



Pestalozzi

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

From Reflection to Action:
Critical Thinking Approach to Education
for Prevention of Radicalization and
Crimes against Humanity

by

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From Reflection to Action: Critical Thinking Approach to Education for Prevention of Radicalization and Crimes against Humanity

Brief description

One of the darkest chapters in human history is the Holocaust. How can we help teachers to explore the problems related to such difficult issues? How to provide information about causes, contexts and consequences of the Nazis' terror for the next generations? How to prevent it in the future? The most successful way to answer these questions is trainings and lessons that encourage participants to think for themselves, ask questions and engage in critical thinking about difficult issues of human history.

This training unit consists of 11 activities organised into three sessions in an ABC structure. It allows for every session to be used as an independent "sub-unit" with its own set of activities.

Expected outcomes

- ✓ Willingness to acknowledge other people's feelings
- ✓ Attitude to cope with complex issues and avoid one-dimensional answers
- ✓ Ability to draw on others' diverse expertise and experience for the benefit of the whole groups' work

Background and context

The Training Unit is designed for teachers and teacher trainers. The main purpose of the TU is to demonstrate teaching/training strategies that may help to promote the remembrance of the Holocaust and prevent radicalization and racism in society. Its focus is on the processes involved in facilitating the development of basic values and HRE principles.

The methodology of the TU is based on a three-part teaching model that was introduced in the terms of *Evocation, Realization of Meaning, and Reflection* by J.Steele and K.Meredith (1977); *Anticipation, Realization and Contemplation* by J.Vaughn and T.Estes (1986); *Anticipation, Building Knowledge, and Consolidation (ABC)* by A.Crawford, E.W. Saul, S. Mathews and J.Makinster (2005); *Talk-Through, Walk-Through and Drive-Through* by J. Belanca, R. Fogarty and B.Pete (2012).

The **ABC** structure is used in this TU as the methodological framework which invites and supports teaching and learning by “*making sense of the world in terms of the concepts we already have*” through “*learning by doing*”.

The TU consists of 3 training sessions. Every training session is built on the ABC model and consists of a set of supporting activities. List of TU activities within the sessions is presented below.

Activities:

PRE-TASK (1 week before training)	Duration	Methods used
Activity 0. Critical watching	up to 180 minutes	
SESSION 1. Anticipation “Welcome to Education for the PREVI!”		
Activity 1. Introduction	20 minutes	Individual work
Activity 2. Scavenger Hunt	25 minutes	Game
Activity 3. Three-stage fishbowl discussion	45 minutes	Think – pair - share
Activity 4.“The Holocaust”: K-W-L chart	30 minutes	Pair work
SESSION 2. Building Knowledge “Why ordinary people commit genocide and mass killing”		
Activity 5. Fishbone diagram	70 minutes	Group work Gallery walk
Activity 6. Discussion Web	20minutes	Pair work Group work
SESSION 3. Consolidation “From reflection to action”		
Activity 7 Letter to the next generation	30 minutes	Pair work
Debriefing /evaluation Activity 8 ABC graffiti	30minutes	survey

Activity 0: Video watching (pre-task) up to 180 min

All participants are asked to watch 2 videos “Third Reich” make notes and comments on them by using the following instructions:

1. Before watching the video participants must prepare a notebook (or “reflective journal”). During watching and at various times during the training sessions they will be asked to write down their individual thoughts, feeling, or reflections. So, it would be useful for them to have these notes collected in one place for future reference.
2. Ask participants to review the videos deeply and critically.
3. Advise note taking during the process of watching or directly after it
4. Ask participants to look at several issues, including the following mentioned below and make comments for each issue:
 - ✓ unknown information that may become an inquiry and/ or a surprise
 - ✓ unforgettable moments
 - ✓ applicability to situations in their local society and modern world
 - ✓ questions that they can ask after the watching
5. Motivate participants to be ready to share their notes with other participants during appropriate training activities

Tips/anticipated difficulties:

As the video watching requires substantial time and concentration provide the link to the participants at least 1 week before the training

SESSION 1: ANTICIPATION “WELCOME TO EDUCATION FOR THE PREV”

Activity 1. ANTICIPATION “Welcome to Education for PREVENTION!”

Duration 25min

Expected outcomes:

- ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective
- ✓ Self-knowledge and introspection

Methods / techniques

- ✓ ice breaker
- ✓ discussion and presentation
- ✓ reflection

Resources:

- ✓ Poster and/or flip chart,
- ✓ markers,
- ✓ appendix 1
- ✓ post-it notes or small pieces of paper
- ✓ OVP and screen

Procedure:

- ✓ Step 1 (2 min) the trainer presents themselves briefly, but emotionally. He/she says some authentic words: why are they interested in studying this topic. He/she finds ways to connect their experience with the experiences of participants
- ✓ Step 2 (10 min) Ask participants to introduce themselves (name, job position) and answer the question “*I am here, because...*” in 1 sentence.
- ✓ Step 3: (3 min) Give brief “layout” of the training structure and the ABC-model (*Anticipation, Building Knowledge, and Consolidation*) framework
- ✓ Review the agenda and outcomes
- ✓ Agree upon the rules and responsibilities
- ✓ Step 4 (5 min) Ask participants to write their *concerns and expectations* on the post-it notes and then to put them on a blackboard. Invite 3-5 participants to share their notes with a whole group, answering the question “Why it is important for me?”

Activity 2 “Scavenger Hunt”

Duration 25 min

Expected outcomes:

- ✓ Acceptance of diversity as a possible value for the survival of humankind
- ✓ Willingness to work together with others and become actively involved
- ✓ Ability to discover facts about people’s beliefs and practices
- ✓ Knowledge about the relationship of self and others

Methods / techniques

- ✓ game
- ✓ group work

Resources:

- ✓ Pencils
- ✓ List with grid of statements (appendix 2)

Procedure:

- ✓ Step 1 (10 min) Distribute the grid with statements to participants Give the following instructions: “This activity is a scavenger hunt, except you are looking for people around you instead of objects. When I say *“begin”* circulate around the room looking for people who match these statements. You can use one person for only one statement, even if he or she matches more than one. When you have found a match, write down the person’s first name in the table.”
- ✓ Step 2 (10 min) When most participants have finished, call a stop to the hunt and reconvene the full group Survey the full group about each of items. Promote short discussions of 1 or 2 statements that might simulate interest in the training topic
- ✓ Step 3 (5 min) Debriefing/reflecting:
 - Ask participants to think about the differences and similarities among the people in the training group.
 - Ask them about the process of collecting information for the matches. How did you search people for statement 4? Why was it not easy? What did you feel when asked about the victims of Holocaust, genocides or other difficult issues?

Activity 3 A three-staged fishbowl discussion

Duration: 40 min

Expected outcomes

- ✓ Willingness to acknowledge other people's feelings
- ✓ Attitude to cope with complex issues and avoid one-dimensional answers
- ✓ Ability to draw on others' diverse expertise and experiences for the benefit of the whole groups' work
- ✓ Understanding of the roles and functions of social and political actors

Methods / techniques

- ✓ discussion
- ✓ assessment of the obvious parts, elements or/and components of "evil' tree"

Resources:

- ✓ Chairs
- ✓ Access to the Internet (if necessarily)
- ✓ Participants notebooks ("reflective journals")
- ✓ Markers
- ✓ List of questions for Socratic questioning (for trainer only)

Procedure:

- ✓ Step 1 (5 min) Prepare a list of the questions for Socratic questioning you will use as a guide for directing the discussion flow. Provide 5 categories of questions, at least 2 per every category:
 - Qs that clarify
What do you mean when you say....?
What examples can you provide?
What is the relationship of this to.....?
 - Qs about assumptions
What assumptions are you making?
Why would you make this assumption?
 - Qs that probe perspective and points of view
Is it your perspective that...?
How do you view...?
 - Qs that probe facts, reasons and evidence
Why do you believe this?
How certain are you about this?

- Qs that examine implications and outcomes

What is your implication?

What would be the outcome if that happened?

- ✓ Arrange chairs in a fishbowl configuration (two concentric circles). – a discussing circle and a listening one. Divide the participants into 3 groups. Use different shape papers to do so. Explain to participants that they will be in a Fishbowl where one group is participating in a discussion on the pre-task video, the other ones are listening. Every group will get 10 minutes for active discussion; all participants must use their reflective notes.
- ✓ Prepare three questions for discussion relevant to the content of the video. Ideally, the questions should be interrelated but that is not strongly required. They may be like below:
 - How would you describe the main reasons for the Nazis' party coming to power in Germany in 1934?
 - What characteristics would you use to describe the personality of Adolf Hitler and his role in the Holocaust?
 - How did you find the social and cultural context of Germany before the Second World War?
- ✓ Step 2 (10 min) Ask the first question for discussion. Ask the members of Group 1 to sit in the discussion-circle seats and ask the members of Group 2 and 3 to sit in the outer-circle seats and make a start.
- ✓ Step 3 (10 min) Invite the members of Group 2 to sit in the inner circle replacing Group 1 members. Ask the members of Group 2 if they would like to make any brief comments about the first part of the discussion, and then segue into the second discussion question.

Step 4 (10 min) Follow the same procedure with members of Group 3.

Step 5 Debriefing (5 min)

When all three questions have been discussed, reconvene the entire group and debrief.

Ask the participants for their reflections about the entire discussion. What was an obstacle? Is someone here who changed a previous point of view about remembrance of the Holocaust? If yes, why? Did you find your pre-task reflective notes useful? What information or arguments were missing by you?

Activity 4 "The Holocaust":K-W-L chart

Duration 45 min

Expected outcomes:

- ✓ Acceptance that human rights are for all human beings without exception
- ✓ Inclination to see things from different perspectives
- ✓ Ability to discover facts about other people's beliefs, values, feelings, and behaviour
- ✓ Ability to use intuitive and lateral thinking
- ✓ Knowledge of the different forms of discrimination and violence

Methods / techniques

- ✓ To exercise what participants already know about the Holocaust
- ✓ To present a structured overview of the facts of genocides and mass killings in the history
- ✓ To raise the interest and motivation towards Education for PREV

Resources:

- ✓ The K-W-L chart drawn on the chalk board or poster (**K**) *What do we know about the Holocaust?* – (**W**) *What do we want to know?* – (**L**) *What did we learn?* (appendix 3)
- ✓ Coloured chinks or markers
- ✓ 3-5 historical photos on the OVP screen

Procedure:

- ✓ Step 1 (10 min) Ask participants to pair up and make a list of points they know about the Holocaust. Remind that they must be fairly sure about them. Ask them not to limit themselves. Use pair – share method. One participant says what they think they know, the other writes it down. Then they switch roles.
- ✓ Propose to every pair to share the points they thought. Write them in the K-W-L chart in left column "*What do we know about Holocaust?*"
- ✓ Step 2 (10 min) Ask the participants about the things they are unsure of, and assist them how to turn their uncertainties into questions. Begin by reading out loud the points in the column *What do we know about the Holocaust?* And then ask participants "... *We know it, but what more do we need to know?*" Record the questions in the middle column of the K-W-L chart. It may be 1 question per 2-3 similar points

- ✓ Step 3 (10 min) Make a structured overview of the problem (i.e. genocide, mass killing, conflicts, oppressions and repressions, discrimination and violence). Use visual artefacts (like photos, pictures, goods if applicable etc), numbers and data. Use special words for the Holocaust as the biggest crime against humanity in modern history.
- ✓ Step 4 (5 min) Ask participants to fill in the last column of K-W-L- chart
“What did we learned about the Holocaust”?
- ✓ Step 5 (10 min) Debriefing:
Moderate a debriefing discussion based on the following questions:
 - How did you feel when doing through these activities?
 - Did you get new information to reinforce the importance of Education for PREV in your school?
 - What do you think about the remembrance of the Holocaust in your classrooms/pre-service or in-service trainings? Why so?

Session 2. BUILDING KNOWLEDGE

Activity 5 “Fishbone diagram”

Duration 70 min

Expected outcomes

- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind
- ✓ Readiness to strive for mutual understanding and meaningful dialogue
- ✓ Ability to draw on other’s diverse expertise and experience for the benefit of the group’s work
- ✓ Knowledge of the different forms of discrimination and violence (including racism, classism, anti-Semitism)

Method / technique

- ✓ analysis and discussion
- ✓ Writing.

►Resources:

- ✓ Fishbone diagram example (on the screen, <https://siteresources.worldbank.org/WBI/Resources/213798-1194538727144/9Final-Fishbone.pdf>)
- ✓ Posters (one per group)
- ✓ Coloured markers (one colour per group)

►Instructions/procedure:

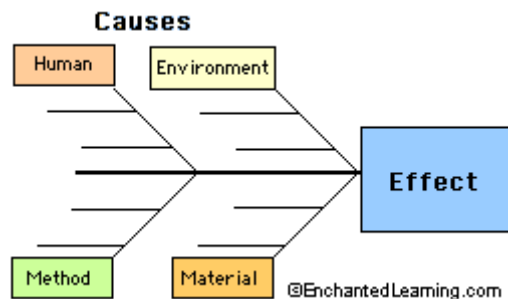
Step 1 (10 min)

- ✓ Select 5 different topics (or concepts) for group’s Fishbone diagrams as the following:
 - “Structures of power”
 - ”Forms of oppression”
 - ”Circles of violence”
 - “Triangle of evil”
 - “Types of denial”
- ✓ Divide participants into 5 groups. Each group should have a mix of participants, as much as possible (teachers of different subjects and trainers, women and men, young and older etc.)
 - Present for the group an example of a Fishbone diagram on a white/chalk board using colours. Explain how colours and other things

like symbols, images promote whole-brain thinking.

Step 2 (30 min)

- ✓ Share the topics between the groups. Provide posters or papers, different coloured markers, any other resources like magazines or newspapers with stories they can analyse for cause and effect that may help participants to create a diagram thoughtfully.
- ✓ Explain that fishbone is a graphic that allows participants to sort out the parts of a bigger idea into headings, subheadings, and details. Suggest that participants begin their diagram by creating a *spine* (underlying topic or basic concept) which is forwarding to fish head (*target idea*). The spine consists of the *ribs* (subheads), and the ribs consist of the *riplets* (details).



- ✓ Give the assignment in the format of PART as an acronym used to help participants learn this process:
 - Preview the whole situation (global look at the entire situation or circumstance , taking in as much information as possible)
 - Assess similarities and differences (finding how it is ruled, what people do, how they survive, what is the role of social context, and so on)
 - Reorganise by these similarities and differences (labelling the parts of basic conception or ideas i.e. governments, institutions, individuals; oppressors, oppressed, perpetrators, victims, observers; conscious and unconscious, implicit and explicit oppressions; personal, official, cultural denials)
 - Turn the analysis into a summary or synthesis (a succinct summary of facts)

Step 3 (15 min)

- ✓ At the end of group work, arrange a gallery walk around the room so all participants can see the diagrams. Invite the groups to post their completed posters on the classroom walls.
- ✓ One member of the group stays by the poster to answer questions; the others walk around the classroom, moving from poster to poster at trainer's

signal. At their first station, groups will read what is posted and one recorder should write the group's responses, thoughts, and comments on the chart paper.

- ✓ After three to five minutes, have the groups rotate to the next station. Participants read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station.

Step 4 (15 min) debriefing

- ✓ Ask participant to organize their chairs into a big circle. Conduct a discussion about the value of this creative and analytical strategy to outline complex ideas and conceptions.
- ✓ Discuss the next questions:
 - What data did you use from previous activities to show the cause-and effect relationships in your fishbone diagram?
 - Why are the big-idea themes used to treat the content of this activity important to the understanding of the Holocaust, crimes against humanity and radicalization
 - What is the most helpful thing you will takeaway concerning the critical thinking skills and competencies?

Activity 7 Discussion Web

Duration 30 min

Expected outcomes

- ✓ Acceptance of the fact that every individual constructs knowledge differently
- ✓ Readiness to question one's own and others' views, benefits and theories
- ✓ Ability to elicit and respond to others' beliefs, values and feelings and behaviour
- ✓ Ability to promote "convivencia"
- ✓ Understanding that every group has a power structure
- ✓ Understanding of the relativity of knowledge, that its theories are social constructs that remain incomplete and unfinished

Methods / techniques

- ✓ discussion
- ✓ writing
- ✓ pair work
- ✓ group work

Resources:

- ✓ Piece of paper for Web organiser (one per each pair)
- ✓ Poster
- ✓ Markers
- ✓ Cards with blogger's notes (one per each participant, appendix 4)

Procedure:

- ✓ Step 1 (5 min) The trainer prepares a thoughtful *binary question*.
 - "Would it have been better if all Nazis and their servants were murdered without Nurnberg Tribunal in the same way as they killed Jews and other "enemies of the German state"?"
- ✓ A binary question is one that has two possible answers. It might be answered "yes" or "no" with support.
- ✓ Divide participants into pairs using different coloured paper. Ask every pair to prepare a Discussion Web chart. Each of those pairs takes five minutes to think up and list three reasons that support *both* sides of the argument for this binary question. They list those arguments on one Discussion Web sheet.
- ✓ Step 2 (10 min) each pair of participants joins another pair. They review the answers they had on both sides of the issue, and add to each other's list.

- ✓ The four participants argue the issue through until they reach a conclusion. That is, the four persons reach a position they agree upon, with a list of reasons that support it. They enter their position in the box labelled *conclusion* on the Discussion Web sheet.
- ✓ Step 3 (10 min) The trainer calls on several groups of four to give brief reports of their position and the reasons that support it. The teacher can invite the groups to debate each other, if they took different sides of the argument.
- ✓ Step 4 (10 min) Debriefing
Ask each participant to make his or her own list of “keepers” (ideas or suggestions given in this activity that they think are worth keeping or retaining for future use in their training or teaching)
- ✓ Invite anyone who wishes to alter his or her position on the Discussion Web techniques that were used.
- ✓ Make a list of possible binary questions about the Holocaust.

Session 3. CONSOLIDATION

Activity 8 “Letter to the next generation”

Duration 30 min

Original version of Ildiko Lazar described in the publication:
Mompoin-Gaillard P., Lazàr I., (2015) **“TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs)”**, Pestalozzi series N°4, Council of Europe Publishing (p.287)

https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf

Evaluation and impact assessment

Duration 30 min

Expected outcomes <ul style="list-style-type: none">✓ Feedback on the quality of training
Methods /techniques used: <ul style="list-style-type: none">✓ ABS graffiti✓ Survey
Resources: <ul style="list-style-type: none">✓ Posters and coloured markers (one colour per one group)✓ Survey sheets (one per each participant) appendix 5
Procedure: ABS graffiti <ul style="list-style-type: none">✓ Step 1 (10 min) Divide participants into 4-5 micro-groups by handing out a jigsaw paper cut out.. Give each group their own poster paper and specific coloured marker to designate their team.✓ Ask them in 5 minutes to fill in one idea (word or association) for as much as possible the letters of the alphabet (<i>for instance "A -Auschwitz etc."</i>)✓ When the task is finished give a short time (up to 2 min) to rotate the papers to the other teams' posters and add new words using their own team colour. Looking at the colour coding after it's finished, the participants and trainer can see how many associations they made beyond their initial efforts.✓ Step 2 (10 min) Give one survey sheet to each participant (appendix 5). Ask them to fill it in individually.✓ Take a moment and reflect on how it would have felt to be a trainee participating in this training. It may help to write down participants' thoughts on a piece of paper, for example:<ul style="list-style-type: none">- How did you feel —interested, engaged, important, detached, controlled, or bored?- What kind of thinking did you do—memorise details, find main ideas, look below the surface at important issues? or make interpretations and support interpretations with reasons?- What will you take away from this TU—information? important ideas? or thinking skills?

References

Books and Publications

1. Belanca, J., Fogarty, R., Pete, B. (2012). *How to teach thinking skills within the common core*. Bloomington, IN: Solution Tree Press
2. Crawford, A., Saul, W., Mathews, S., Makinster, J. (2005) *Teaching and learning strategies for the thinking classrooms*. New York, NY: International Debate Education Association
3. Mompoin-Gaillard P., Lazàr I., (2015) "TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs)" Pestalozzi series N4, Council of Europe Publishing)
4. Shirer, W. (1960). *The rise and fall of the Third Reich: A history of Nazi Germany*. New York, NY: Simon and Schuster
5. Michel Foucault (1995). *Discipline and punish. The Birth of the Prison* Translated from the French by Alan Sheridan Vintage Books a Division of Random House, Inc. New York

Internet resources

1. The Rise and Fall of the Third Reich
<https://www.youtube.com/watch?v=VEwORlaYrtE>
2. Revisiting The Rise and Fall of the Third Reich Read more:
<http://www.smithsonianmag.com/history/revisiting-the-rise-and-fall-of-the-third-reich-20231221/#wRje6IGPG4YMxblD.99>
3. 5 Horrible Human Experiments in North Korea
https://www.youtube.com/watch?v=P9O_ZgiRfvc
4. Paul Bloom, Yale University, speaks on the topic of Just Babies
<https://www.youtube.com/watch?v=MLrzetNHAYo>
5. The Origins of Morality: How Biology and Culture Shape Us
<https://www.youtube.com/watch?v=LRRYY2JTqCg>

Appendix 1: ABC Structure

The Anticipation Phase (A)	The Building Knowledge Phase (B)	The Consolidation Phase (C)
<ul style="list-style-type: none"> • call up the knowledge already have • informally assess what learners already known, including misconceptions • think and ask questions about the topic they are about to study • set purposes for learning • focus attention on the topic • provide a context for understanding new ideas 	<ul style="list-style-type: none"> • compare expectations with what is being learned • revise expectations or raise new ones • make sense of the material and identify the main points • inquire, find out and monitor personal thinking • make inferences about the material • make personal connections to the context discussed • answer the prior questions and find new questions and answer those too 	<ul style="list-style-type: none"> • summarize the main ideas • interpret the ideas • share opinions • make personal responses • test out the ideas • assess personal learning • ask additional questions

Appendix 2: Introduction grid

B	I	N	G	O
Has a baby boy	Doesn't like pizza	Has a baby girl	Loves flowers	Speaks French
Has 2 kids	Chews her fingernails	Likes the color pink	Is allergic to cats	Loves to bake cookies
Watches soap operas	Was pregnant in the past year	Free Space	Doesn't drink coffee	Has twins
Is an only child	Plays the guitar	Wears contact lenses	Can run 2 miles	Doesn't eat meat
Is pregnant	Is younger than you	Practice yoga	Likes chick flicks	Wants 4 kids

Appendix 3: (K) *What do we know about the Holocaust?* – (W) *What do we want to know?* – (L) *What did we learn?*

(K) What do we know about the Holocaust?	(W) What do we want to know?	(L) What did we learn?

Appendix 4: Discussion Web chart

"Would it have been better if all Nazis and their servants were murdered without Nurnberg Tribunal, in the same way as they killed Jews and other "enemies of the German state?"

I AGREE! It would have been better if they were		I DISAGREE! It's still better
Reason 1		Reason 1
Reason 2		Reason 2
Reason 3		Reason 3
CONCLUSION		

Appendix 5. Evaluation survey

1. Please circle the word that describes how you felt during training:

interested, engaged, important, detached, controlled, bored

2. What kind of thinking did you do?

a) memorise details

b) find main ideas

c) look below the surface at important issues

d) make interpretations and support interpretations with reasons

What will you take away from this training unit?

information,

important ideas

thinking skills