

## Instructor's Manual Lesson 1

**This instructors' manual has been made with the following in mind;**

- **To provide the instructor with maximum flexibility to edit and adopt the material based on his/her classroom requirements and audience.**
- **The audience is between the ages of 14 -18.**
- **The lesson would be between 45 to 60 minutes long.**

### **Slide 2:**

The instructor should avoid uttering the word Genocide until reaching slide 7.

After allowing students 1-2 mins of contemplation the instructor should open the classroom for a 3-5 minutes discussion (see classroom discussion options at the end of this document).

The instructor should mention that people often associate backwardness as an obstacle to progress and development. This sets in motion an idea in people's minds that obstacles to progress and development must be removed.

For example, in extreme situations unhealthy habits like alcohol consumption, may be forced upon someone if the lack of its consumption is seen as an obstacle to "progress." While this may seem extreme and very authoritarian to us, unfortunately its not to some. An example of "re-education" camps for Uighur Muslims in China may be cited<sup>1</sup>.

In 2006, Netherlands was considering making it mandatory for Muslim migrants to view inappropriate nudity scenes<sup>2</sup> as part of their immigration process, which are against basic tenets of Islam.

*The instructor may consider showing the TRT World video on Conor McGregor and Khabib Nurmagomedov press conference prior to their UFC match which is available online for streaming.*

### **Slide 3:**

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<sup>1</sup> Beydoun, K. A. (2018, September 13). China holds one million Uighur Muslims in concentration camps. Retrieved from <https://www.aljazeera.com/indepth/opinion/china-holds-million-ughur-muslims-concentration-camps-180912105738481.html>

<sup>2</sup> New Dutch immigration test under attack. (2006, April 06). Retrieved from <http://workpermit.com/news/new-dutch-immigration-test-under-attack-20060406>



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After hearing out the responses of students (See discussion options below), the instructor may highlight that this poem was written by Rudyard Kipling as a call on the United States of America to take over Philippines in late 1800s. After stating this fact, the instructor may ask students what they think of the poem knowing this fact.

Many people in those days understood the poem in racial terms, that is as a call on European nations to civilize the rest of the world by taking over other people's lands and societies<sup>3</sup>.

**Slide 4 - 5:**

After discussing student responses, the instructor should open slide 6 and ask students how they would feel about the year of 1492 if they were Native American?

**Slide 6:**

After hearing student responses, the instructor may ask students if they heard of mass scale violence against a group of people in their lifetime, whether be it in books, newspapers, TV or in a conversation with their friends and family. Students could work in groups (Snowball)\*.

After hearing student's responses, the instructor may name some of the conflicts the students have not named where large-scale massacres took place and inquire why some wars and acts of mass violence are reported on more than others.

**Slide 7:**

Discussion question and a brief activity are on slide 7.

**Slides 8-9:**

The instructor should ask students to compare and contrast their definition, to the definitions on the slides. (Small group activity)

After asking students to share their comparisons, the instructor could discuss the definition by Henry Huttenbach and ask if one entity surrounded a group of people in a confined space and rationed their daily calorie intake, to keep them weak so that they could not break free from confinement, would Huttenbach's definition of Genocide apply or not?

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<sup>3</sup> "Eurocentrism", Encyclopedia of the Developing World, Thomas M. Leonard, Taylor & Francis, eds. 2006, ISBN 0-415-97662-6, p. 636.



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The instructor may ask students thoughts on the UN definition of Genocide.

**Slide 10:**

After hearing out student responses to questions on the slide, the instructor may ask, what do you think goes on in the minds of people who are perpetrating violence against non-combatants simply because they belong to a particular race, ethnicity or religion?

The instructor should mention that people usually substitute one piece of equipment when it gets outdated, thus we remove the old and backward technology as it is preventing us from moving forward in our work in a progressed manner, thus, holding us back.

Once someone successfully convinces others that a group of people are an obstacle to progress and their religious, ethnic and cultural traditions prevent others from progressing, it becomes easy to manipulate people towards acts of violence. This leads to a superiority complex, viewing ones group, race or ethnicity as superior to the "backward" group.

**Culminating Activity for Lesson 1.**

The instructor may provide reading materials on the ideology of the perpetrator group/leadership in Nazi Germany, Myanmar, Cambodia, and Rwanda or in Bosnia. The instructor should ask the students to formulate two 150 – 200 words response to the below questions after completing their readings.

**Case 1:**

Perpetrators -

Provide a referenced example that shows how the perpetrators of the Genocide saw their victims as inferior beings.

**Case 2:**

Perpetrators -

Provide a referenced example that shows how the perpetrators of the Genocide saw their victims as inferior beings.



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**Discussion Activities Suggestions** (Can be applied to any discussion questions in the lesson):

1. **Think-pair-share:** Students think about the question themselves and develop a response, they pair with a partner, and finally share their ideas with their partner.
2. **Small Groups:** Students get into groups of four and discuss the issue the groups are then switched and two students from one group are moved to another group to discuss the new questions or expand on the previous questions.
3. **\*Snowball:** Two student discuss the question and join with another two students to discuss their ideas in a group of four. Then the group of four joins another group of four to form a group of eight and this continues until a whole class discussion is formed.
4. **Teach-ok:** Students pair up and reteach main concepts to the class after the teacher has given a brief introduction to the topic.



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