

Eyebright

Unit Seven - Extermination

This is the seventh unit in a series of eight, created for HMD 2010, in partnership with the art and poetry group arthur+martha. You should download and read the project guidelines (http://education.hmd.org.uk/assets/downloads/guidance_notes.pdf) before working through the unit. The work is based on the stages of genocide (<http://www.hmd.org.uk/genocides>) as defined by Gregory Stanton. The seventh stage is Extermination and you need to **make sure** your students understand what happens in this stage. Discuss the summary below, as an introduction to the unit. You should not attempt to work through the exercises before you have done this.

Summary and discussion

Murder turns to mass killing of a particular ethnic or religious, which is legally called genocide. The killers, however, call it extermination because they do not see their victims as human beings.

Ask students to think of the term “extermination” when have they heard it used? What does it mean? **Ask** students whether they ever talk about getting rid of things in their lives.

Discuss the use of language and how the term extermination is exploited, talk about the difference between getting rid of something in order to save lives, like a deadly virus and getting rid of people. Exterminating people is murder but why do the perpetrators use the word exterminate instead? What does this tell us about how they see their target groups?

Tell everyone that Ben (<http://education.hmd.org.uk/case-studies/ben-helfgott/read>), Hugo (<http://education.hmd.org.uk/case-studies/hugo-gryn/read>), Denise (<http://education.hmd.org.uk/case-studies/denise-affonco/read>) and millions of others lost members of their family because their group became a target for extermination when others forgot the value of individual human lives. In order to remember the value of human life **ask** everyone to complete the following task, which is based on an individual’s uniqueness. Remembering this uniqueness is a good way to value all human beings. It is a clear statement that murder is never acceptable.

Writing exercise

Extermination is the most horrific result of genocide. The following exercise is a recognition of human existence rather than disappearance.

1. **Dip** your finger in some ink and make a fingerprint onto the card.
2. **Describe** how you feel at this moment in time, writing in a circle around your fingerprint, spiralling outwards.
3. Write for a whole minute. **Experiment** with writing without taking your pen off the paper (except to dip for more ink).
4. Place a triangle template, 12cm by 12cm by 12cm over the result and cut it out. Turn your unique fingerprint poem into a badge by adding a safety pin.

Finally - tell everyone that reminding others of the uniqueness of every human being makes a valuable contribution to **The Legacy of Hope**.