



# Pestalozzi

From the remembrance of the Holocaust to the  
prevention of radicalization and crimes against humanity  
(PREV2)

## From bystanders to upstanders

by

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## From bystanders to upstanders

### Brief description

The training unit will focus on how the collaboration and complicity, the obedience and compliance of ordinary people in ideologies, like the one of Nazis, had tragic consequences for millions of people. Using the historical context of the Holocaust, the general purpose of this unit is to develop and strengthen competencies for an active citizenship in order to prevent crimes against humanity.

Participants will understand that the Holocaust constitutes one of the most important fields for dealing with basic principles of humanitarianism and developing an active citizenship. They will realize that a) curriculum addresses the topic very briefly and only from its historical dimension, b) they do not teach through the Holocaust in order to strengthen and develop competences for prevention of radicalization and crimes against humanity and c) their awareness about that is in a state of dormancy. The TU aims to develop a professional and personal competence in participants in order to deal with difficulties and obstacles and to initiate a new perspective in their teaching.

### Expected outcomes

- ✓ To get knowledge and understanding of basic concepts regarding the topic of this TU (collaboration, complicity, compliance, ordinary people, ideology, prevention, atrocities, crimes, etc.).
- ✓ To realize the significance of active citizenship.
- ✓ To acknowledge competences required for one to be an active citizen and taking social and political responsibility.
- ✓ To develop values of empathy, openness and respect to otherness, human dignity, human rights and rule of law.
- ✓ To be ready for teaching towards the prevention of radicalization and crimes against humanity.

### Activities

	Duration	Methods used
Activity 1: Us and them	45 minutes	✓ Role play
Activity 2: Steps to unspeakable	90 minutes	✓ Group work ✓ Plenary discussions
Activity 3: Complicity and collaboration	60 minutes	✓ Group work ✓ Plenary discussion
Activity 4: Implementing new knowledge in educational practice	100 minutes	✓ Creation of a short lesson plan

## Activity 1: Us and Them

Duration: 45 min

### Expected outcome

- ✓ To help trainees to reflect on the mechanisms of inclusion, exclusion and discrimination.
- ✓ To think about how human beings react when they listen to and have to follow orders.

### Methods/ techniques used

- ✓ Role play

### Resources

- ✓ Balloons of different colours (red, yellow, blue, green).
- ✓ String.

### Practical arrangements

- ✓ Prepare a big space

### Procedure

#### Step 1 (15 min)

- ✓ Facilitator prepares balloons for grouping. Number of balloons have to be unequal – make one “majority” group (let’s say, 10 red balloons), one “minority” group (2 yellow balloons), and few “middle” groups (5 green and 5 blue balloons).
- ✓ Facilitator shares balloons and each participant takes a balloon and a string.
- ✓ They blow up the balloons and tie them to their ankle.
- ✓ Facilitator asks them to form groups depending on the colour of the balloon in their ankle.
- ✓ Each group has its own place in the space where the activity takes place.
- ✓ Facilitator asks them to follow rules:
  - You have to play in teams according to balloon colour.
  - You have to protect your balloons, and blast balloons of other groups.
  - The colour of the balloon which remains in the end of the game is the winner group.

Step 2 - Debriefing (30 min)

- ✓ Do you like the game? How did you feel during the game?
- ✓ Do you wanted to win? Why? Why not?
- ✓ What did you of the other groups while you were playing the game?
- ✓ What strategies did groups use?
- ✓ Did you follow the rules of the game, given by instructor? Why? Is following rules, given by others, always a good thing?
- ✓ Was there any chances for "minority" groups to win?
- ✓ Is belonging to a group enough to make exclusions and discriminations?

Tips for trainers

- ✓ Count a number of balloons according to number of participants.
- ✓ You may want to have few observers. They will help you not to miss valuable parts of the game for debriefing.

**Activity 2: Steps to the unspeakable**

Duration: 90 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To analyse steps from the everyday life to the genocide.</li> <li>✓ To develop democratic citizenship, social and political responsibility.</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ Group work</li> <li>✓ Plenary discussions</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ <a href="#">Mindmapping software</a></li> <li>✓ 8 stages of Genocide (Appendix 1), one per group, cut to separate pieces.</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ Prepare tables for group work</li> </ul>
<p>Procedure</p> <p>Step 1 (15 min)</p> <ul style="list-style-type: none"> <li>✓ Facilitator writes the word “Genocide” in the centre node of the mindmap on the interactive blackboard and asks the trainees to create nodes in order to write inside what they know or what they think about that term.</li> <li>✓ All together, try to give a definition of the term Genocide.</li> </ul> <p>Step 2 (10 min)</p> <ul style="list-style-type: none"> <li>✓ Facilitator gives some info about the “birth” of the term and asks some questions: <ul style="list-style-type: none"> <li>○ Why the U.N. signed a convention regarding the prevention and suppression of genocides?</li> <li>○ Why it is so important to know about crimes against humanity and not to forget them?</li> <li>○ Apart from the Holocaust, do you know any other genocides? Have you ever been taught about them?</li> <li>○ Could you think about the reasons that lead to genocides?</li> </ul> </li> </ul> <p>Step 3 (20 min)</p> <ul style="list-style-type: none"> <li>✓ Trainees are divided into groups of 4.</li> <li>✓ Each group is given a copy of eight stages (appendix 1), cut into separate pieces.</li> <li>✓ Within each group, members study the content and they try to imagine the prior and next stages.</li> </ul>

- ✓ Facilitator states the groups have to put the stages in an order, depending on a specific gradation.

Step 4 (10 min)

- ✓ Groups together clarify the order of the stages, facilitator writes them on flipchart.

Step 5 - Debriefing (35 min)

- ✓ What are the origins of hate? How is hate cultivated?
- ✓ What is the role of prejudices and stereotypes?
- ✓ What is the role of the “rest of the world”? What will have happened if the rest of the world had reacted and resisted?
- ✓ Have you ever been in front of a scene you did not like it? How did you react?
- ✓ How is it possible to stop genocide at every step? Come back to every step and give some ideas.

Tips for trainers

- ✓ If there is no possibility to use a mindmap, you can write ideas on a flipchart.
- ✓ In appendix steps are not numbered, but they are put in a right sequence.
- ✓ For step 2 - on the internet you can find information about history of “genocide” term. There are few links :
  - <http://endgenocide.org/learn/what-is-genocide/>
  - <http://content.time.com/time/world/article/0,8599,1865217,00.html>
- ✓ You can find help for the last question of debriefing (how to spot genocide at every step) there: [https://en.wikipedia.org/wiki/Eight\\_stages\\_of\\_genocide](https://en.wikipedia.org/wiki/Eight_stages_of_genocide)
- ✓ You may decide to work on the last question for debriefing in groups first, then in plenary. In this case groups will have more time to work on ways to stop genocide at its every step.

### Activity 3: Complicity and Collaboration

Duration: 60 min

#### Expected outcome

- ✓ Using primary sources (videos, photos and images) to confront evidence of complicity and collaboration of ordinary people with Nazis during the WWII.
- ✓ To develop critical thinking.
- ✓ To develop competences of valuing human dignity and human rights, social and political responsibility.

#### Methods/ techniques used

- ✓ Group work
- ✓ Plenary discussion

#### Resources

- ✓ Acces to internet
- ✓ Primary sources: <http://kaskamanidis.gr/onlineapps/complicity/>
- ✓ Video analyzing work sheet: [http://kaskamanidis.gr/onlineapps/complicity/analyze\\_video\\_excerpts.doc](http://kaskamanidis.gr/onlineapps/complicity/analyze_video_excerpts.doc) (copies for each group)

#### Practical arrangements

- ✓ Prepare tables for group work

#### Procedure

##### Step 1 (35 min)

- ✓ Trainees form 7 groups.
- ✓ Each group studies one video excerpt, working with worksheet, and all 5 photos (find them in Primary sources).

##### Step 2 - Debriefing (25 min)

- ✓ Facilitator ask some questions regarding the video excerpts:
  - Why did bystanders do what they did?
  - What motives do they have?
  - Why did bystanders not react? Why do they just stand and watch?
  - Do they think of the consequences if they react?
  - If they had reacted, what would have happened to them?

- ✓ Facilitator asks some questions regarding the photos:
  - Observe carefully the photo and think about the roles of the persons.
  - Could you imagine what would have happened to them if they had reacted?
- ✓ What would have happened if the majority of people in each country had reacted?

Tips for trainers

- ✓ In step 1 you may ask participants to work with worksheets individually, and then discuss it in groups.
- ✓ Worksheet is available only in Greek language. If you can't use it, you may use any other questions for movie analysis. You get take examples here:  
<http://www.teachwithmovies.org/standard-questions.htm>



## Activity 4: Implementing new knowledge in educational practice

Duration: 100 min

### Expected outcome

- ✓ To reconsider personal and professional values and beliefs regarding human rights and human dignity.
- ✓ To practice creating a short lesson plan on genocide, using benefits of this training unit.
- ✓ To reflect on the importance of teaching the (through the) Holocaust in our schools.

### Methods/ techniques used

- ✓ Creation of a short lesson plan

### Resources

- ✓ Acces to internet
- ✓ Some Were Neighbours: <http://somereneighbors.ushmm.org/>

### Practical arrangements

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### Procedure

#### Step 1 (60 min)

- ✓ Facilitator provides primary sources for each trainee (at "Some Were Neighbours").
- ✓ Trainees study the primary source for 5' minutes.
- ✓ They start to develop their own short lesson plan.

#### Step 2 (30 min)

- ✓ Short presentation of lesson plans.

#### Step 3 - Debriefing (10 min)

- ✓ Short discussion on how important is to teaching (through) the Holocaust.

### Tips for trainers

- ✓ Facilitator gives advices when participants formulate the objectives of their lesson and describe the activities.
- ✓ Participants may choose to create lesson plans in groups.

## Appendices

### Appendix 1

#### **Eight Stages of Genocide, by Tara Wilson**

<https://borgenproject.org/eight-stages-of-genocide/>

#### **Classification**

Classification refers to a division of the population into racial, religious and ethnic divisions. In [Rwanda](#), the population was divided into Tutsi and Hutu, an ethnic divide in which the Tutsi were considered nobility. The stark divide between culture and ethnicity in Rwanda created an environment prone to conflict. According to Genocide Watch, recognizing this, finding and closing the divide is a successful preventative to genocide.

#### **Symbolization**

Symbolization refers to labelling the classified group. The groups dividing society are identified by a certain name, language, type of dress, uniforms or religious symbol. In [Cambodia](#)'s Khmer Rouge, people from the Eastern Zone were required to wear blue scarfs. Similarly, Nazi Germany required Jews to wear a yellow star. The symbolization of a certain ethnicity, race or religion easily and visibly differentiates that group, and the gap between two groups widens.

#### **Dehumanization**

Dehumanization, as the word suggests, is a process by which a particular group is marked as sub-human. This includes describing them as animals or disease. The process of dehumanization often involves negative propaganda campaigns. The U.N. provides the example that a Rwandan newspaper labelled the Tutsis as "cockroaches." Currently, the Rohingya Muslims in Myanmar are referred to as illegal immigrants, and many government leaders refuse to recognize even the existence of the Rohingya. The process of dehumanization allows the government to violate the human rights of the targeted group without the widespread criticism of the country's people, just as long as the propaganda efforts are successful.

## Organization

Organization refers to the planning of action, as genocide requires both collective action and group identification. In the case of Nazi Germany, the Nazis created a “final solution.” However, the level of organization differs by group. For Nazi Germany, the genocide was highly bureaucratic. Genocide also argues that states employ militias, such as the Janjaweed in Darfur and Interahamwe in Rwanda, in order to avoid blame.

## Polarization

In the polarization stage, groups are further driven apart by extremists. Those who did not participate in the previous stages are forced to separate themselves by the targeted group through intimidation by extremists. The U.N. cites Kristalnacht, when hundreds of synagogues were burned in 1938, as an example. In this stage, Dr. Stanton argues, moderates are key to preventing the furtherance of genocide. Involvement of outside groups would include providing security for these moderates and combating the extremists.

## Preparation

In preparation, further planning takes place. For instance, “death lists” are created or people are segregated into camps. At these camps, the targeted groups are subjected to starvation and disease, mimicking the consequences of extreme poverty. Weapons are stored and, as the U.N. states, death camps are built. In this stage, Stanton recommends international military intervention but notes this only occurs if there is significant political will. In many instances, intervention, if any, only occurs during the extermination stage.

## Extermination

The extermination stage is genocide. In Rwanda, almost 1 million moderate Hutus and Tutsis were killed in 100 days. During the [Holocaust](#), five to six million Jews were killed. The Khmer Rouge killed nearly 2 million people in [Cambodia](#). According to the UN, there have been over 70 million deaths due to genocide and politicides since its founding. These numbers evidence the importance of prevention in the first six stages of genocide. The willingness to intervene and political will must overcome doubts or fear of political costs.

## Denial

In the final stage, the perpetrators attempt to cover up their crimes or refer to reports of genocide as overstated. In some cases, those who violated the human rights of another group refer to the conflict as a “civil war.” The failure of international crime tribunals or individual nations to refuse to recognize the denial perpetuates future genocides. Hitler justified his extermination of the Jews by referring to the unpunished Armenian genocide.

In many cases, those who are not subjected to direct violence by the perpetrators of violence are victims of extreme poverty, as their economic prospects are extremely limited by government abuses and bias. The key to preventing further genocides is to both punish perpetrators after they occur and intervene as the initial stages are occurring. However, this requires the political will to combat human rights abuses before violence and “extermination.”