

PROJECT PLANNING TEMPLATE

for CLIL and Content-Rich Environments

Identification

Title	Genocides: How can we prevent and stop them?
Authorship	Rosa Molina
With the support of	
School	Institut Matadepera
CEFR Level (A1, A2...)	Batxillerat
Grade	1
Content areas	HMC - Contemporary History
Number of sessions	9



Teacher(s) involved	Rosa Molina
Key words	genocide, steps, roles

INTRODUCTION TO THE PROJECT

Genocide is a process that develops in stages and that is predictable and not inexorable. A genocide never just happens but it is created, in an ordered but not linear process, because stages may occur simultaneously and continue to operate throughout the process. Yet, at each stage preventive measures can stop it and the role everyone of us play is very important to end the genocide and to share our common humanity. History is not a directionless accident but depends on our involvement with justice, right, democracy and peace. To keep alive the memory and to get involved with all these values it is also a school task.

This project proposes our students to learn more about it and avoid standing by. It will be made in English language: texts, films, exercises, dramatizations, and the day to day of the subject will be developed in English.



The project is included in the programming of 1 Batxillerat, subject: HMC - Contemporary History, as part of our Global Peace Education Project.

The driving question: How can we stop genocide?

GOALS	HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
<ol style="list-style-type: none">1. Students will investigate and explain what genocide is and how it works.2. Students have to recognise its structure, understand it, explore how to change it and show and communicate this information to other students of our school.	<p style="text-align: center;">Formative Assessment:</p> <p>At the beginning and during the project, the students will write a self reflection (a self assessment) about what they know and what they think they need to learn.</p> <p>The students will talk publically to the teacher and between them during the project.</p>



3. Students will distinguish and study the different roles of everyone in a genocide, which ones can stop it, and will collaborate to inform the other members of our school.

The students will write personally and in collaborative groups and will hang its information on the billboard.

Final Assessment:

The students will produce a final product and will show and explain it in a public presentation. They can record and show a video if they prefer. There will be an oral presentation in front another mates and teacher's feedback.

A self assessment using a rubric: At the end of the project the students will answer a questionnaire about key concepts.

At the end of the project they will write a self reflection again about what they know.



--	--

PRODUCT/S	<p>Students will make an exhibition with posters on the genocide stages, roles, strategies to avoid a genocide, construct tents, human shadows, railways, puzzles of photos, luggage filled with their most important things, poems, maps, white sheets with traces to life, stars of David and another symbols, emotions, questions...</p> <p>Presentations: A speech to explain it. Own videos recorded.</p>
------------------	--

CURRICULUM CONNECTIONS
Link your project to the curriculum
SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum	Foreign language curriculum
<p>Àmbit Història del Món Contemporani Dimensió històrica: - Analitzar els fets històrics del món contemporani per</p>	<p>Àmbit lingüístic Comunicació Oral: - Obtenir informació i interpretar textos orals relacionats amb</p>



Adapted from CLIL-SI 2015. More information at:
<http://grupsderecerca.uab.cat/clisi/>

Updated by GEP trainers 2017-/2018



<p>comprendre'n la causalitat històrica.</p> <ul style="list-style-type: none"> - Partint de la formulació de preguntes, aplicar els procediments de recerca històrica per interpretar el passat. - Interpretar que el present és producte del passat i comprendre que el futur serà el fruit de decisions i accions actuals. - Identificar i valorar la identitat i col·lectiva, per comprendre la seva intervenció en la construcció de subjectes històrics. <p>Dimensió Ciutadana:</p> <ul style="list-style-type: none"> - Formar-se un criteri propi sobre els problemes més rellevants de cara a desenvolupar un pensament crític. - Pronunciar-se en defensa de la justícia, la llibertat i la igualtat de tots els éssers humans. - Participar activament i de manera compromesa en projectes per exercir drets, deures i responsabilitats propis d'una societat democràtica. 	<p>els continguts del currículum.</p> <ul style="list-style-type: none"> - Planificar i produir textos orals segons la situació comunicativa. - Emprar estratègies de comunicació oral per iniciar, mantenir i acabar el discurs. <p>Comprensió Lectora:</p> <ul style="list-style-type: none"> - Aplicar estratègies de comprensió per obtenir informació i interpretar el contingut de l'àmbit acadèmic. - Seleccionar i utilitzar eines de consulta per accedir a la comprensió de textos i adquirir coneixement. <p>Expressió Escrita:</p> <ul style="list-style-type: none"> - Produir textos escrits utilitzant els elements de la situació comunicativa. - Reproduir oralment, recitar i dramatitzar textos.
--	---

21st CENTURY COMPETENCES			
Collaboration	x	Information, media and technology	x
Communication	x	Leadership & Responsibility	x
Critical Thinking and Problem Solving	x	Initiative & Self-direction	x



Creativity & Innovation	x	Social & Cross-cultural	x
Others:			

KEY COMPETENCES			
Communicative, linguistic and audiovisual competence	x	Digital competence	
Mathematical competence		Social and civic competence	x
Interaction with the physical world competence		Learning to learn competence	x
Cultural & artistic competence	x	Personal initiative and entrepreneurship competence	x

CONTENTS (Knowledge and Skills)	
TOPIC-RELATED KNOWLEDGE	TOPIC-RELATED SKILLS
<p>Definition of “genocide”.</p> <p>The name of the main steps in a genocide.</p> <p>The characteristics of every step and how they can be stopped.</p>	<p>Searching for information, investigating how a genocide works, defining every step, explaining the contents to their classmates and talking to them, writing their main ideas, exposing them, communicating emotions, cooperating to construct an artistic exposition, interacting between them, expressing themselves</p>



The role of everyone in a genocide.

Information about genocides

artistically and with TIC, and having personal and organizational initiatives.

CONTENT-OBLIGATORY LANGUAGE

Using basic language and learning.

Developing the communication using TIC.

Speaking and using specific vocabulary of this subject (HMC).

Express oneself in communicative situations with meaning.

Real communication: Explaining how to avoid collaborating in a genocide.

Practice oral fluidity: Talking about the different roles.

Approach to reality through language: Describing what a genocide is and how it works.



CONTENT-OBLIGATORY LANGUAGE

LEXIS: holocaust, memorial day, Armenian genocide, Bosnian witness, deliberate, extermination, Jews, mass killings, Gypsies, homosexuals, nation, annihilate, coordinated plan, actions, political prisoners, billboard, systematic, classification, symbolisation, discrimination, dehumanization, organisation, polarisation, preparation, persecution, extermination, denial, steps, path, to carry out, to confine, to deny, marginalize, mock, route, evolution, shelves, division, traffic signal, cockroach, city map, cook, confine.

LANGUAGE: Actions aimed at helping, racial political, What did the Bosnian witness explain to us? I remember he said... How did you feel? I felt... How can we stop a 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... 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 there are..., There is..., There are,; Perhaps,; Probably..., Whereas..., From my point of view... What I can see... There is... 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.



PERSONAL & EMOTIONAL DEVELOPMENT

Become aware of the importance of keeping the memory alive.

Understand the importance of personal and social responsibility.

Discover the complicity of the bystanders.

Commitment to democratic values and humanizers.

Get involved with justice and peace.

MATERIALS & RESOURCES

LIST OF TEACHING MATERIALS:

Billboard and exhibition with card stock and materials in the hallway. Exposition hall:



Adapted from CLIL-SI 2015. More information at:
<http://grupsderecerca.uab.cat/clisi/>

Updated by GEP trainers 2017-/2018

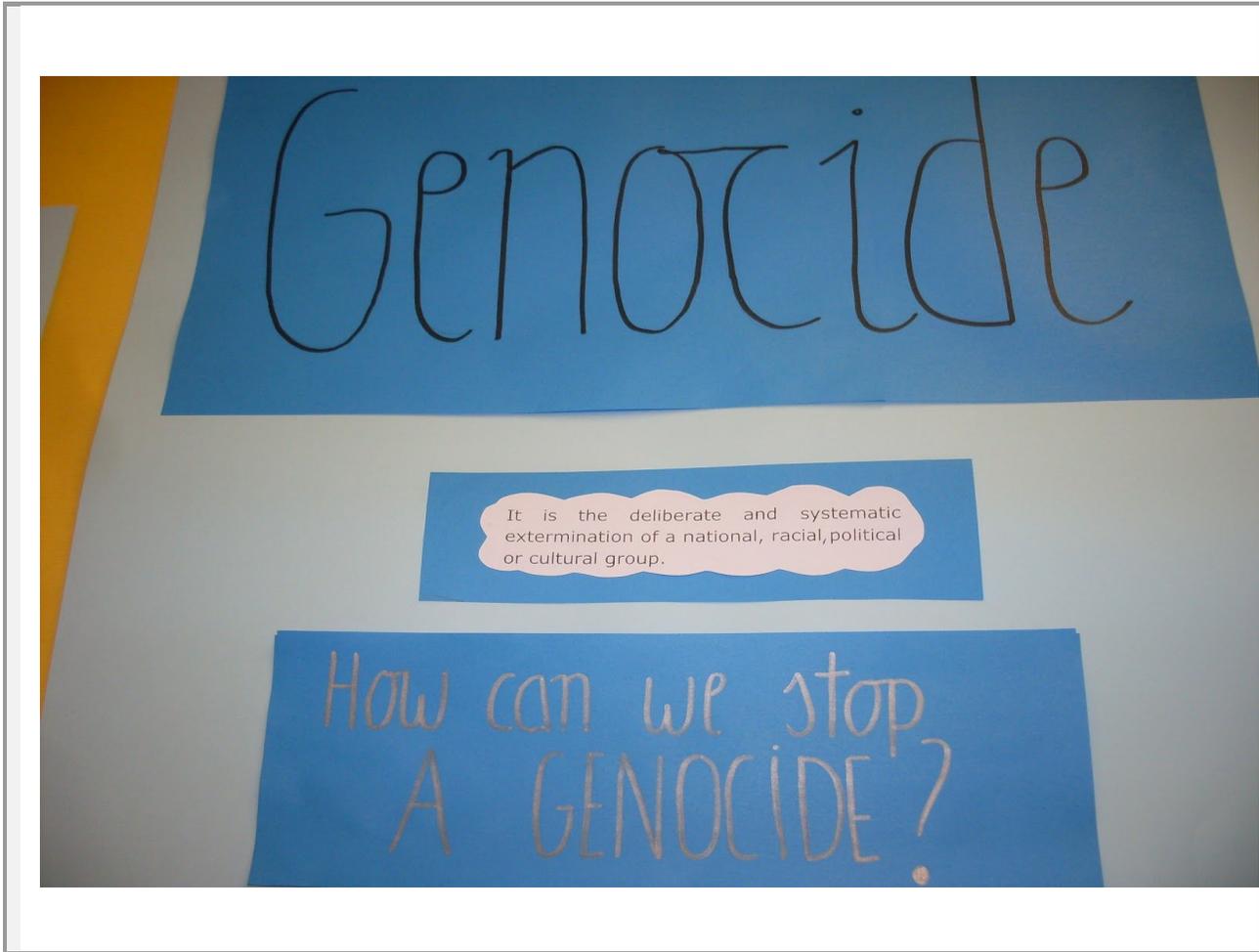


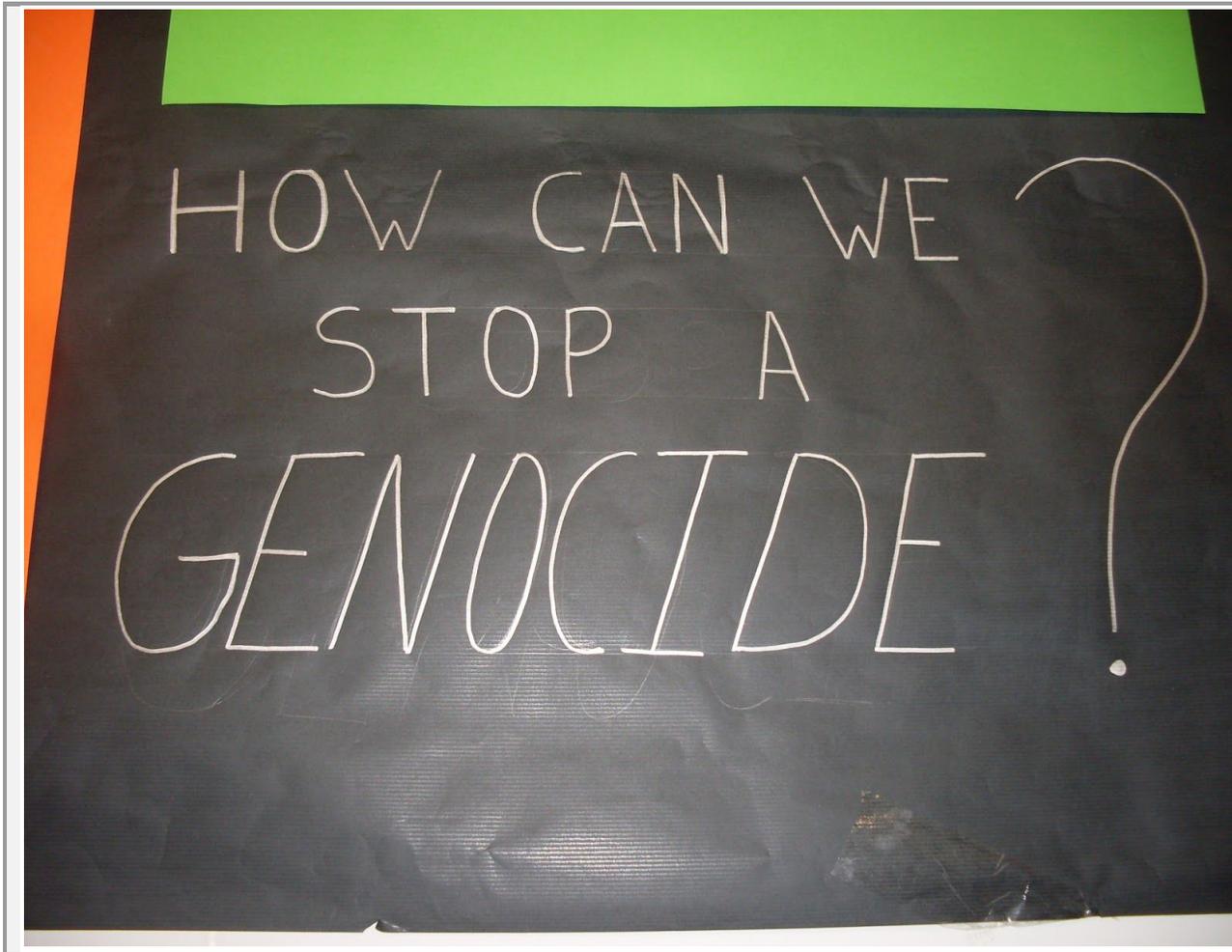
TOTALI TARIANISM

From: Yad Vashem, educational materials, Jerusalem, Israel

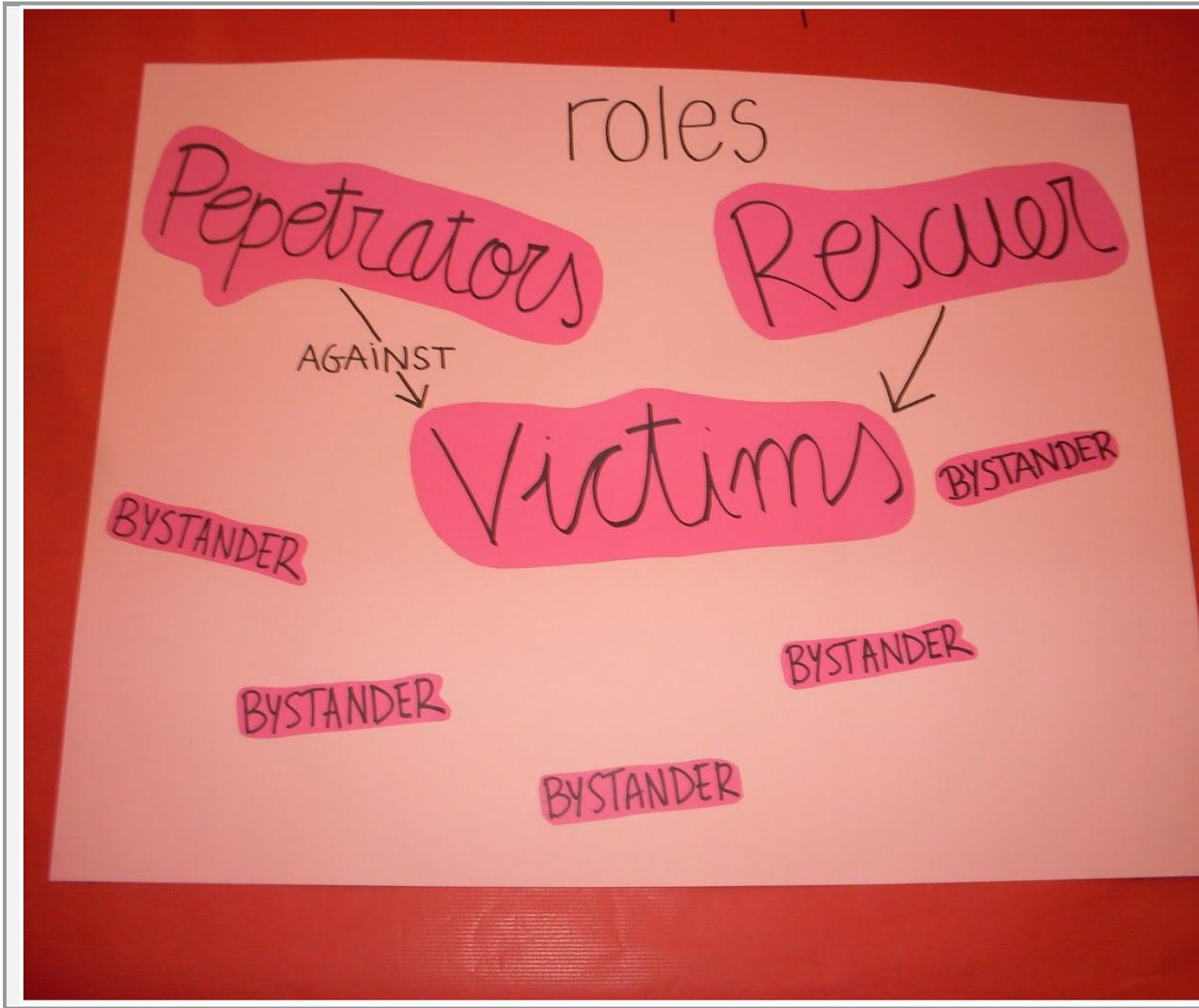
Billboards in the classroom:

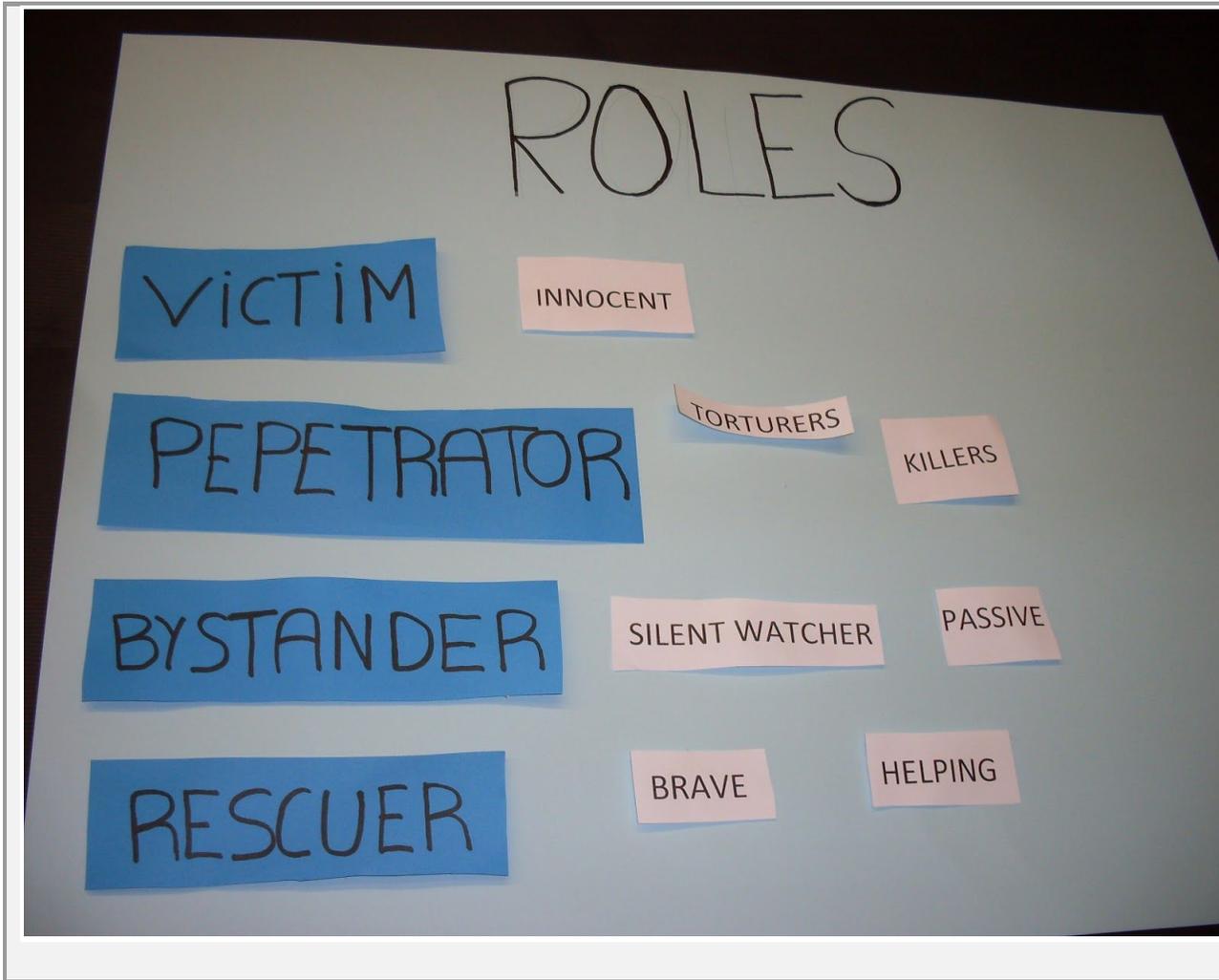


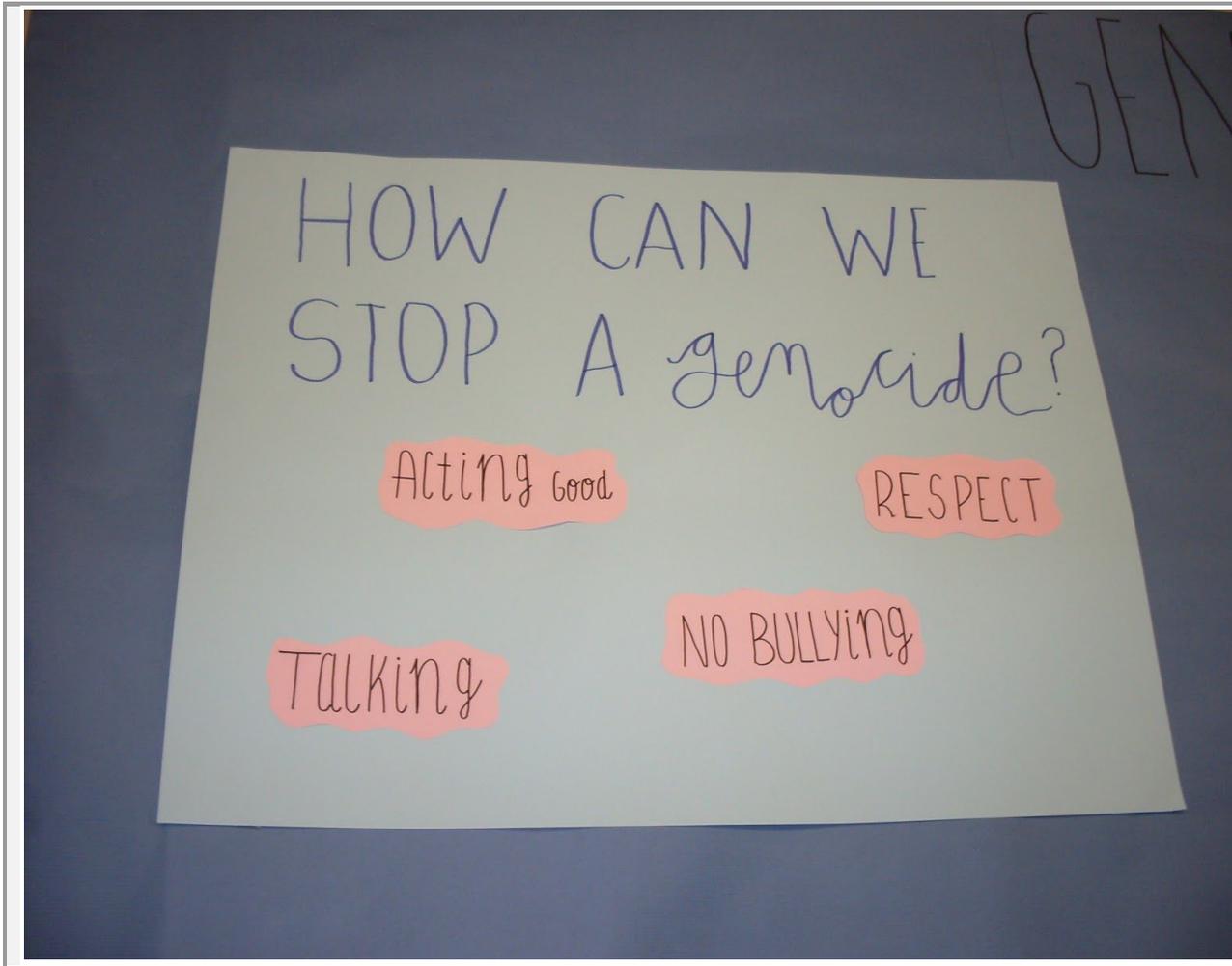












How can we stop
a genocide?

Pacting

Talking

No racism

Respecting

No violence



Computers and mobiles.

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.

List: 3 Main concepts on the walls of the classroom and on paper:

TOTALITARIANISM

GENOCIDE

HOW CAN WE STOP A GENOCIDE?

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>

List: 10 steps of Genocide:

CLASSIFICATION
SYMBOLISATION
DISCRIMINATION
DEHUMANISATION
ORGANIZATION
POLARIZATION
PREPARATION
PERSECUTION
EXTERMINATION
DENIAL

Texts:

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

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.
 6. The sixth step is polarisation. Murders use propaganda and ..., to spread messages of hate against the victims.
 7. The seventh step is _____. 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 _____ or deported. The aggressors intentionally destroy part of a group.
 9. The ninth step is extermination. Murders kill their _____ in a deliberate and systematic violence.
 10. The tenth and last step is _____. Perpetrators deny any crime.

Adapted by R. Molina from genocidewatch.net/genocide-2/8-stages-of-genocide

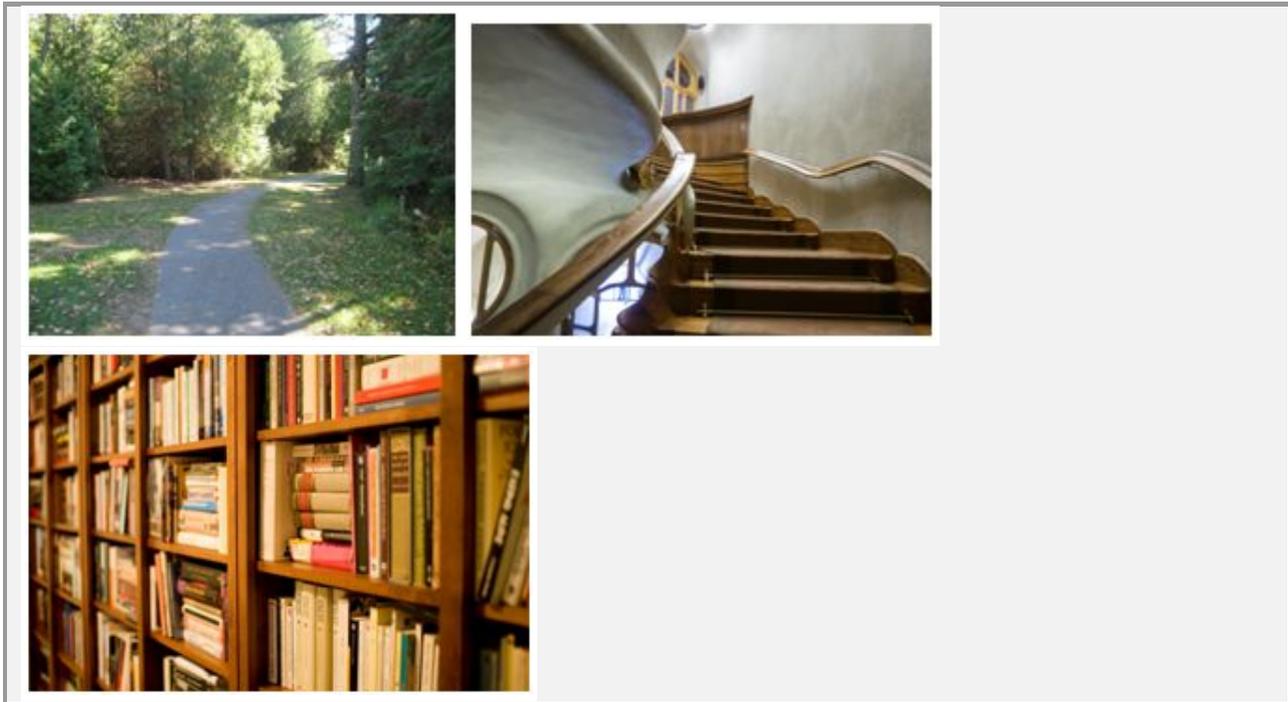
Images to be used with the dictogloss (cc creative commons):



Adapted from CLIL-SI 2015. More information at:
<http://grupsderecerca.uab.cat/clilsi/>

Updated by GEP trainers 2017-/2018













NO



Films: **The Pianist**, 2002, Roman Polanski, Palme d'Or at the 2002 Cannes Film.

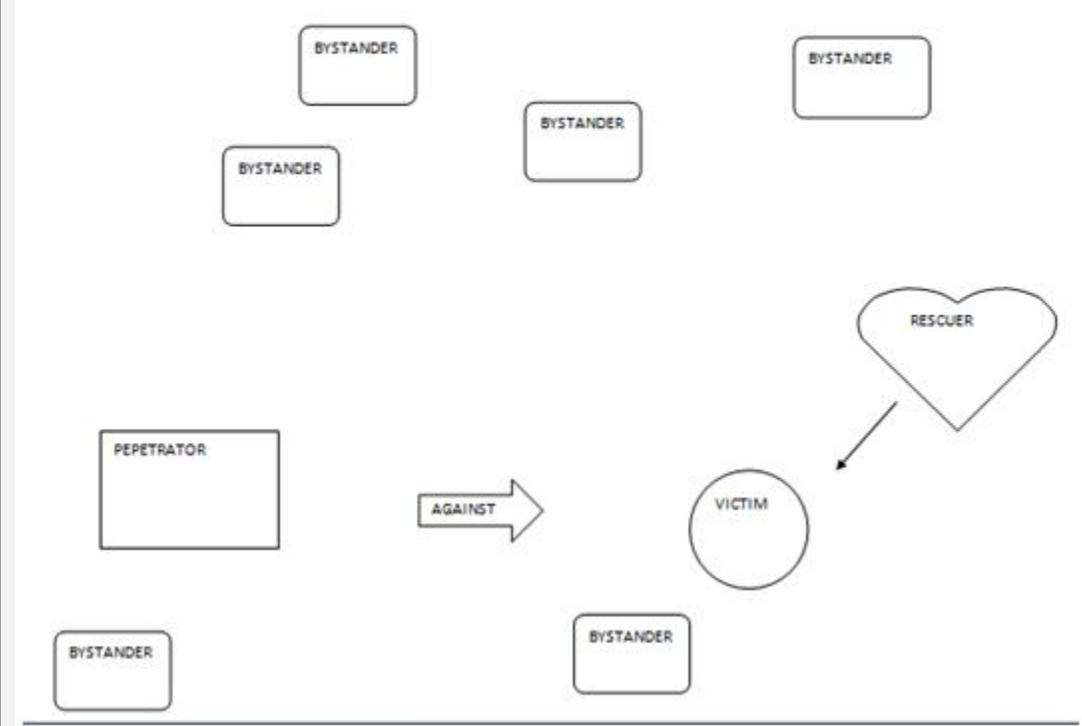


Adapted from CLIL-SI 2015. More information at:
<http://grupsderecerca.uab.cat/clisi/>

Updated by **GEP trainers 2017-/2018**



ROLES IN GENOCIDE



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: Arms embargos. 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 16th 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.

Dictionaries on paper and online.

Vocabulary: See Content-Obligatory Language

Visual materials to support comprehension:



Adapted from CLIL-SI 2015. More information at:
<http://grupsderecerca.uab.cat/clilsi/>

Updated by GEP trainers 2017-/2018



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, organised, polarisation, persecution, extermination, step, to confine, to deny, roving, evolution, shelter, double, traffic signal, cockroach, city map, cook, confine, deny, marginalize, mock.
What I can see... There is... I think it is..., I suppose it is...

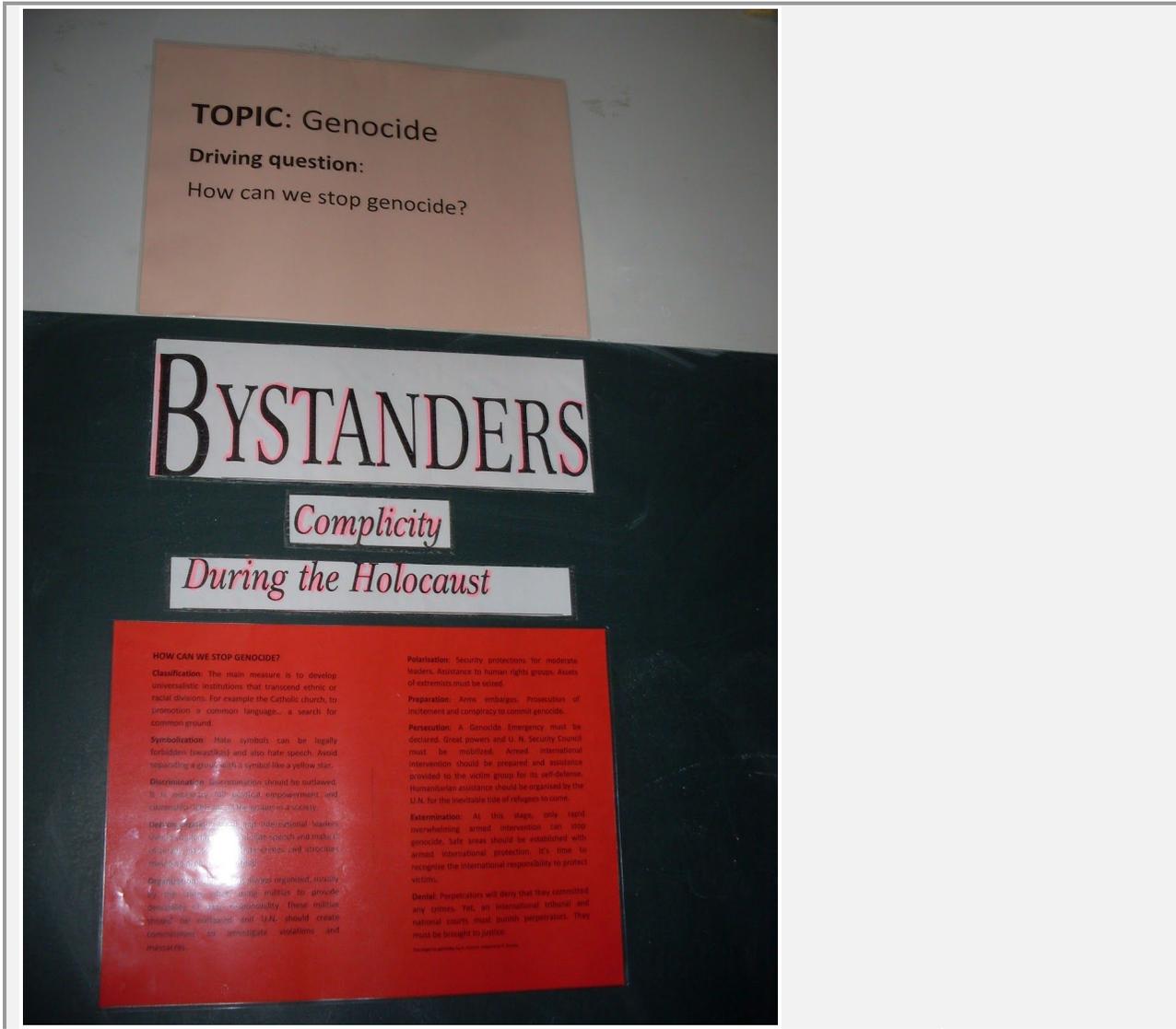
LANGUAGE:

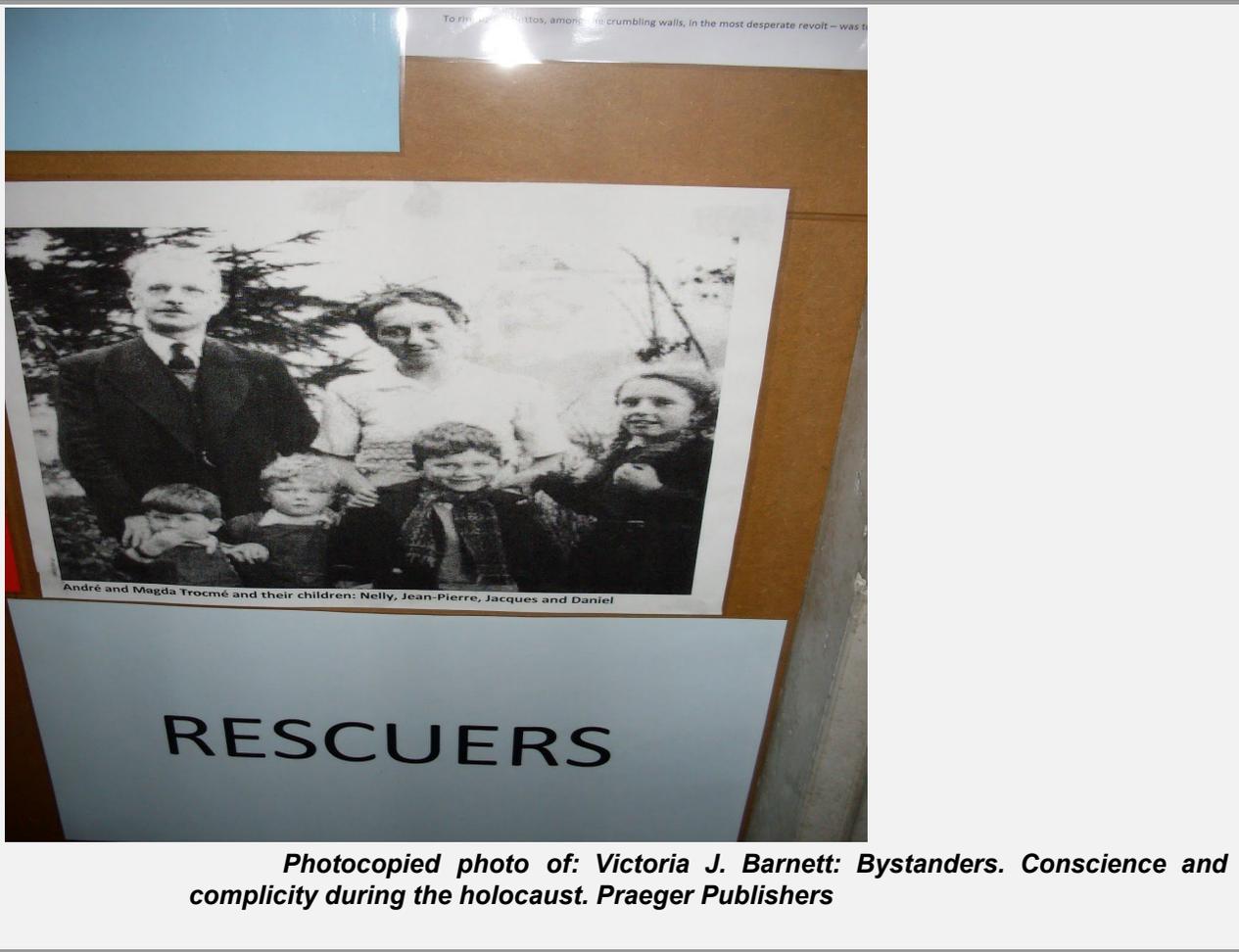
Holocaust Memorial Day, Actions aimed at helping...
What do you remember of the Holocaust Memorial Day?
And of the Armenian genocide?
What did the Bosnian witness explain to us? How did you feel?
How can we stop genocide? What do you think you need
to know and learn to answer this question?
Upload your 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?

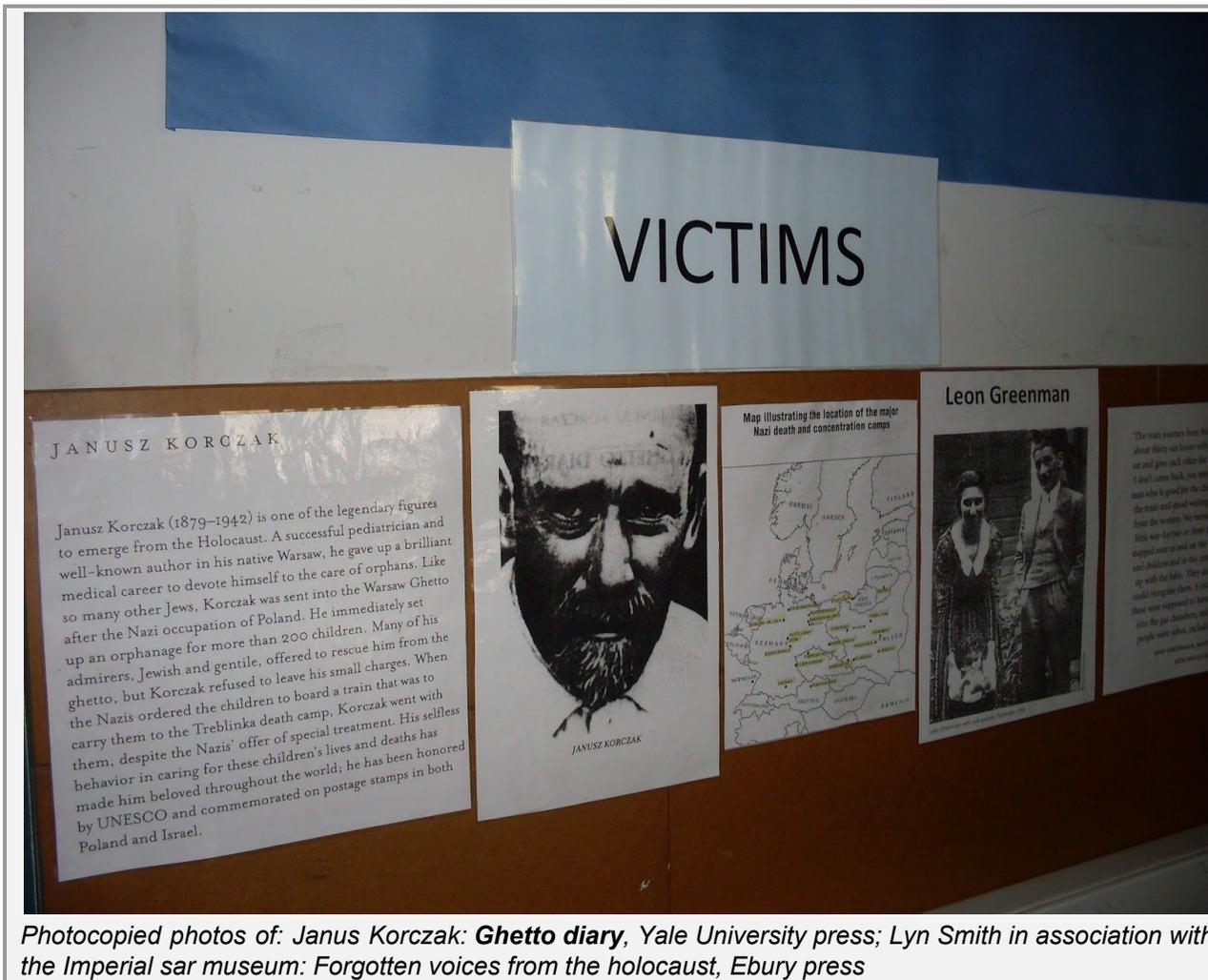


Perhaps...
Probably...
According to...
I can see...
They are...
They don't...
He is...
They suffer...
Names and adjectives:
silent spectators
passive
discriminated
brave
organized









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

Adapted by: R. Molina

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”:

Team work evaluation	A	B	C	D
Implication of the group members	All the members of the group have worked	Some members of the group have work more than others	Some members haven't work	One person has done most of the work



Time management	They have organised well and they have 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
Autonomy	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
Attitude	I can see they have 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
OTHERS:				
<p>Rate your own group now: ATTITUDE Select an option of each row. You also can write your opinion in “Others”:</p>				
Team work evaluation	A	B	C	D
Implication of the group members	All the members of the group have worked	Some members of the group have work more than others	Some members haven't work	One person has done most of the work
Time management	You have organised well and you have 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



Autonomy	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
Attitude	I can see we/I have 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

OTHERS:

Evaluate YOUR OWN group: CONTENTS

Evaluation	A	B	C	D
-------------------	----------	----------	----------	----------



<p>The final product: It was well made. Descriptions were clear. Information was complete</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>Sufficient description of points with adequate communication . Language could generally be understood</p>	<p>Insufficient description of points. Points not always adequately communicated , due to problems with language</p>
<p>Presentation of information</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>Contents of information</p>	<p>You have understood all genocide issues.</p>	<p>You have understood most of the genocide issues</p>	<p>You have understood some of the genocide issues</p>	<p>You have not understood most of the genocide issues</p>



Things to improve... Was it useful for you?	
--	--

Evaluate other groups using the same criteria.

Checklist

In this unit you have...

Yes or Not?

1. Used English to discuss topics in teams...
2. Demonstrated 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. Done a presentation in which all the members of the team have equally participated...
5. Understood the real genocide issues...
6. Been 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. Seen 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:

	A	B	C	D
Final Product Public Presentation				



Implication of the group members	All the members of the group have worked	Some members of the group have work more than others	Some members haven't work	One person has done most of the work
Time management	They have organised well and they have 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
Autonomy	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



Attitude	I can see they have 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 working together because for them it was more comfortable to work alone to get better results
-----------------	--	--	---	--



<p>The final product: Descriptions were clear.</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>Sufficient description of points with adequate communication . Language could generally be understood</p>	<p>Insufficient description of points. Points not always adequately communicated, due to linguistic problems</p>
<p>Presentation of information</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 insufficient</p>



Contents of information	You have understood how they explained all genocide issues and how to stop genocide	You have understood most of genocide issues they have explained and how to stop genocide	You have understood some of genocide issues they have explained and how to stop genocide	You have not understood most of the genocide issues they explained nor how to stop genocide
In the end, the group made it clear that: it is necessary to engage with rescuers and to act to stop injustice,	Completely clear	Fairly clear	A bit clear	Not at all clear



violence and genocide				
Performance and organisation of space	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 e They need to improve it
Assembly, construction, originality of the idea, complexity...	It was terrific, I liked it so much	It has been really good. They have 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 very simple It was neither complex nor original. They should work harder

Questionnaire about key concepts:



1. Can you explain what's genocide?
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.

REFERENCES

Most of our materials are self made, by the students and the teacher.

Some posters were bought in the Genocide School of Yad Vashem, Jerusalem, to use them and for expositions.

The films are bought and used in some parts and some exercises in the classroom.

Cartoons, paper, colors, luggage and backpacks are from students home, musics and songs are used on line.

COMMENTS



ACKNOWLEDGEMENTS

I would like to thank Professor Lídia Sànchez for her work as a photographer and camcorder, and her unconditional support. Thanks also to my educational community for their support and kindness and to the two professors of Gep 2, Mònica and Annabel. Finally, but not the last ones, thanks to my students for the effort and courage to face these challenges.

- UNIT OVERVIEW -



S	Activities	Content-obligatory Language	Timing	R/S/L/W/I Skills	Interaction T-S S-S S-Expert S-World	CMC	Assessment Peer assessment Self-assessment Teacher assessment
1	<p>- Topic Genocide</p> <p>T presents the project by saying that we participated in the Holocaust Memorial Day, and now we need to learn more about genocides.</p> <p>T reminds SS we had already been talking about the Armenian genocide and about the war and genocide in Yugoslavia.</p> <p>A Bosnian witness was with us last week and talked about his experience.</p> <p>T asks SS if they want to share that experience.</p>	<p>What do you remember of the Holocaust Memorial Day? Well, Now, Let me see... I remember, I think that, In my opinion, In my view, It seems to me that... And of the Armenian genocide? First, I would like to say that, What I mean is, I would like to add that,</p> <p>What did Oto, the bosnian witness, explained to us? In general, I heard that, To give you an idea,</p>	20'	SLWI	T-S S-S		<p>Initial assessment to check students' prior knowledge: Tool: A list of oral questions everybody has to answer individually and to share later with his/her group and, finally, altogether.: What do you remember of the holocaust Memorial Day? Of Mauss? Of the Armenian genocide? Of Oto's speech about Bosnia? Teacher and students talk about it. In the end</p>



	<p>How did they feel? I feel that, I honestly feel that, It depends, I couldn't agree, I see what he meant but, I am sorry I didn't agree...</p>					<p>teacher keeps what the students have been writing, alone and also every group.</p>
<p>- Driving question: T asks SS the following question: How can we stop genocide? T lets SS brainstorming ideas and ask them what they think they would need to know and learn to do to be able to answer these questions. Individually every S makes a list of "what-to-know" questions. They can share their list of questions to the other ones, write one list together and hang the list in the classroom billboard. T gives different numbers to the members of every group.</p>	<p>Let me think, I am not sure, I have nothing to say on that, I have a question on that, I have something to say at this point, I will pass on that,</p>	40				<p>Self-assessment Co-assessment Tool: What they have been writing alone and later together. The questions and information that every group construct and share on their billboard with the other ones.</p>



	One number (S) (the same number for all the groups) per group will explain their questions to the other SS.					
2	<p>-The ten stages of genocide: Dictogloss T reads a text about “The ten stages of genocide”.</p> <p>T uses the Dictogloss technique to read the text. SS make a list of words and sentences they understand. SS order images according to the order in the text. T interacts with SS while they relate text and pictures, and tries to activate SS’ ideas, previous knowledge, thinking, interests, motivation and language.</p>	<p>Genocide is a path. It has different steps: classification, symbolization, discrimination, dehumanization, organization, polarization, preparation, persecution, extermination, and denial.</p> <p>How many steps genocide has? Which are their names? The order or its presentation is... What’s the main characteristic of every step? What would you say about this? I was wondering, Let’s start with, Why don’t we? Is it clear?</p>	60’	RSLWI	T-S S-S	x



3	<p>T writes a sentence starter on the board (For example: “The to genocide”).</p> <p>SS complete the text together.</p> <p>SS in groups rewrite the text in their own words adding their personal touch to it. T gives them feedback. SS rewrite the text adding comments and suggestions, collaboratively.</p> <p>SS hang the text on the billboard and read the texts of the other groups and give their point of view..</p> <p>SS in groups will assess each other’s text.</p>	<p>I can see...</p> <p>There is.../ There are...</p> <p>It is... According to...</p> <p>To me, it is...</p> <p>Although they are...</p> <p>Perhaps...</p> <p>Probably...</p> <p>Whereas...</p> <p>From my point of view...</p>	30’	RSLWI	T-S S-S	<p>Co-assessment: Tool: SS complete the text alone and together. They share it all together. Teacher gives them an oral feedback. These texts are in Materials.</p>
	<p>-The game of the Ten stages: T gives every two groups ten pieces with one name (the 10 steps of genocide) for everyone. When teacher rings her bell everyone has to look for his/her</p>		10’			<p>Teacher assessment: Tool: The list of the Ten stages of genocides which is in Materials. Two groups of 10 students. In every</p>



	correct place among the other ones.						group every student has the name of one stage. They have to order themselves, before to finish the class, in a correct order.
	-SS upload images and sentences to the billboard.		20'				
4	<p>- Roles T gives SS a picture with the roles in genocide (see Materials). T talks and explains the SS the different roles in the picture. T says an attitude and SS have to argue and decide which attitude matches with every role in genocide. SS hang their conclusions on their billboard.</p> <p>- Dramatization T gives SS the initial letter of every role name. They will have to invent an prepare a short performance to show who is who for the other ones. Students will</p>	<p>What's a role? What roles does exist in genocides? What's a victim, an aggressor, a righteous and a bystander? How do interactuate?</p> <p>They are... They don't... He is... They suffer...</p> <p>SS use names and adjectives silent spectators, passive, discriminated, brave, organized, violent, afraid, alone, ...</p> <p>SS are helped with language support. It is on the walls of the</p>	15'+ 20+20+5'	RSLWI	T-S S-S	x	<p>Self-assessment and co-assessment: Tool: There is a game: "Sentences: Roles in genocides". It's in Materials. They have to cooperate to match roles and concepts. Every group has to do it, arguing in English (they have language support), and in the end all the groups will have to agree. Teacher assessment: They have to write their conclusions on their billboards. You can see it in this document:</p>



	<p>have to exchange their roles to discover what everyone is like.</p> <p>- In the end, T gives some words to SS. They are adjectives and names that everyone has to match with one role. S and T will know if he/she has understood.</p>	<p>classroom and they also have lists to help them with lexis and language I show in this PPT.</p>					<p>Billboard in the classroom (photos). Teacher assessment is also Observation.</p>
5	<p>Discovering roles through the cinema: Different genocides but similar path.</p>						
6	<p>Preventive measures against a genocide.</p>						
7	<p>Le Chambon or how to implement measures against a genocide.</p>						
8	<p>Preparing our performances, expositions and speeches.</p>						
L a s t	<p>SS show their final product in a public presentation to another SS.</p> <p>If SS have recorded videos they show them.</p> <p>SS do an oral presentation.</p>	<p>Genocide. It's main steps. Roles. How to stop genocide. What have we learned of genocides?</p> <p>My feeling has been... I have realised of... What I would like the most...</p>	1 h.	RSLWI	S.S T.S S-W		<p>Self-Assessment Co-assessment T assessment</p> <p>Observation of the oral part: colleagues, public, everyone himself, teacher. Observation and</p>



		<p>I want to share with you...</p> <p>I have discovered...</p> <p>I want to propose...</p>					<p>evaluation of the exhibitions.</p> <p>Final product (public).</p> <p>Tool: A guideline to carry out the observations (see Materials)</p> <p>Written questionnaire about key concepts such as stages of genocide and different roles and the way to stop genocide.</p> <p>Rubric (see Materials).</p>

