot of each other and we enjoyed both working alone and in groups	We/I enjoyed working together and we learnt some new things, but I see we prefer to work alone	We/I sometimes felt that team working was useless and that to work alone was better	It is clear that we/I disliked team working because for us it was more comfortable to work alone to get better results
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**OTHERS:**



**Evaluate YOUR OWN group: CONTENTS**

Evaluation	A	B	C	D
<p><b>The final product: It was well made. Descriptions were clear. Information was complete</b></p>	<p>Points very well described, and communicated very effectively, with very appropriate language</p>	<p>Good description of points, and well communicated with appropriate language</p>	<p>Enough description of points with adequate communication.  Language could generally be understood</p>	<p>Not enough description of points. Points not always adequately communicated, due to problems with language</p>
<p><b>Presentation of information</b></p>	<p>Very good presentation skills used. Visual display was very good</p>	<p>Good presentation skills used. Visual display was good</p>	<p>Adequate presentation skills used. Visual display was sufficient</p>	<p>Presentation skills lacking. Visual display was insufficient</p>
<p><b>Contents of information</b></p>	<p>You understood all genocide issues.</p>	<p>You understood most of the genocide issues</p>	<p>You understood some of the genocide issues</p>	<p>You didn't understand most of the genocide issues</p>

<b>Things to improve...</b>	
<b>Was it useful for you?</b>	

**Evaluate other groups using the same criteria.**

## Checklist

In this unit you ...

Yes or Not?

1. Used English to discuss topics in teams...
2. Showed interest in the class and the subject...
3. Worked well with your classmates in order to share ideas, plan together and produce good work as a group...
4. Did a presentation in which all the members of the team have equally participated...
5. Understood the real genocide issues...
6. Were able to identify the main genocide dynamics, stages, roles, and how to change and stop it...
7. Expressed your ideas and feelings...
8. Analysed and felt the personal experience of every role...
9. Talked about moral dilemmas...
10. Saw the importance of knowledge, self-reflection, and to be involved...
11. Realised of the importance of commit to others...
12. Felt engaged in the activities...
13. Discovered how important is to get involved...

**Guideline to carry out the observations of the Oral Presentations, to be used by the teacher and the public:**

**Observe your colleagues and enclose what you think:**

<b>Final Product Public Presentation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Implication of the group members</b>	All the members of the group worked	Some members of the group worked more than others	Some members didn't work	One person did most of the work
<b>Time management</b>	They organised well and they had enough time	At the beginning they spent too much time and in the end they had to hurry up	They ran out of time and they finished their work rushing	They couldn't finish their work

<b>Autonomy</b>	They never needed help of our teacher	They occasionally needed help of our teacher	They often needed help of our teacher	They constantly needed help of our teacher
<b>Attitude</b>	I can see they learnt a lot of each other and they enjoyed both working alone and in groups	They enjoyed working together and they learnt some new things, but I see they prefer to work alone	They sometimes felt that team working was useless and that to work alone was better	It is clear that they disliked team working because for them it was more comfortable to work alone to get better results
<b>The final product: Descriptions were clear.</b>	Points very well described, and communicated very effectively, with very appropriate language	Good description of points, and well communicated with appropriate language	Enough description of points with adequate communication.  Language could generally be understood	Not enough description of points. Points not always adequately communicated, due to problems with language



<b>Presentation of information</b>	Very good presentation skills used. Visual display was very good	Good presentation skills used. Visual display was good	Adequate presentation skills used. Visual display was sufficient	Presentation skills lacking. Visual display was insufficient
<b>Contents of information</b>	You understood how they explained all genocide issues and how to stop genocide	You understood most of genocide issues they explained and how to stop genocide.	You understood some of genocide issues they explained and how to stop genocide.	You didn't understand most of the genocide issues they explained nor how to stop genocide.
<b>In the end, the group made it clear, that: it is necessary to engage with rescuers and to act to stop injustice, violence and genocide</b>	Completely clear.	Fairly clear.	A bit clear.	Not at all clear.

<b>Performance and organisation of space</b>	The performance was perfect, very well chosen, and very well organised.	The performance was good, well-chosen and organised.	It was all right, although they should improve some aspects.	It wasn't good enough. They need to improve it.
<b>Assembly, construction, originality of the idea, complexity...</b>	It was terrific, I liked it so much.	It was really good. They worked much and the idea was original and well made.	It wasn't very original nor very complex, but the idea was nice.	Their construction was very simple. It was neither complex nor original. They should work harder.



## Questionnaire about key concepts:

1. Can you explain what genocide is?
2. Can you order the ten stages of genocide?
3. Can you draw the relation between the different roles? If you prefer, explain them.
4. Can you suggest some actions to stop genocide?
5. Can you explain something about a rescuer or about a group of rescuers you admire the most?

Share your answers with your friends and talk about them.