

Eyebright

Unit Six - Preparation

This is the sixth 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 sixth stage is Preparation and you need to **ensure** 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

Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. Members of victim groups are forced to wear identifying symbols. Their property is taken away. They are often made to live away from everyone else, sent to ghettos or death camps. Or victims are confined to a famine-struck region and starved, as is happening in Darfur today.

Discuss what world leaders and ordinary people could do to stop preparations for genocide.

Look up information about deportations in the Ben Helfgott

(<http://education.hmd.org.uk/case-studies/ben-helfgott/read>) and Oneg Shabbat (<http://education.hmd.org.uk/case-studies/the-secret-archive/read>) case studies and share findings with students.

Think about people like Denise and her family (<http://education.hmd.org.uk/case-studies/denise-affonco/read>) forced to move from their homes and **compare** their journey with trips we make for pleasure. When we go on holiday we pack a suitcase or a rucksack but how would we pack a case or bag if we were forced to leave our homes? How does the content of a holiday bag differ from a bag prepared for a long journey into the unknown? Encourage students to create a poem by following the steps below.

Writing exercise

This writing exercise reflects on how it might feel to pack up your life into a small bag and go – what would you take, who would you miss?

1. **Fold** a piece of paper in half lengthways. During this exercise, keep the paper folded. At the end, open it out to see the completed poem.
2. On one side of the fold, describe the things that you would take with you if you had to leave your home and pack your most important possessions into your schoolbag. List the things, giving a reason why you would bring each item. Use sentences, but instead of the use of conjunctions, or 'linking words' (eg. because) go onto a new line. So for instance, 'I'd take my teddy because I love to hold him' becomes:

'I'd take my teddy

I love to hold him'

3. On the other side of the fold, describe who you would miss and why. **Encourage** the writers to consider this as deeply as they can. It's not enough simply to say 'I love - ' or 'I like - ', but say why. What is one particular characteristic that makes this person special to you? Again, use line breaks instead of full sentences.
4. Now open out the folded paper. Rather than read the pieces as two separate columns, try reading across the lines of both, switching between one and the other. Some of these combined lines may sound strange.
5. **Select** 3-5 lines that seem to work best and order them into a poem.
6. **Write** this poem out onto a pre-cut triangular badge, in whatever shape or order seems to fit both the shape of the badge and the content of the poem. You might write following the three sides of the triangle, or stack the lines longest down to shortest. It is up to the writer to use this triangular 'page' however they like.

Finally - tell everyone that by remembering those who were forced to leave their homes and by creating these poems about the things they love they have made a valuable contribution to **The Legacy of Hope**.