



Speak Up, Speak Out

Citizenship – Key Stages 3 and 4

Holocaust Memorial Day provides an opportunity for everyone to learn lessons from the Holocaust, Nazi persecution and genocides that have happened since.

On Holocaust Memorial Day we share the memory of the millions who have been murdered in the Holocaust and subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur.

Aims: To learn about the effect that speaking out can have on seeking justice and what justice means to those affected by genocide

Outcomes:

- pupils will learn about the impact of speaking out against injustice
- pupils will learn about the system of international justice
- pupils will reflect on the pressures placed on those who speak out against injustice

Resources:

- the case studies of [Pierre Seel](#), [Brian Steidle](#), [Chum Mey](#), [Lord Owen](#)
- the [UN Convention on the Prevention and Punishment of the Crime of Genocide](#)
- A [short clip of Brian Steidle](#) speaking about his experience in Darfur.

Stage 1

Ask the pupils to think about the last time they heard someone saying something rude or disrespectful to someone. Did they say anything to stop it? If they did, what did they say or do? If not, do they think they should have said something?

Explain to them that today they are going to learn about people who have spoken out at various times.

Working in groups ask the pupils to look at either of the case studies of Pierre Seel or Brian Steidle.



Discuss their thoughts on what it took to make them both speak out about what they witnessed and what motivated them. Do the pupils think Pierre and Brian were brave? What risks did they take in speaking out?

Stage 2

Explain that for Pierre Seel speaking out was about raising awareness about the persecution experienced by Gay men under the Nazis and seeking justice for the victims. He was also interested in stopping homophobia. Brian Steidle spoke out because he wanted action to be taken to prevent more killing as well as punishment for those who had committed the crimes.

(NB It might be appropriate to check what the pupils know what the term homophobia means and to explore any negativities they have using the Pierre Seel story).

The need for justice is one of the legacies of the Holocaust with the introduction of the UN convention on Genocide and the Nuremberg trials. This can be seen at <http://www.un.org/millennium/law/iv-1.htm> (advanced pupils may wish to read the convention).

The Nuremberg trials were held to try those Nazis believed to be responsible for Genocide, Crimes Against Humanity and war crimes. They are the basis for modern International Criminal Trials. One of the most difficult aspects of a trial is finding people who are prepared to speak out about what they witnessed or experienced. Why might people not want to speak out – why was Pierre Seel scared?

Still in groups ask the pupils to read the stories of Chum Mey and Lord Owen.

Ask the pupils to consider why it might be difficult for people who have witnessed terrible events to speak out about them.

How important do they think the trials are to the people who witnessed the events in Cambodia and Bosnia?

Ask the pupils to consider how important the trials are for helping people to know about what happened. Does knowing about what has happened elsewhere affect how people react to events happening in their own communities?

Stage 3

Ask the pupils to discuss as a class what difference it makes for the victims of genocide to know that punishment for war crimes take place – does it make a difference if the trials are a long time after the crimes take place, such as in Bosnia and Cambodia?

Ask the pupils to debate the following statements:

War Crimes trials are pointless – it's better if people just forget and move on.

War Crimes trials are too upsetting for the victims and should not take place.

Only after a trial can people know what really happened.

Extension activities or homework

Ask pupils to explore issues in the present day that they feel need to be addressed. Ask pupils to read the [adapted theme paper](#) and create their own **Speak Up, Speak Out** campaign about something that is important to them.

It is hoped that discussions that arise as a consequence of these lesson plans may address some of the following areas of the Citizenship unit of the National Curriculum.

Democracy and justice

- participating actively in different kinds of decision-making and voting in order to influence public life.
- weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
- considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.
- understanding and exploring the roles of citizens and parliament in holding government and those in power to account.

Rights and responsibilities

- exploring different kinds of rights and obligations and how these affect both individuals and communities.
- understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
- investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Identities and diversity: living together in the UK

- appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.
- exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
- considering the interconnections between the UK and the rest of Europe and the wider world.
- exploring community cohesion and the different forces that bring about change in communities over time.