

ARTICLE OF THE WEEK



RIGHTS
RESPECTING
SCHOOLS



INSTRUCTIONS

This flexible resource is intended to provide you with some easy to use, appropriate rights-related learning to share with your children, their families and your colleagues.

Please **edit out non-relevant slides** or tasks before sharing with students. Please check the content works for your learners and feel free to add any content that would make the material more relevant to your setting.

This pack also provides links to learning resources from third parties and from the UK Committee for UNICEF (UNICEF UK) that you can access for free.

- **Slide 3: Introducing Holocaust Memorial Day**
- **Slide 4: This week's articles**
- **Slide 5 & 6: Exploring Holocaust Memorial Day**
- **Slide 7, 8 & 9 : Primary activities**
- **Slide 10, 11 & 12: Secondary activities**
- **Slide 13: Reflection**



HOLOCAUST MEMORIAL DAY

Stuart Whiffin, RRSA Professional Adviser,
introduces Holocaust Memorial Day



Click [here](#) to watch on YouTube

Holocaust Memorial Day is on the 27 January every year.

27 January marks the anniversary of the liberation of Auschwitz-Birkenau, the largest Nazi death camp. On this day we remember the six million Jewish people who were killed during the Holocaust, alongside millions of other people who were killed under Nazi persecution and in genocides that followed in Cambodia, Rwanda, Bosnia and Darfur.

Holocaust Memorial Day is for everyone. Each year across the UK, thousands of people come together to learn more about the past and take action to create a safer future. We know they learn more, empathise more and do more.

Holocaust Memorial Day is promoted and supported by the Holocaust Memorial Day Trust.

Find out more: www.hmd.org.uk



LINKED ARTICLES

This week's activities link to the following articles:

- Article 2 - The Convention applies to every child without discrimination
- Article 19 - Protection from violence, abuse and neglect
- Article 37- No child should be tortured, sentenced to death, imprisoned unfairly or treated in a cruel or inhuman way
- Article 38- No child under 15 should join the army and children should be protected in war





EXPLORING HOLOCAUST MEMORIAL DAY

Why do we have Holocaust Memorial Day each year?

Think of as many reasons as you can.



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EXPLORING HOLOCAUST MEMORIAL DAY

- The awful events around the Second World War must be remembered.
- Few survivors are still alive but the truth of what happened should be kept alive.
- If we don't learn lessons from history, we won't be able to make better decisions in the future.
- It helps people to learn and to remember.
- The lessons of the Holocaust helped lead to a world in which human rights are valued.
- If we really learn from the past, there can be hope for the future.
- It is important to remember about other non-Jewish groups of people who were persecuted including other European and non-European nationals, Romani people, people with disabilities, LGBT people, political prisoners and people of other faiths.
- Other terrible events have happened since, in Cambodia, Rwanda, Bosnia and Darfur and these are included in this remembrance.

Did you think of any other reasons?



PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time, you can try to complete more than one.



Play a game of 'stand up/sit down' using criteria such as the following: Stand up if you have brown eyes, stand up if you have curly hair, stand up if you have a pet, sit down if you like football, sit down if you like swimming, sit down if you celebrate Christmas etc. You can see from this game that some things about us are different, and some things are the same – would it be fair to treat people unkindly because of these differences?

What makes you different from other people in your family and from your friends? What's good about being different?

Draw a picture of yourself with the title
ONLY ONE ME.

Why is it good that everyone is different?
How would life be if we were all the same? What problems might this cause?
If appropriate, introduce the words uniqueness and diversity and explore these.

Ask children to think about times they remember such as first day at school or nursery, moving house, a new sibling being born etc. Perhaps they could draw a picture of a special memory. Discuss the importance of remembering sad, as well as happy, things. Gently explore why this is important.

PRIMARY ACTIVITIES 2



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You do not need to complete every activity but if you have time, you can try to complete more than one.

How can you help to make sure everyone feels welcome and happy in your class? Draw a picture to show everyone feeling happy and welcome.

Have you heard of a Jewish girl called Anne Frank? Watch [this video](#) or [read her story](#). The UN Convention on the Rights of the Child was not agreed until 1989 but if it had existed during Anne's lifetime which rights were affected by what happened to her? Make a note of these and discuss with your class. *(This video is quite challenging – Please check before sharing with your class.)*



Read or listen to the story '[Benno and the night of broken glass](#)'. Sensitively link this to what happened in the Holocaust; people were killed or badly treated either because they were Jewish or were different in some way to others. *(Reassure children that this would not happen in their school because everyone is treated fairly and respected for who they are.)*



Each year the Holocaust Memorial Day Trust identifies a theme for the commemoration – a list of previous years' themes can be found [here](#). What is this year's theme? Find out and present what you discover to your class.

PRIMARY ACTIVITIES 3

You do not need to complete every activity but if you have time, you can try to complete more than one.



Holocaust Memorial Day asks us to speak up and do something when we see discrimination and hatred. Create a piece of art or write a poem, slogan or message to encourage people to speak out. Link with Articles 2, 19, 37 or 38.

At the heart of the holocaust and all other genocides lie prejudice and discrimination. Look up these words and try to write a short paragraph about each. It might help to do it in a poetic form.

Survivors of the Holocaust and of other genocides often talk about the One Day when everything changed, sometimes for the worse and sometimes for better. Read about [Iby Knill](#) or listen to her story. Try to explain some of her feelings and experiences to your friends.

Can you think of examples of prejudice and discrimination that happen today? Think about things you see or read about in the news. Have a class discussion for people to feedback what they found.

SECONDARY ACTIVITIES



You do not need to complete every activity but if you have time, you can try to complete more than one.

Each year the Holocaust Memorial Day Trust identifies a theme for the commemoration – a list of previous years' themes can be found [here](#). What is this year's theme? How can you share this with your school community.

Can you think of examples of prejudice and discrimination that happen today? Think about things you see or read about in the news. Have a class discussion for people to feedback what they found.

At the heart of the Holocaust and all other genocides lie prejudice and discrimination. Look up these words and try to write a short paragraph about each. It might help to do it in a poetic form.

Why is it important to understand events in the past and remember what happened? How can we learn lessons from the past that will help us in today's world? Some people say we might forgive but should never forget. Do you agree with that statement? Have a discussion about these questions.

SECONDARY ACTIVITIES 2



You do not need to complete every activity but if you have time, you can try to complete more than one.

The Holocaust is an example of 'genocide'. Go to the [Holocaust Memorial Day Trust](#) website to find out a bit more about what this term means and about other 20th century genocides such as in Cambodia, Rwanda, Bosnia and Darfur. Create a fact file identifying what happened and how it links to genocide.

Read the story of '[Fazia](#)' and her experiences resulting from the genocide in Darfur. Discuss in class your reaction to her experiences. What lessons for humanity could be taken from her story? Share your ideas through a display or creative piece of writing.

Holocaust Memorial Day reminds us to speak up and do something when we see discrimination and hatred. Create a piece of art or poetry to communicate some of the words and actions that might be seen as 'anti-genocide' such as understanding, respect, freedom, hope or acceptance.

Find out more about the work of the Holocaust Memorial Trust. Write a letter to future world leaders about the world you would like to live in 30 years from now – mentioning some rights might help your argument.

SECONDARY ACTIVITIES 3



You do not need to complete every activity but if you have time, you can try to complete more than one.

Read the story of the **Veseli family**, a Muslim family from Albania who sheltered some Jewish people and prevented them from being killed by the Nazis when they came to Albania. Using the story of the Veseli family as your inspiration, write a story starting with the sentence: “One day, the Nazis came to Albania...”

Do some research to find out about other groups, in addition to the Jewish community, who were persecuted and killed by the Nazi regime. Look at the UN Convention on the Rights of the Child. If it had existed then, which rights were denied or violated by the actions of the Nazis? Try to explain this to your class.

Article 2, Non-Discrimination is one of the General Principles of the CRC. This means it relates directly to all the other articles. With a partner, choose a few random articles and for each one ask yourselves how non-discrimination can help us to more fully understand that right.

Franziska Schwarz Mikus was sterilised (physically prevented from having children in the future) by the Nazis because she was deaf, as part of their process of persecuting anyone who did not fit their ideal. After reading her story, explain in your own words why this is morally wrong and contrary to human rights principles.



REFLECTION

Find somewhere peaceful and quiet. Relax and let your mind be still. Focus for a moment on the sounds of your breath.

Now let's consider...

Holocaust Memorial Day provides a moment for us to learn about and remember what has happened in the past and to act for a better future.

- Think of your wishes for the future. “One day, I will...”
- Think of your wishes for all children around the world “One day, all children will...”
- What can we do today to make your wishes for all children come true?



MORE INFO



RRSA WEBSITE

For more information or to download previous Article of the Week packs please visit the RRSA website by clicking on the link below.

[**CLICK HERE**](#)

