

Suggestions for creative cross-curricular activities for HMD 2011. (Primary, Secondary and Post 16)

Notes to teachers: These ideas may be adapted for use with all age ranges at Primary, Secondary and Post 16. Teachers are encouraged to develop activities to match the age, aptitude and interests of their particular students. The ideas here are starting points to help you inspire your students.

Stage one: Preparation

Explain

Every year on 27 January we join with millions of other people in the UK and across the world to remember the victims of the Holocaust. We also think about other victims of Nazi persecution and those who have been murdered in subsequent genocides in Cambodia, Bosnia, Rwanda and present day Darfur. Hundreds of HMD events take place around the UK and everyone taking part makes a promise to try to learn the lessons of the past in order to make the world a safer and fairer place for everyone. If this is a real promise, rather than simply a recitation of words, then it has to be linked with positive action.

On 27 January we want to encourage people of all ages to learn about the Holocaust, Nazi persecution and other genocides by listening to **Untold Stories** of the victims and survivors and then take action by sharing these stories with other people and creating a follow up message which not only condemns prejudice, discrimination and violence but sends a genuine promise of hope into the future.

We want everyone to make a personal commitment to challenging unfairness, prejudice and discrimination wherever they may find it; in school or college, at work, in the local community, across the UK and around the world. However if we want people to listen to **Untold Stories**, share them with others and make this commitment to work for equality and inclusion we need to think carefully about what we are asking them to do and how we may help them achieve their goal.

Explore the concept of Untold Stories

Write 'Story' as a heading on the board. **Ask** students to think about the first stories they remember hearing and in what context they listened to them. Who told them the stories? How old were they when they began to enjoy stories? Which stories did they first read for themselves? Which stories will they always remember?

Which stories will they share with any future children or grandchildren? **Remind** everyone how traditional tales and stories for children often begin and end. **Explore** the phrases 'Once upon a time' and 'They all lived happily ever after.' **Ask** why do children (and most adults) like stories with happy endings? Do these endings reflect real life? **Point out** that many true stories do not have completely happy endings and **discuss** reasons for this. Possible suggestions could be that in real life things sometimes go wrong, accidents, disasters both natural and those created by human beings take place, relationships can break down, friends move away to other towns, people change, we all die eventually. **List** students' ideas on the board. Our reactions to an ending may vary. When we hear about someone who dies at the end of a very long life we may be sad but we also feel positive about all the things they achieved in their life. The story helps us to celebrate their life. Sometimes we hear an unhappy ending which makes us angry because the sadness could easily have been prevented if human beings had acted in different ways. **Point out** that when stories end on a sad note they remind us that our world is not perfect but they also challenge us to try to work together to change the things we know to be wrong.

On Holocaust Memorial Day we hope that people all over the UK will hear and share **Untold Stories**. Some of those stories may have sad beginnings but happier endings. They will show human beings in a good light. We might celebrate the **Untold Stories** of those who risked their lives to help others or **Untold Stories** of survivors who were determined to reject thoughts of hatred and revenge and instead concentrated on finding strength to rebuild their lives in a new country.

Many **Untold Stories** will have sad endings. In the case of Darfur they may not actually have an ending yet. They are sad because of terrible things that some human beings have done and are still doing to other human beings. Being angry is a reasonable reaction to these stories but does our anger achieve as much as acting in a positive way to change human attitudes and behaviour?

On Holocaust Memorial Day we want to share **Untold Stories** with lots of people. We want to use the stories to remind them of the cruel things that have happened but we also want to encourage people to do something positive to change the world. Changing the world begins with small steps in our own communities.

Explore the concept of storytelling as a powerful tool to help a message live and grow independent of the original storyteller who first tells it. Some **Untold Stories** remained unheard for many years because people often find it difficult to talk about painful experiences. Other stories remained untold because there were millions of victims of the Holocaust, Nazi persecution and subsequent genocides and we do not

know all their names or exactly when they were murdered. Whole families and communities disappeared and there was no-one left to tell their stories. We want people to look for stories from these lost individuals and communities so that they are remembered.

On 27 January we want to share **Untold Stories** because they carry an important message. **Discuss** how a story and its message can be used to link the past with our present time and the future. Even a sad story can carry a message of hope for future generations if we make a promise to work together to prevent such terrible things happening again. **Discuss** students' understanding of hope. **Ask** them what fills them with Hope. Is there always room for hope, even in the depths of despair? **Use** one or more of the HMD 2011 case studies and ask students to decide whether there evidence of hope in the story? Then focus on the students themselves and their feelings about the modern world. What do they hope for in the future, for themselves, for their school or college for their local community, for the UK, for the world?

Think together about **Untold Stories** and actions and promises which could spring from them. If we plan to share **Untold Stories** with others on HMD we should also think about the promises we want people to make and the special responsibilities of both storytellers and audience. The storyteller tells the story in the best way possible and makes sure that its message is handed on to others. The audience listens carefully to the story without interrupting and promises to pass on the story to even more people. Everyone will react to the story in different ways but emotional reactions are not enough. We need to do something. Storytellers and their audience should think about the needs of the world, the UK and the local community and ask how we could work together to create a safer future. How can we use the experience of hearing and retelling the story to encourage people to challenge acts of hatred, discrimination, prejudice and exclusion?

Think of a situation or situations in school/college or the local community where unfairness exists. Could we do something practical to challenge it or draw attention to it so that we could actually bring about a more fair and inclusive society? How could we turn our first emotional reactions to **Untold Stories** into actual positive actions for HMD 2011? Primary students might find it easier to think in terms of what is fair, what is unfair in the **Untold Stories** and what changes students could encourage other people to make.

Stage Two Using Untold Stories to create a message of hope

Give the group a briefing sheet to help them.

Briefing Sheet (Primary)

Remember to think about

1. How are we going to tell our special **Untold Stories**?
2. Why do we want people to hear the message of the story? What do we want them to do after they have heard it?
3. How can we tell people about the things they can do to make the world a better place?
4. How can we set a good example so other people will want to promise to do something to pass on the story and act on its message?

Briefing Sheet (Secondary/Post 16)

Remember

1. We need to tell people our chosen **Untold Stories** and challenge them to take positive actions after they have heard it. How can we communicate our ideas?
2. We need to provide people with evidence that our **Untold Stories** are a call to action because such action is necessary as human beings can still act unfairly.
3. We need to encourage people to care enough about the story to want to act.
4. We can set people an example and give people ideas for their own actions.

Work together to create a campaign for HMD using **Untold Stories**. Here are a few suggestions but the best ones will always be inspired by student choice. Try to **encourage** cross-curricular collaboration and individual student enquiry. Where possible **encourage** students to think about **Untold Stories** within the HMD case studies and in their own communities. They could ask parents and grandparents or other older members of the community to share in a storytelling session. What stories does the community want to preserve for future generations? When sharing a story, from the HMD case studies <http://education.hmd.org.uk/case-studies> or another source **remember** that you don't have to give everyone the full text but you

could **make your own summary** of a selected story to match the age and aptitude of the group. The activities below can be adapted for primary, secondary and post 16 students.

Focus on the Media

Secondary and Post 16

Research the media's coverage of the situation in Darfur from 2003 to the present day. Try to find examples of international, national and local coverage. Look for **Untold Stories** which you could share with others. You could use news found in the national and regional newspapers, Sunday supplements, magazines, internet sites, social networking, TV, documentary films and radio. Note all stories which contain a request for action eg helping to raise awareness, fundraising, creating a welcome for refugees.

Using some of your highlighted stories, devise a power-point presentation to raise awareness of the genocide in Darfur.

Primary

Focus on the **Untold Stories** from the SS St Louis <http://education.hmd.org.uk/case-studies/the-ss-st-louis/read> and how the media could have drawn attention to the plight of the refugees. Create imaginary front pages of a national or international newspaper for at least three key dates in the St Louis story and use them to create a display to share the story with others. What lessons do we want people to take from the story and apply to the modern world?

OR

Think about the fairness and inclusion you value in your own community and focus on all the positive actions taken in your school/college over the period of a week. Turn these into a collection of positive **Untold Stories** and write an article highlighting them for your local newspaper or magazine or script and record a programme suitable for local radio. In your article or programme show how actions taken by groups and individuals can carry a message of hope into the future.

Focus on the written word

The written word can be used to focus attention on the plight of others. Here in the UK we value democracy and freedom of speech, provided that freedom does not hurt other people. In a democracy writing individual letters to community leaders or open letters in newspapers or online might be a good way to share **Untold Stories**

and encourage people to take positive action to create a more inclusive society. With this in mind, write a letter to a person you consider influential in your community. Tell them an **Untold Story**, ask them to pass it on to other people and explain why it is important to share it with others and what action you would like them to encourage others to take.

OR

Create an **Untold Stories** notice board and display it in a prominent place or on the school intranet. Post your own retelling of your favourite **Untold Stories** on it together with a challenge for others to find and post their retelling of new **Untold Stories** from the local community. These stories could be about positive things people have done to create a fairer society in recent times or a long forgotten story from the community's past. Collect the stories together and send a summary to your local paper, radio station, leaders of local faith communities, youth groups and community organisations together with your own message about the importance of using Holocaust Memorial Day to reflect on ways to prevent discrimination and exclusion in present day society.

OR

Compose a simple version of one of your **Untold Stories** which could be emailed or posted on a social networking site to reach as many people as possible on 27 January. After the story, add a suggestion for one simple action you would like readers to take after reading it.

Creative writing can also be used to help people listen to the voices of the past through **Untold Stories**. It can also be a good way to encourage everyone to preserve special messages for future generations to share. Take one of the case studies and write a short piece of reflective prose or poetry dedicated to the unnamed people who all had **Untold Stories**. Create a suitable dedication for your work eg to the youngest child at Hadamar <http://education.hmd.org.uk/case-studies/the-victims-of-t4/read> or for the families of Thessaloniki <http://education.hmd.org.uk/case-studies/the-untold-stories-of-lost-communities/read> or The lost communities of Darfur <http://education.hmd.org.uk/case-studies/the-villages-of-darfur/read> Share your words in assembly or at an HMD event. **Primary students** could write a piece together as a whole class, with everyone contributing a sentence each.

Focus on fashion with Design and ICT

Design hats or hoodies/sweat shirts which keep everyone warm on a cold January day and encourage people to tell or read **Untold Stories** for HMD 2011. The items you design should appeal to people of different ages as well as making a statement about the importance sharing **Untold Stories**. You could download the logos for HMD 2011 <http://www.hmd.org.uk/resources/artwork/hmd-2011-theme-logo-untold-stories> and incorporate one of them in your designs

Using your ICT skills, prepare a gatefold marketing leaflet featuring the items you have designed and create an electronic advert or viral film encouraging people to wear them.

OR

Invite friends and family to an evening of fashion where you can show off your designs and remind everyone of the **Untold Stories** which inspired them.

OR

On your computer, design wrist bands which carry a message you have discovered in one of the **Untold Stories**. You could work with your friends in the art or design department and actually create the bands, from your designs, to wear on 27 January.

Focus on the expressive and creative arts

People enjoy the shared experience of creative arts so imaginative work can be very useful for communicating serious and important messages. Dance and drama presentations, musical concerts and public or private exhibitions are excellent occasions for sharing **Untold Stories** and asking people to take positive actions to create a fairer and more inclusive society. Many of the stories in this year's case studies <http://education.hmd.org.uk/case-studies> are about unnamed victims of persecution and hatred. We cannot possibly tell the individual story of the millions who were murdered by the Nazis or in subsequent genocides but we can use our creative skills to honour and remember them. We can use the expressive arts to encourage more people to take positive action to change society into one that is inclusive and fair to all. Work together to create performance and exhibition pieces based on the theme for HMD 2011 **Untold Stories**. Your creations could stand alone as musical, dramatic, artistic and dance pieces in their own right or you could work together across subjects and blend your ideas into one spectacular event. You could also use the creative writing by the English teams as inspiration or link your performance and exhibition with the Design and ICT fashion show.

Music

Compose a new collection of musical pieces suitable for junior instrumentalists. The work could be for **primary** percussion or recorder groups or for a full secondary orchestra, string or wind group. You could omit instruments altogether and focus on music for choirs, folk groups or gospel singers or you could create a mixture of all three and come together for a musical extravaganza on 27 January. Use the music to represent or retell some of the **Untold Stories** found in the 2011 case studies.

<http://education.hmd.org.uk/case-studies> Remember the age and interest of the proposed audience when selecting your **Untold Stories**. Pieces inspired by the SS St Louis <http://education.hmd.org.uk/case-studies/the-ss-st-louis/read> might work well for young primary performers but the **Untold Stories** of the victims of Hadamar <http://education.hmd.org.uk/case-studies/the-victims-of-t4/read> might be more suited to a secondary audience. In all pieces try to blend sounds representing suffering, exclusion and sadness when human beings turn away from what is right, with upbeat sections to celebrate difference, rejoice in the human spirit and our ability to act kindly towards each other. Make sure that your final piece sends an encouraging message to performers and audience. You want them to leave the concert ready to share the **Untold Stories** with others and to make a serious promise to act to create a safer and more inclusive society.

OR

Create the words and music for a new nursery rhyme or lullaby which parents can share with very young children. Use the song to help families remember all the things that small children can do to make other people happy. Songs for young children also encourage grown ups to think carefully about what they wished for as children and allow them to think seriously about whether they have become more selfish as they became older. If you try to write a lively chorus you will help people of all ages think about what we need to create a world filled with love instead of hatred.

Drama

In the **Untold Stories** found in the HMD case studies

<http://education.hmd.org.uk/case-studies> we hear about the journeys people made during the Holocaust and subsequent genocides eg the refugee passengers crossing the Atlantic <http://education.hmd.org.uk/case-studies/the-ss-st-louis/read> the final journey of the children to the sanatorium at Hadamar

<http://education.hmd.org.uk/case-studies/the-victims-of-t4/read> Jacob's visits to his former homeland in Greece <http://education.hmd.org.uk/case-studies/the-untold-stories-of-lost-communities/read> Raphael Lemkin's escape from Poland

<http://education.hmd.org.uk/case-studies/raphael-lemkin/read> and the villagers fleeing from their burning villages in Darfur <http://education.hmd.org.uk/case-studies/the-villages-of-darfur/read>.

Work in groups and appoint a Director for each group. Improvise a scene called *A Journey into* (add your own destination or emotion here) which represents one part of the **Untold Stories** you have shared. Remember that in some of the **Untold Stories** people had time to prepare for their journey in others individuals had no idea where they were going or what was happening. After the improvisation task each director should help the group rework the piece into a more structured performance. Weave each scene into a larger performance piece with the directors introducing their scene to the audience.

Dance

Remembering that many of the individuals in the **Untold Stories** contained within the HMD 2011 case studies will forever remain anonymous and unidentified create a dance piece in their memory. Keep in mind that millions of individuals lived ordinary lives within loving families and communities before their persecutors condemned them. In your dance piece try to reflect this by taking the words 'home', 'love', 'destruction', 'void' and the request 'Tell our **Untold Stories**' and working in groups of about 6 experiment with a series of tableaux to represent each one. Then link each one together through movement. Thus you have created new dance piece which you could call *Telling Tales*.

Visual Art

Think about what everyone can discover, within **Untold Stories**, about human behaviour. Stories can give us brief moments of insight into the actions of human beings and their capacity to hurt or heal. Focus on the emotions or mind set implied within one of the HMD case studies eg the despair of the refugee passengers <http://education.hmd.org.uk/case-studies/the-ss-st-louis/read> the sadness of the people forced to leave Greece <http://education.hmd.org.uk/case-studies/the-untold-stories-of-lost-communities/read> or their Darfur village <http://education.hmd.org.uk/case-studies/the-villages-of-darfur/read> the determination of Raphael Lemkin, <http://education.hmd.org.uk/case-studies/raphael-lemkin/read> the anger of Bishop Clemens <http://education.hmd.org.uk/case-studies/the-victims-of-t4/read> and on your own emotions after hearing one of the **Untold Stories**. Create an 'insight box' by taking a shoe box and inside it creating a small three dimensional piece called *Insight Stories*. Use shape, colour and texture to suggest emotion, response or reaction to or within

your chosen **Untold Stories**. Take over a room in your school or college or a space in your local youth centre or library and display your insight boxes together in a large exhibition. Call the exhibition *Untold Stories; moments of insight*. **Invite** members of the school and/or local community to view the exhibition. Make sure that the copies of the HMD Case Studies are available for people to read.

<http://education.hmd.org.uk/case-studies>

Think about the messages contained in your work and try to encourage people to contribute to the exhibition by adding their own responses to the **Untold Stories** in a comments book or through creating their own insight box with resources you provide. In this way your exhibition will continue to grow until the closing day and the **Untold Stories** will be shared with even more people.

Stage Three Invitations to share Untold Stories

Whatever activities you choose remember the most important task is to draw attention to **Untold Stories** of HMD 2011. Your aim is to encourage others to join you and millions of others in sharing and responding to these **Untold Stories**. You should challenge people respond by making a personal commitment to learn from the past and to take action in the present to provide a positive message for the future and create a safer and fairer society.

Invite as many people as possible to view your work. **Encourage** them to listen and respond to your chosen **Untold Stories** and to ask you questions about your own creative interpretations. **Ask** them to do something positive as a personal response to the stories and to tell them to other people. **Contact** your local press and TV networks and let them know why you think it is important, on Holocaust Memorial Day, to tell **Untold Stories** to everyone.