



Lesson Plan

Holocaust Unit

Dehumanisation

Curriculum for Excellence Experience & Outcomes:

1. I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
HWB 3-07a / HWB 4-07a
2. I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
HWB 3-04a / HWB 4-04a

Teaching & Learning	Suggested Time
<p>Introduce class to the topic with an informal discussion:</p> <ol style="list-style-type: none"> 1. Ask students what dehumanisation means? 2. Why focus on dehumanisation? 3. Is it connected with the Holocaust? <p>(See Slide 2 & Teacher Notes [TN] for Discussion Guidance [DG])</p>	<p>5 minutes</p>
<p>Distribute copies of <i>Resource A</i> to the class</p> <p>Section 1: The Individual</p> <p>Ask the class to complete their forms quietly, thinking about what makes them unique (See Slide 3):</p> <p>Ask students to include the following & anything else they feel important:</p> <ul style="list-style-type: none"> • Age • Gender • Beliefs • Morals • Interests/Hobbies/Passions • Sense of humour 	<p>15 minutes</p>
<p>Divide the class into groups, and give them time to discuss and record their answers to the following questions (See Slide 4 & [TN] for [DG])</p> <ol style="list-style-type: none"> 1. You are unique. What makes you unique? 2. Are all individuals important? 3. Does everyone deserve to be treated equally? 4. Does everyone actually get treated equally? 	

Teaching & Learning	Suggested Time
<p>Section 2. Dehumanisation Explain that to the class that they will now see an example of dehumanisation. Show the class <i>Slide 5</i>.</p> <p>Instigate another class discussion (<i>See Slide 6 & [TN] for [DG]</i>):</p> <ol style="list-style-type: none"> 1. How do you think this treatment made Mrs. Marmor feel? 2. What do you think the perpetrators thought/felt about Mrs. Marmor when they treated her this way? 3. Why do you think they treated her this way? 4. Can you think of any other ways to dehumanize someone? 	<p>15 minutes</p>
<p>Section 3. Dehumanisation in our Society Divide the class into groups and distribute <i>Resources B, C & D</i>.</p> <p>Ask each group to read their given resource and to note down the different forms of dehumanisation they see. Visit each group to provide them with guidance if need be & allow them time to pool their findings.</p> <p>Choose a representative from each group to explain their findings.</p> <p>Instigate another whole class discussion (<i>See Slide 7 & [TN] for [DG]</i>):</p> <ol style="list-style-type: none"> 1. Did you know that this sort of behavior was dehumanization before today? 2. Are you shocked at what you have seen today? 3. How would you feel if similar stories had been written in newspapers about you, your friends and family? Does something like a mental illness or weight gain deserve to be talked about in this way? 4. Is there a connection between dehumanisation in the Holocaust and the examples you found in your resources? 	<p>15 minutes</p>
<p>Section 4. Do we dehumanise people? Select students to take turns in reading out <i>Slides 8-11</i>. Instigate one more class discussion (<i>See Slide 12 & [TN] for [DG]</i>):</p> <ol style="list-style-type: none"> 1. What is each tweet is really saying/implying? 2. Are these forms of dehumanisation? Why? 3. How is it similar to Mrs. Marmor & the celebrities? 4. What do you think would happen if dehumanisation on a small scale like these were allowed to continue unchecked? 5. What can we do to stop such dehumanisation? <p>Give each student a copy of <i>Resource F</i>. Give them time to look it over. Then ask the class to think of one way they can actively stop dehumanization, and write it beneath the diagram. Tell them to keep it with them, stick it on their wall, diary etc as a reminder.</p>	<p>5 minutes</p>