



# Lesson Plan

## Holocaust Unit

### Bystander

### Curriculum for Excellence Experience & Outcomes

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

**HWB 3-12a / HWB 4-12a**

Teaching & Learning	Suggested Time
<p>Introduce class to the topic with an informal discussion:</p> <ol style="list-style-type: none"> <li>1. What is a bystander/upstander? (<i>See Slide 2</i>)</li> <li>2. Does the concept connect with the Holocaust? (<i>See Teacher Notes [TN] for Discussion Guidance [DG]</i>)</li> </ol>	<p><b>5 minutes</b></p>
<p><b>Section 1: Bystander</b>            Ask a student to read <i>Slide 3</i> aloud to the class.            Split the class into groups and distribute <i>Resources A, B, C &amp; D</i> equally.</p> <p>Ask the groups to read &amp; discuss their Resource and imagine what could have happened if a Bystander in the example had been Upstanding. Ask them to create a 2 minute news report using the details provided and adapting them to fit the inclusion of their fictional Upstander, focusing on an imagined positive outcome.</p> <p>Ask each group to present their news report to the class. Then ask them to tell the class what really happened in their scenario.</p>	<p><b>25 minutes</b></p>
<p><b>Section 2. Why do people become Bystanders?</b>            Ask a student to read out <i>Slide 4</i> to the class.</p> <p>Instigate a whole class discussion (<i>See Slide 5 &amp; [TN] for [DG]</i>) :</p>	<p><b>10 minutes</b></p>

Teaching & Learning	Suggested Time
<ol style="list-style-type: none"> <li>1. Can we say that the bystanders of the Holocaust were partially responsible for the deaths of the persecuted?</li> <li>2. Why did most people not help the persecuted of the Holocaust, when many people did?</li> <li>3. Are there still bystanders in our society/ the world today?</li> <li>4. Are there reasons that we – both as individuals and as a society – hold back from helping persecuted people of today?</li> <li>5. Can you think of a time in your life where you have been a bystander and not helped others in need?</li> </ol>	
<p><b>Section 3. Being an Upstander.</b>  Show the class <i>Slide 6 (See [TN])</i> &amp; ask student(s) to read aloud <i>Slide 7</i>.</p>	<b>10 minutes</b>
<p>Instigate whole class discussion (<i>See slide 8 [TN] for [DG]</i>):</p> <ol style="list-style-type: none"> <li>1. How many people do you think were Upstanding during the Holocaust?</li> <li>2. What does the actions of these Upstanders say about humanity?</li> <li>3. Why do you think they chose to stand up for others, when millions did not?</li> <li>4. Can you think of a time in your life where YOU stood up for someone?</li> </ol>	
<p><b>Section 4. Upstanding and Me.</b>  On four large sheets outline the following situations &amp; place the sheets in different areas of the room. Ask the students to imagine they are an onlooker to each situation and and write what they think would be an appropriate response/action on each sheet:</p> <ul style="list-style-type: none"> <li>• <i>Situation 1.</i> Someone is being bullied.</li> <li>• <i>Situation 2.</i> Someone is being assaulted on the street.</li> <li>• <i>Situation 3.</i> A group of people in their own country are being denied the same rights as other people.</li> <li>• <i>Situation 4.</i> A genocide is taking place in a foreign country that they have no personal connection to, but images of people being murdered are broadcast on national news.</li> </ul>	<b>15 minutes</b>

Teaching & Learning	Suggested Time
<p>On completion, pick out 3-4 responses from the sheets &amp; discuss them with the class.</p> <p>Hand out <i>FYFT Pledge Cards</i> to the class. Ask them to write on the card one way in which they can be Upstanding, to keep as a reminder of today's lesson.</p>	

