

Citizenship activities (Primary/Lower Secondary)

A note for educators on the context of the tasks: In these activities it is important to **encourage your students** to value themselves as members of their own communities in school/college and in the surrounding locality. **Challenge** them to articulate their own ideas based on their own experiences within school/college and local society. They might also base their ideas on observations of the institutions, voluntary groups and individuals which make up the local community. **Help** them explore the connections between communities on the wider national and international stage.

The activities will link to the **Untold Stories** of the Jews of Greece (<http://education.hmd.org.uk/case-studies/the-untold-stories-of-lost-communities/read>) case study but you should not introduce discussion on the lost communities until students have thought about the make-up of their own community. Only after this local focus will students be able to fully appreciate what is lost when the rights of certain members of a community are removed. **Work** through the ideas at your own pace over a series of lessons. **Encourage** everyone to explore their own sense of social justice and moral responsibility and help students to understand that individual choices and behaviour, including their own, can affect local, national or global issues and political and social institutions.

Section one: Focus on myself within my community

Give everyone a sheet of paper which has a set of concentric circles drawn on it. You will **find** a sheet to print at the end of these suggestions. **Work** through the following tasks together. You could **fill out** your own sample sheet on the white board. **Explain** that the sheet will help everyone to think about their own important place in the local community.

Follow the instructions below, **allow** time to **discuss** and **explore** ideas and **ask/answer** questions as you move through each circle. The instructions for everyone are given in italics.

In the central circle write your own name in your favourite colour ink.

Discuss the importance of individual names. **Ask** who gives us our name? We have family names, sometimes called surnames, and given names. How are our names chosen? Sometimes we are named after a special person like a grandparent. Some people have been named after a parent's favourite football team or celebrity. Sometimes we allow

people who know us very well to use shorter forms of our names or nick names. Our names are very important. They are part of our identity. Our full names often appear on official documents, like a school report or a certificate whilst family and friends use shorter forms eg Mr James Terence Brown might be known as Jim or Terry at home and the friends of Ms Tracy Jayne Watkins might call her TJ.

In the same circle sign your name the way you might sign a special document or letter.

We use our names in many ways. When we sign our name we are making an important statement. We might put a signature at the end of a letter or email to make our message personal. We might sign a petition to show our feelings about an important issue. We might sign a card from the whole class to give to a person who is leaving. Adults might sign a legal document. What things have you signed recently?

Now move into the next circle and write in it the names of special people in your life. They should be people who know you really well and call you by your given name.

If one of these people was asked to say something about you this morning/afternoon what might they say? I'm going to put my best friend and my Dad in this circle. My Dad might say that he is proud of me being a teacher. My best friend might say I spend too much time marking books and not enough time on the phone. I listen to the people in this circle, I value their opinions. To whose opinions do you listen? Who listens to yours? These are the people in our personal networks.

In the third circle write the names of all the groups to which we choose to belong.

I expect (name a student) will put athletics club/scouts/drama society. Most people like to belong to a club or a special group. I'm going to put ___. This group is special to me because it's where I can meet people who share the same interests. I feel comfortable here and can relax. Being part of a group is also part of our identity. Different groups make up our community. Some people join groups to offer service to the community. My friend is a first-aider and belongs to a St John's Ambulance team. Let's hear some other examples. What activities do you do with others? Why is it important to spend time with other people? How do different groups help our community here?

To fill in the next circle we're going to think about places we visit. I'd like you to write here all the buildings you have entered in the last week.

We'll have to think very hard about this one. We'll count backwards over the last seven days. There might be quite a lot to remember. We can all write school/college but what

else have we visited? I know I went to the library yesterday, I expect some people went to their mosque/church/temple/synagogue at the weekend; did anyone visit the health centre or hospital? I went to the bank to pay some bills and the post office to buy some stamps, I collected a car permit from the town hall, had my eyes tested at the opticians and wore my new glasses to see a film in the cinema then there were three shops I visited. This list is quite long isn't it? In our community there are lots of buildings we visit as part of our daily lives. Let's talk for a while about some of them and consider why they are important to our community.

Section two: Focus on an ideal community

These circles tell us something about our lives within the community here in our village/town. We are individual people with our own identity and our own interests and special needs but we also enjoy being with other people. We need to interact with others on a daily basis. There are people and organisations here to help us live full and active lives. So far we've thought about the community here in <insert town name>. Like all communities it isn't perfect but it's ours and we can feel proud of some of its achievements.

I wonder if it is possible to design a perfect village or town. A community which has all the services people might need. Let's think together about this. We can try and plan an ideal community together.

Construct a plan for an ideal community on the board, **add** facilities throughout the discussion or for a more ambitious project **challenge** students to design a virtual community. **Discuss** the requirements for daily life considering health, education and leisure. **Ask** students to remember people of all ages from new born babies to elderly residents. You might **mark** houses, hospitals or health centres, schools, sports halls, banks, bus and train stations and other essential services on the plan. You could **provide** students with a list of services and **ask** them to select from this. There is an example at the end of these instructions. **Make** sure everyone has contributed to the plan for this ideal community. **Remind** students that in a real community everyone has rights and responsibilities. **Discuss** what these might be in your community.

Section three: Focus on the lost communities

Introduce the **Untold Stories** of the Jews of Greece. (<http://education.hmd.org.uk/case-studies/the-untold-stories-of-lost-communities/read>) **Explain** how we often take our community life for granted because it is always there. In our ideal community everyone is valued. We support each other and try to look after other people. We have just agreed that

in our community everyone has rights and responsibilities. We have shared values, we behave in certain ways and most people try to obey the rules of the community. We have the right to express our opinions and be heard. Most communities also have traditions. These are beliefs and values handed down from one generation to another or community events which take place on a regular basis. What traditions do we have here? **Ask** why students think shared values and traditions are so important.

Ask whether anything could destroy a community? Is it possible to lose something special, or a particular community identity?

Explain that you are now going to tell a sad story about what happened in a community when a group of people had their rights taken away and other people forgot their responsibilities. **Give** everyone a copy of the mosaic image, which you will find at the end of these suggestions. Point out that the people are members of a community in the 1940s. **Ask** students to look at the image to discover whether there any clues in the mosaic which tell us something about the people and the place where they lived. The clues should point to the fact that the community was in Greece and the people were Jewish.

Tell the story of the fate of the Jews of Greece using the case study as a guide.

(<http://education.hmd.org.uk/case-studies/the-untold-stories-of-lost-communities/read>)

Select information from the case study which you feel is suitable for the age and emotional maturity of your students. You do not have to use all the material. **Tell** the story in your own words. **Focus** on the removal of Jewish rights and note all the places and activities forbidden to Jews. Jewish people could not go to cinemas, they had to give up their professions, they couldn't use public transport and they had to live separated from the rest of the community, behind ghetto walls. It is important to **allow** time for students to respond to the story. They may wish to discuss some of the events or simply comment on unfairness or injustice. **Listen** to and **comment** on their contributions.

At the end of the **Untold Story** and discussion **ask** students to look at their circles again and work back through them. What things would disappear from the circles if the person in the middle circle was Jewish?

Circle one – actually this would become an empty circle. Jewish people became nameless. The Nazis stole individual names and identities. They ordered Jewish people in occupied countries to as adopt the middle names of Israel or Sarah, whatever their given name had been. In work camps Jewish prisoners were given numbers instead of names.

Circle two – this circle would also become empty as friends and family were separated by the Nazis. Many Jewish people were murdered. Often former friends and neighbours who were not Jewish refused to acknowledge Jewish people or help them. Sometimes people stood by and watched as the Nazis humiliated Jewish people and others betrayed their former neighbours and helped the Nazis to find them.

Circle three – would be empty too because the Nazis said that Jewish people could no longer belong to groups. They could not mix with non-Jewish people. It was also difficult to meet in Jewish groups because their special meeting places like synagogues and Jewish schools were closed or destroyed by the Nazis.

Circle four – would not contain much either because many buildings and institutions were out of bounds to Jewish people. They couldn't be treated in community hospitals; their money was stolen so banks were no use to them. They couldn't work in business. What they could buy was limited and they had very little money so shops wouldn't serve them. The Nazis stole everything valuable from Jewish libraries. Even the cemeteries were destroyed.

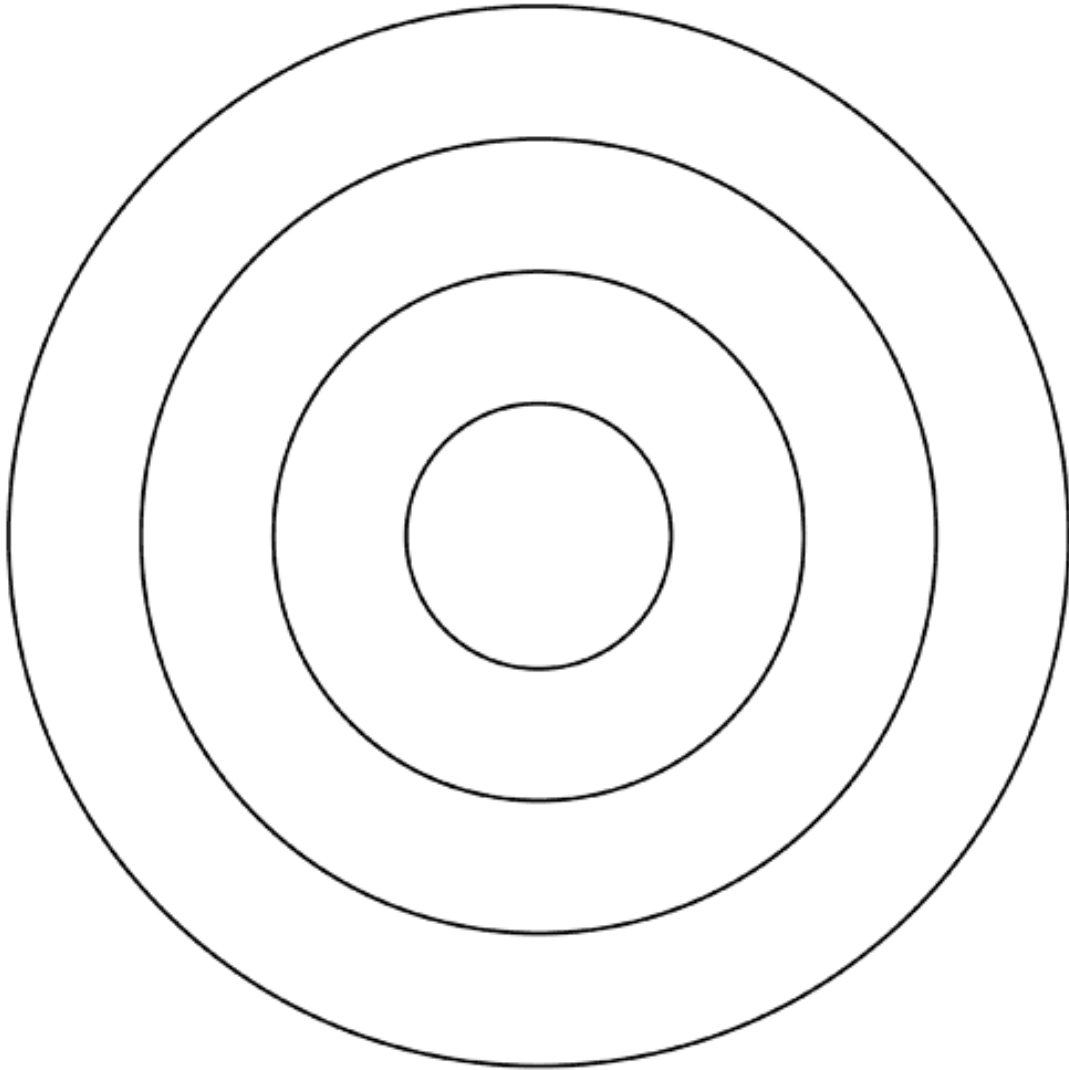
So if we were Jewish, living in many parts of Greece in the 1940s our circles would be empty. We sometimes call such empty space a void. Discuss student reaction to these empty circles and **ask** whether ordinary people could have prevented some of these terrible things? For example did Jacob's neighbours have to go to the square and laugh at the Jewish people being made to perform stupid and pointless tasks?

Now **focus** on a positive story. What happened to the Jewish community on the island of Zakynthos? How did the people of Zakynthos manage to save the entire Jewish community? How did community leaders set an example to the rest of the community?

Conclude by asking how many people have ever taken a holiday in Greece. Point out that in many areas near Thessaloniki there is no sign that a Jewish community ever existed. The community was completely destroyed. **Ask** what else was lost along with the people. Possible answers could be a shared history, folk traditions such as songs and dances or special annual events. **Suggest** what might remain to give visitors clues about the community which vanished, perhaps a few deserted or ruined buildings, an inscription on a wall inside a building now used by another community. A name on a school register, faces on a photograph or in the memory of those still living.

Now return for a moment to your own local community. What do we value? What should we preserve? How do we make sure that everyone is valued? How can we protect

everyone's rights, their freedom, their identity, their value? What can we do to make our community special where discrimination and hatred have no place?



Buildings and spaces in our ideal community

- houses
- schools
- community centre/village hall
- health centre/hospital
- post office
- shop/s
- bank
- public houses
- sports fields/ clubs
- swimming pool
- park or other open space
- farms
- public transport (station/bus stop)
- phone box
- supermarket
- library
- offices
- petrol station
- care homes
- restaurant
- fast food outlet
- cinema

- theatre
- youth club

