

Outline Lesson Plan - Secondary (KS4-5/Age 14-16)

Aim:

- 1. To learn about the International crime of Genocide.
- 2. To learn how to take action to prevent Genocide.
- 3. To consider what responsibilities should be placed on us as human beings.
- **4.** To discover how the rights of Bosnians/Palestinians/Rwandans/Holocaust victims amongst others were systematically taken away.

Objective:

By the end of this lesson, students should be able to:

- Explain what genocide is.
- Identify genocides of the 20th Century.
- Think critically about the responsibility of the international community in preventing genocide.
- Explain key events in history of the genocide that you have chosen to discuss.

1. Group Activity

Time Scale	Teacher Activity	Pupil activity	
Scarc			
5min	Split the class into to four groups:	Split up into 4 teams	
	1. Red		
	2. Yellow		
	3. Blue		
	4. Green		
15min	Ask the series of questions General Quiz	Answering the quiz questions in their	
	Keep the following 'basic necessities' on the	different groups.	
	resource page ready to hand out as prizes		
	for each right question:		
	1. House		

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- 2. Water
- 3. Food
- 4. Education
- 5. Freedom of speech

General Quiz

1. What is the capital of Australia?

Answer: Canberra

1 Point, Prize: 1 House, 2 Water, 2 Food, 1 Education, 1 Freedom of Speech,

2. When did the First World War take place?

Answer: 1914 -1918

1 Point, Prize: 3 House, 1 Water, 1 Food, 2 Education, 2 Freedom of Speech

3. What is the name of the largest ocean on earth?

Answer: The Pacific Ocean

1 Point, Prize: 2 House, 4 Water, 2 Food, 2 Education, 5 Freedom of Speech

4. How many disciples did Jesus have?

Answer: 12

1 Point, Prize: 1 House, 1 Water, 1 Food, 1 Education, 1 Freedom of Speech

5. What is the value of Pi π ?

Answer: 3.14

Prize: 1 House, 2 Water, 2 Food, 1 Education, 1 Freedom of Speech

6. Who wrote Pride and Prejudice?

Answer: Jane Austen

1 Point, Prize: 3 House, 1 Water, 1 Food, 2 Education, 2 Freedom of Speech

7. How do you say I love you in French?

Answer: Je t'aime

1 Point, Prize: 2 House, 4 Water, 2 Food, 2 Education, 5 Freedom of Speech

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8. Which planet in the Solar System is closest in size to Earth?

Answer: Venus

1 Point, Prize: 1 House, 1 Water, 1 Food, 1 Education, 1 Freedom of Speech

9. Which country's team won the 2002 FIFA World Cup?

Answer: Brazil

1 Point, Prize: 3 House, 1 Water, 1 Food, 2 Education, 2 Freedom of Speech

10. What is the real name of actor Ron Weasley from Harry Potter?

Answer: Rupert Grint

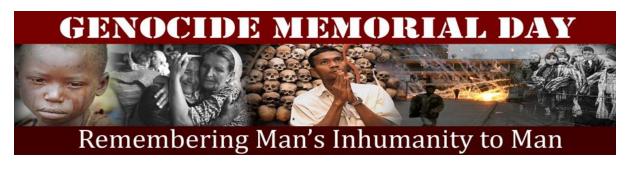
Prize: 1 House, 2 Water, 2 Food, 1 Education, 1 Freedom of Speech

2. Class Discussion:

Time	Teacher Activity	Pupil activity	
Scale			
5min	Rank the groups in descending order from 1 - 4 according to points e.g. if the Red Group received 10 points rank them 4, if Yellow Group gained 8 points rank them 3, if Blue Group received 6 points rank them 2 and if Green Group had 4 points rank them 1.		
5min	Whichever group is ranked 1 will be asked to take all of the group that is ranked 4's 'basic necessities'. Observe the classes' reaction when this is announced.	Group ranked 1 will take group ranked 4's basic necessities.	
10 min	1A. Ask the group ranked 4 how they felt after working hard and earning the most points that their 'basic necessities' were snatched away from them just because they were a certain group of colour. 1B. Explore the themes of survival, and ask the group how will they survive if they have no shelter, food, water or education, what	Group ranked 4 discusses their views and reaction with the class.	

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	is likely to happen to them? 1C. Ask the group about what they will do now? Explore the themes of injustice. Ask them how will they react, whether in a violent or peaceful manner? Who will they complain to if they have no freedom of speech and they are being occupied and oppressed?	
10 min	2A: Ask groups ranked 2 & 3 how they felt when all of group ranked 4's 'basic necessities' were taken away. Was their first reaction to protect their own necessities? Will they help group ranked 4 or stop group ranked 1? 2B: Explores the themes of taking action and how to prevent and stop genocide. Ask groups ranked 2 & 3 what they will do now, will they punish group ranked 1 or will they first help group ranked 4? And if so how? Will they send individual or collective aid with other countries? Or will they do nothing out of fear that group ranked 1 will attack them and take their 'basic necessities' or will they punish them as individual groups or join together as group ranked 2 & 3?	Groups ranked 2 & 3 discuss their views and reaction with the class.
10 min	3A: Ask group ranked 1 if they were happy that even though they did not receive the most amount of points they still got all the prizes? Explore themes of justice and fairness. 3B: Explore the themes of punishment and the International tribunal. Ask group ranked 1 if they will give back the 'basic necessities' or will they keep them although they did not have enough basic necessities in the first place. Ask group ranked 1 that if they	Groups ranked 2 & 3 discuss their views and reaction with the class.

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were going to be punished by having all	
their 'basic necessities taken away by	
groups ranked 2 & 3 would they give back	
the 'basic necessities' or will they take a risk	
that they will not get punished?	

3. Individual activity:

Time Scale	Teacher Activity	Pupil activity
5min	Explain to the students that they are going to learn about genocide and the ongoing conflict in which horrific injustices continue to occur while the world, for the most part, stands by silently.	
5min	Provide students with the form below and ask them to put the following statements under TRUE or FALSE Please see resource pack for handouts.	
15		Put the statements under TRUE or FALSE
min		

Genocide Memorial Day Pairing Activity:

TRUE	FALSE
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- 1. Genocide is the systematic killing and destruction whole or in part, of an ethnic, racial, religious, or national group. TRUE or FALSE
- 2. Genocide does not occur any more. TRUE or FALSE
- 3. Racial discrimination and racial hatred can lead to both genocide and apartheid. TRUE or FALSE





- 4. The United Nations is an international organisation designed to maintain the peace and security of the world. TRUE or FALSE
- 5. The world has a legal and moral obligation to intervene if genocide is occurring anywhere in the world. TRUE or FALSE
- 6. International criminal tribunals are courts that can prosecute criminals anywhere in the world for any serious crime. TRUE or FALSE
- 7. Refugees are people who leave their nation to live in another nation for any reason. TRUE or FALSE
- 8. There is nothing we can do to prevent and or stop genocide. TRUE or FALSE
- 9. No genocides have ever taken place in Europe. TRUE or FALSE
- 10. The Genocide that created the most number of deaths was the Transatlantic Slave trade. TRUE or FALSE





4. Class Discussion

Time Scale	Teacher Activity	Pupil activity
35 min	Discuss each of the answers with the class, further details on information on the answers are provided below:	

1. Explain that the term genocide is the deliberate and systematic extermination of people on the basis of their ethnicity, religion, or other defining characteristic.

2.

Atomic Bombings of Hiroshima and Nagasaki 1945, 300,000 immediate deaths



The Killing Fields
Cambodia, 1975-79, 1.7
million deaths



Srebrenica massacre Bosnia, 1995, 12 000 deaths



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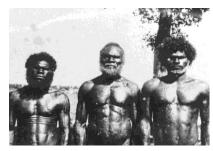
Rwandan Genocide 1994, 850 000 deaths



Nazi Holocaust 1939-45, 11-17 million deaths, including 6 million Jews



The Stolen Generations Australia 1909-69, **100,000** affected



The Chechen Deportation 1944, 500 000 affected, over 150 000 deaths



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Vietnam War 1955-75, 2.5 million deaths



Chile under Pinochet 1973-90, 3 500 deaths; 100 000 tortured; 200 000 exiled



Guatemalan Civil War 1960-96, 200 000 deaths, 50 000 disappeared



UN Sanctions and US/UK Bombing Raids Iraq, 1990-2003, 1.5 million deaths



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Israeli Assault on Gaza Palestine, 2008-09, 1 434 deaths; 5 303 injuries



Please find more detailed information about the genocidal acts above on the following link: http://www.genocidememorialday.org

3. Racial discrimination and racial hatred has been the foundation of a number of genocides and genocidal acts over the past few centuries:

Rwanda – The 1994 genocide of Tutsis by Hutus can be traced back to the colonial Belgian authorities, and how they issued ID cards forcing everyone to state their tribal/ethnic affiliation. This was new in the history of Africa, as they had previously thought of their tribal affiliation as important, but in much less racialised terms.

Palestine – the systematic ethnic cleansing of the Palestinian people and destruction of their homes and abuse of the human rights as recognised by Ilan Pappe by the occupying state Israel.

Jews in Europe – the religious hatred and brutality of the Nazi regime in the 1930s and 40s and rise of anti Semitism in Europe including in Britain led to the death of approximately 6 million Jews.

Bosnia – Dehumanisation of Muslims in Serbian society.

4. The UN was created as a result of the Second World War and the humiliation of the genocide that took place during the Nazi Holocaust. It was designed to maintain peace and security in the world, however since its inception the UN has had a poor record of preventing conflict, or stopping those that commit genocide, examples:

Sabra and Shatila massacres in Lebanon during Israel's occupation of Lebanon.





Rwanda – Tutsis left to be massacred by Hutu militias in 1994, despite pleading to the international community to act.

Cambodia – It took the UN until 2006 to appoint judges tasked with heading a genocide tribunal, after being asked to do so by the Cambodian government in 1997.

Kurds gassed by Saddam during Second Gulf War – UN has still not acted to punish countries and companies that provided Saddam with chemical weapons.

- 5. We all have a responsibility to help our fellow man, irrespective of faith, ethnicity, age or culture, as we would want someone to help us if were being oppressed.
- 6. The International Criminal Court (ICC) was set up as a tribunal tasked with prosecuting perpetrators of crimes against the international community, or against peoples within sovereign states that have been targeted by their own local or central governance apparatuses. There are currently 116 states which participate in and acknowledge the remit of this court, but states like China, India and Israel who are critical of the court have caused controversy.

An important part of the ICC is the 'Rome Statute', which gives the court the power to intervene in the domestic affairs of states that have violated the core principles of the court. Israel, Sudan and the United States – participants of the ICC – have renounced the Rome Statute, and have stated that they are no longer obliged to enforce it. Many UN states have opted to neither sign nor ratify the Rome Statute, such as India, China and Israel.

The ICC is able to act only in instances where the accused is a citizen of a state; the alleged crime took place inside of state territory, or a particular case is referred to the ICC by the United Nations Security Council. The ICC has thus far investigated into six cases: the Uganda; the Democratic Republic of Congo; Darfur; the Central African Republic; Kenya; Sudan; and Libya.

7. Refugees are specifically defined as the following by the UN: "A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is

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unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.."

- 8. We can always help, prevent and stop genocide by conducting various actions:
- A. Recognise which group is being demonised in Britain and the world today.
- B. Tackling the prejudices that are the root causes of the demonisation that takes place.
- C. Raise Awareness, this simple action can lead to people power one of the strongest and most powerful actions to help prevent a man made disaster. Examples in history of people power include the passive resistance of Ghandi against the British occupation of India, the 1963 Speech of Martin Luther King in Washington which later led to the civil rights movement in America, and the more recent example of Leymah Gbowee an Liberian peace activist who is responsible for organising a peace movement that brought an end to the Second Liberian Civil War in 2003.

Ways in which you can raise awareness:

- A. **Newspapers**: Write a letter to the editor or an article on genocide and submit it to your school or local newspaper.
- B. **Bookmarks**: Create Genocide Memorial Day Awareness bookmarks and distribute them at your school or local library.
- C. **Displays**: Create displays and/or photo exhibits in school lunchrooms or libraries featuring information and photos of the situation in genocide inflicted countries.
- D. **Flyers**: Post informational flyers around your school to increase awareness and to urge classmates and teachers to take action.
- E. **Assembly**: Host a school-wide assembly and invite an expert on Genocide inflicted regions or a representative from IHRC to speak.
- F. **Video Screening:** Show a video on Genocide Memorial Day and genocide inflicted countries during class or at a club meeting.
- G. **Organise**: Organise a rally, vigil or demonstration in a park or public location calling for immediate action to stop the current genocides taking place, including Palestine, Darfur, Sri Lanka or elsewhere.
- H. **Events**: Organise poetry or literature reading with a human rights theme and educate your classmates and community about Genocide inflicted regions.





- I. Religious leader: Approach your religious leader about spreading awareness via sermons or religious activities or place an article in your faith group's bulletin.
- 9. Holocaust (1939-45, approximately 6 million killed), Bosnia (1992-95, >63,000 killed), Holodomor Famine (Ukraine) (1932-33, <5 million died of starvation), Irish Potato Famine (1845-52, approximately 1 million died due to starvation), Namibia (1904-07, >100,000 died due to German colonialism).
- 10. The transatlantic slave trade created over 12million deaths.

5. Group Activity

Time Scale	Teacher Activity	Pupil activity
5min	Split the class into to four groups and hand out the Genocide Memorial Day Quiz 2 sheet. Ask the different groups to match the answer to the right question (please note the students should be able to answer these questions after the class discussion on the previous quiz) Please see resource pack for handouts.	
15min	Discuss the answers with the students	Answering the quiz questions in their different groups.

Genocide Memorial Day Quiz 2

1. When did the Kosovo genocide take place?

Answer: 1998-99.

2. When did the Rwanda genocide take place?

Answer: 1994.

3. How many criterion are there for a genocide according to the UN?

Answer: 5.





4. How long did it take the UN to appoint judges tasked with heading a genocide tribunal for Cambodia?

Answer: 9 years.

5. When did the Second Congo War end?

Answer: It hasn't.

6. What year did the Sabra and Shatilla massacres take place?

Answer: 1982.

7. When was the UN founded?

Answer: 1948.

8. In what century did Total War become the foundation of many genocides?

Answer: 20th.

9. Who was targeted in the Rwandan genocide?

Answer: Tutsis.

10. In what genocides has the UK intervened to stop?

Answer: Bosnia.

6. Homework:

Enter the Islamic Human Rights Commission poem competition where the best poet will be awarded a paid trip, including flights, accommodation and meals for themselves and a guardian to Srebrenica in Bosnia, where you will be able to visit the sites of where the genocide took place. For further details, please see accompanying letter.





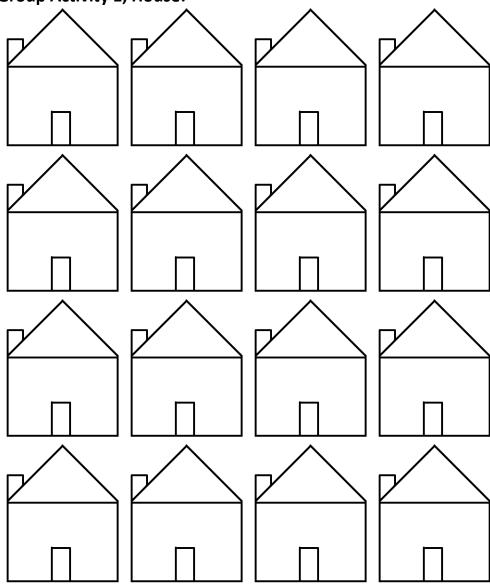
Resources:

- 1. PowerPoint of Lesson Plan is available on www.genocidememorialday.org
- 2. PowerPoint of an Assembly presentation is available on www.genocidememorialday.org
- 3. Resources for prizes for Group Activity 1 are enclosed.
- 4. Genocide Memorial Day Pairing Activity is enclosed.
- 5. Genocide Memorial Day Quiz 2 is enclosed.





Group Activity 1, House:

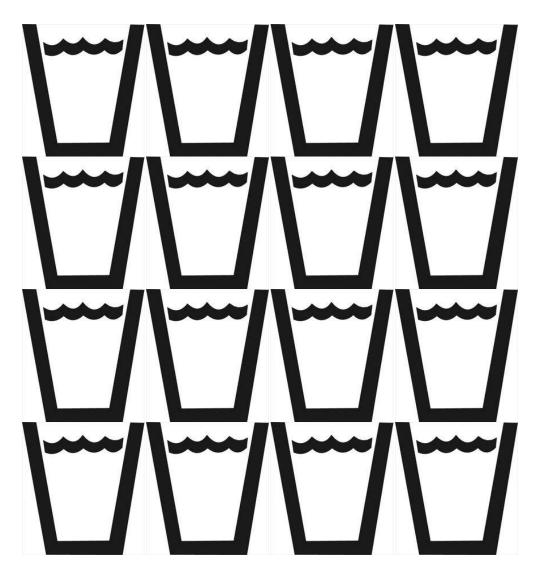


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Group Activity 1, Water:

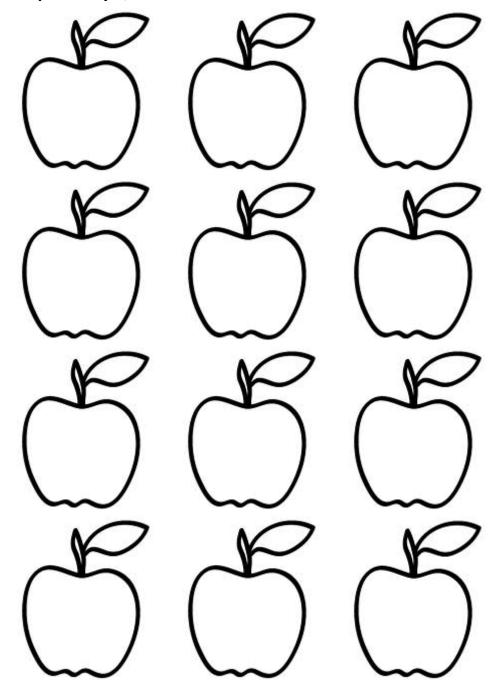


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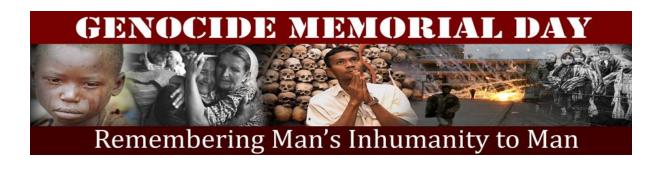


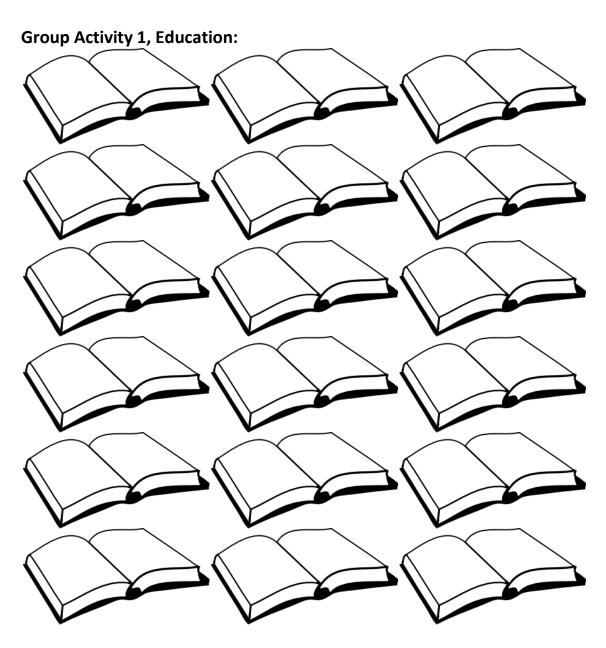
Group Activity 1, Food:



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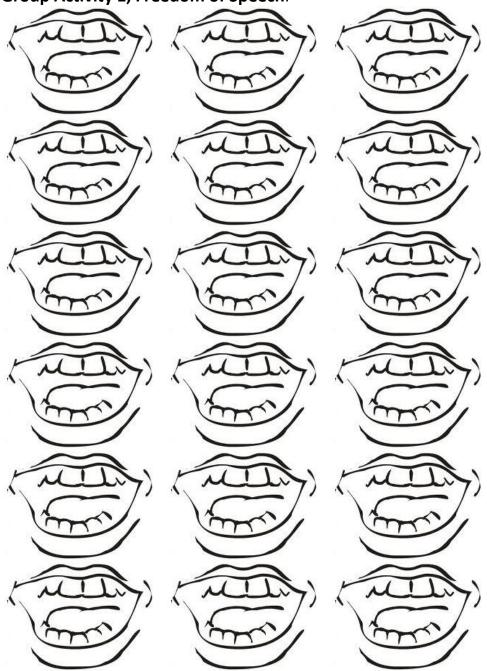


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Group Activity 1, Freedom of Speech:



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Genocide Memorial Day Pairing Activity:

TRUE	FALSE

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 - 2. Genocide does not occur any more.
- 3. Racial discrimination and racial hatred can lead to both genocide and apartheid.
- 4. The United Nations is an international organisation designed to maintain the peace and security of the world.
 - 5. The world has a legal and moral obligation to intervene if genocide is occurring anywhere in the world.
 - 6. International criminal tribunals are courts that can prosecute criminals anywhere in the world for any serious crime.
 - 7. Refugees are people who leave their nation to live in another nation for any reason.
 - 8. There is nothing we can do to prevent and or stop genocide.
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Genocide Memorial Day Quiz 2

-		de ivicilional Da	, -,	1
1. When did	2. When did	3. How many	4. How long	5. When did
the Kosovo	the Rwanda	criterion are	did it take the	the Second
genocide take	genocide take	there for a	UN to	Congo War
place?	place?	genocide	appoint	end?
		according to	judges tasked	
		the UN?	with heading	
			a genocide	
			tribunal for	
			Cambodia?	
6. What year	7. When was	8. In what	9. Who was	10. In what
did the Sabra	the UN	century did	targeted in	genocides has
and Shatilla	founded?	Total War	the Rwandan	the UK
massacres		become the	genocide?	intervened to
take place?		foundation of		stop?
		many		
		genocides?		
1998-99	1982	It hasn't	5	Tutsis
1948	Bosnia	9 years	20th	1994

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