



Pestalozzi

"From the Remembrance of the Holocaust to the
Prevention of Radicalisation and Crimes against
Humanity" (PREV2)

Prevention is not just a word

by

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Prevention is not just a word

Brief description

The aim of this unit is to introduce learners to the concept of a totalitarian mind-set so that they can work on education and prevention of escalation of this way of thinking in the classrooms afterwards.

In the training unit's introduction an exploration is offered of what could be comprehended as abuse of philosophical thought in order to strengthen totalitarianism, followed by an explanation about the distinction between totalitarianism as a type of consciousness and totalitarianism as a type of government. The training unit also offers the learners the opportunity to explore their own understanding of totalitarianism. Learners are encouraged to recognise dialogues and narratives which occur in secondary school classrooms as opportunities for further education and prevention of slipping into far – right patterns of thinking and acting. Learners are also encouraged to create awareness about the importance of education for prevention by using a cross – curricular approach within their units, such as in the case of application of arts within processes of inquiry in philosophy, history, civic education, sociology. Furthermore, this cross – curricular approach encourages learners to explore to what extent a multi – perspective analysis can be applied in secondary school teaching and learning processes. Although this training unit encourages exploration of the past in a mainly philosophical dimension, it also stresses that its crucial element is teaching about prevention and introspection of ideas, values and attitudes. For that reason this training unit explores both the abuse of a philosophical concept, later often attributed as elitist and/ or totalitarian and the power of ideas, attitudes, concepts and values.

Expected outcomes

- ✓ To provide understanding that passive mindfulness leads to abolition of freedom
- ✓ To provide understanding that the totalitarian consciousness is a phenomenon inherent to human beings
- ✓ To provide understanding of accidents which occur in secondary school classrooms for education of Crimes against Humanity and its prevention
- ✓ To show how arts, philosophy and the cognitive study of languages can be applied in teaching for prevention of Crimes against Humanity
- ✓ To raise awareness about atrocities committed in the name of idiosyncratic values of totalitarian leaders

Activities

	Duration	Methods used
Activity 1 A short introduction activity, followed by debriefing, "Did I obey"?	35 minutes	A pair group work, discussion
Activity 2, Introduction, Would you perceive me as wise or as an elitist, authoritarian or totalitarian?	55 minutes	Grouping technique, discussion
Activity 3 In exploration of the "Freedom versus Order" issue equality asks for its place too"	40 minutes	Cooperative learning, discussion
Activity 4 Why ordinary people commit extraordinary crimes?	90 minutes	Grouping technique Discussion
Debriefing /evaluation	40 minutes	Filling out assessment answer sheet Writing reports Taking pictures

Background and context

Totalitarianism may be understood both as a type of political regime and a type of consciousness. As a type of political regime it streams to monopolise all resources of a society and to penetrate every aspect of a social life. It tends to separate people into “us” and “them” as Philip Zimbardo pointed out while transforming critical aspects of a society to servient ones. “Us” is a determinant factor for treating someone as superior beings in comparison with “them” situation is completely different. “Them” are perceived as inferior. The destiny of “them” is to either be exterminated or to be exploited as cheap labour force until they died.

In order to achieve this totalitarianism uses education, propaganda and science. Premises of totalitarianism are: rejection of control are absolutely unacceptable, an obedient member of a society is a good member of society, the will of a supreme leader is the highest command, people are not equal and only those who are superior deserve to live.

Totalitarianism relies on suspicion, arrests, interrogations, punishment and extermination. The system of hierarchy is strongly embedded within the structure of a totalitarian society. Totalitarianism is total in its aspiration for destruction. Before it destroys it tends to diminish, humiliate and destroy universal principles of justice and equality.

As a type of consciousness, it represents, in the language of Hannah Arendt's, the representation of radical evil.. That is a phenomena for which the mind is not capable to comprehend. That is the mind disabled to product healthy thought.

This training unit was developed on frames of 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

Activity 1: A short introduction activity, followed by debriefing, “Have I obeyed?”

Duration: 35 minutes

Expected outcome

- ✓ Understanding that absence of critical inquiry leads to abolition of freedom
- ✓ Acceptance that issues of matters for humanity and for the world, in general, can be and should be introspected and valued from different perspectives
- ✓ Readiness to critically engage in introspection on a phenomenon of totalitarian consciousness that is inherent to human beings

Methods/ techniques used

- ✓ A pair group (a facilitator with a volunteer)
- ✓ Discussion

Resources

- ✓ A volunteer for an activity
- ✓ A classroom with enough space so that a volunteer can move from one place to another during the activity

Practical arrangements

- ✓ To prepare a classroom so that every participant has enough space to feel comfortable during this activity.

Procedure

Step 1 (10 min)

- ✓ Welcome the participants
- ✓ Introduce the participants with the topic of the training session
- ✓ Provide participants with an insight into “teaching through” pedagogical methods by excluding too many descriptive details.

Step 2 (5 min)

- ✓ Ask a learner volunteer to get up and to open the door of the classroom without providing him/her with any additional information.
- ✓ Two scenarios are possible to happen afterwards.
- ✓ A learner volunteer might obey the command without raising the question, “Why should I do that?”
- ✓ In the other case a learner volunteer will refuse to instantly accept the command and might ask for reasons to obey the will of a facilitator.

Step 3 (5 min)

- ✓ Scenario 1: If a learner volunteer opens the door as described by narrative in the first mentioned scenario, the facilitator will ask him/ her, “Why have you done it?”, “Why have not you asked for a reason for telling you to open a door?”
- ✓ Scenario 2: If a learner volunteer raises a question prior to construction of a possible decision to submit to the command, a facilitator will ask him/ her, “Why did you decide not to obey to my command instantly?”

Step 4 - Debriefing (15 min)

- ✓ Why did we do this activity?
- ✓ What consequences can we expect if on a governmental level subordinated people would execute all orders from authorities without applying critical thinking and questioning?
- ✓ How do you teach your pupils to employ critical thinking prior to a possible acceptance to submit to the will of you as their teacher?
- ✓ How does this activity model learning “through” instead of learning “about”?
- ✓ How can we say that presence and acceptance of free will and decisions made on the basis of free will represent the basis of a truly democratic government?
- ✓

Tips for trainers

- ✓ This activity can be compared with any other instruction which demands absence of critical thinking, thereby, implies a totalitarian mindset of all who might be perceived as subordinated.
- ✓ In addition to the previously mentioned a facilitator may ask learners to what extent is possible that evil or pressure start from absence of recognition, "This is banal, it's not worth of my attention." Many people didn't pay attention on Hitler in the first days of his activity as he had been perceived as "banal".

Activity 2: Introduction, Would you perceive me as wise or as an elitist, authoritarian or totalitarian?

Duration: 55 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Understanding that abuse of knowledge might lead to discrimination and denial of equality ✓ Readiness to engage higher thinking skills ✓ Readiness to engage in cooperation and knowledge construction ✓ Appreciation of equality between members of mankind ✓ Acceptance of responsibility in preservation of democracy
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Grouping technique ✓ Discussion
<p>Resources</p> <p>Plato, Apology of Socrates, Retrieved from http://law2.umkc.edu/faculty/projects/ftrials/socrates/apology.html, Accessed on January 21st 2017th</p> <p>Nietzsche, F., Thus Spoke Zarathustra, Retrieved from https://www.gutenberg.org/files/1998/1998-h/1998-h.htm#link2H_4_0004, Accessed on January 21st 2017th</p> <p>Mompoin-Gaillard, P. & Lázár, I. (2015). TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge. Pestalozzi series no. 4. Strasbourg: Council of Europe, Retrieved from http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf, Accessed on January 21st 2017th</p>
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A classroom should be spaced enough so that all learners feel comfortable while working in groups ✓ Each group should be given a sheet of paper and felt – tip pens
<p>Procedure</p> <p>Step 1 (15 min)</p> <ul style="list-style-type: none"> ✓ Divide the group into three smaller groups letting them choose between 3 pieces of papers. On each piece is written a name: Iqbal, Chandra Gupta, Amenhotep

- ✓ Members of the Iqbal group are provided with short excerpts of Plato's Apology of Socrates where he writes about the Socrates' decision to accept death penalty rather than to abandon universal principles of justice and fairness. They are assigned to read the text.
- ✓ Those in the Chandra Gupta group read Nietzsche's reflection on "Will to Power" ("Beyond Good and Evil")
- ✓ Members of the Amenhotep group read Nietzsche's reflection on "The Master Race" and "The Slave Race" ("Thus Spoke Zarathustra").

The learners are not told anything about the authors of the texts.

Step 2 (15 min)

- ✓ Learners are asked to proceed to the next step.
- ✓ Learners are asked to draw four quarters on a working piece of paper
- ✓ In each corners of quarters they should write the following:
- ✓ I agree with the statement and..
- ✓ I disagree with the statement and...
- ✓ I agree with the statement to a certain extent and..
- ✓ I disagree with the statement to a certain extent and..

Step 3 (5 min)

- ✓ Learners are asked to choose a quarter or quarters which depict their choice of answer as a group and to write down reasons why they think so
- ✓ The activity is finished when the last participant finishes his assignment.

Step 4 - Debriefing (20 min)

- ✓ Moderate a discussion around the following questions:
 - What kind of criteria have you used for establishing your decision?
 - How are stereotypes helpful?
 - "What do you really know about the authors who wrote these sentences?"
 - How do we know, "Who is right and who is wrong?"
 - What is a basis for judging who is 'a bad guy' and who is "a good guy"?
 - How powerful is representation in a process of implying a certain kind of thinking?
 - How important is it to speak out loud?

Tips for trainers

- ✓ There is a possibility for learners to perceive content of reading as too abstract. However, the facilitator should proceed with the activity.

Activity 3: In exploration of the “Freedom versus Order” issue, equality asks for its place too

Duration: 45 min

Expected outcome

- ✓ Readiness to work on improvement of analytical and critical thinking skills
- ✓ Readiness to accept Self in “Otherness” and vice versa
- ✓ Willingness to cooperate with others
- ✓ Acceptance to appreciate and celebrate cultural diversity
- ✓ Understanding of the world’s multidimensional knowledge heritage within politics, law, human rights, culture, cultures, religions, history, media etc.

Methods/ techniques used

- ✓ Cooperative learning
- ✓ Discussion

Resources

- ✓ Sheets of paper, pencils, projector, Internet
- ✓ Margarethe von Trotta, “Hannah Arendt, Retrieved from: <https://www.youtube.com/watch?v=wmBSIQ1kOA>,

Practical arrangements

- ✓ Learners should be given enough space in different corners of a classroom so that they can discuss the content of their task without the distraction of overhearing the other groups.
- ✓ Learners should be encouraged to reflect on the content of terms provided. A facilitator might cross the space of a classroom from time to time and say a word or two with learners, in order to check if they experience any kind of uneasiness or misunderstanding of the activity.

Procedure

Step 1 (10 min)

- ✓ Learners are asked to watch a short excerpt (“The Final Speech”) from the movie “Hannah Arendt” of Margarethe von Trotta. The movie clip refers, among others, to the trial of Adolf Eichmann in Jerusalem.

Step 2 (5 min)

- ✓ Learners are also asked to choose between 4 different colours of small pieces of papers, given by the trainer, e.g. pink, green, blue, yellow
- ✓ Learners are asked to form groups in accordance with their choice of colour; those who choose pink colour form a group with others who choose the same colour, those who choose green colour form a group with others who choose the same colour. The same case is with blue and yellow.
- ✓ After watching an excerpt learners are asked to form four groups according to the colours chosen. Every group will be given a name: Isaac, Usama, Malala, Eva.

Step 3 (15 min)

- ✓ Learners are given 15 minutes to reflect on the content of the movie clip and to write down their findings but while doing this they have to reflect upon meaning of words given in papers and their connection with the movie clip.
- ✓ Every sheet of paper should be divided by lines to four quarters, each for a learner. In this space they should write down reasons for agreeing or disagreeing with statements of Hannah Arendt but only in connection with terms written down in each of four quarters
- ✓ Each of four quarters will be attributed with one of the following terms: cooperation, destruction, judgment, responsibility
- ✓ While doing this activity each member in a group will be given a role (tracers, encouragers, timers, “writers”)
- ✓ *Tracers: the task of the Tracer is to facilitate the group process. S/he has to keep the group hot on the trail, on the given task. For example, s/he makes sure that the work results are summarised to help move on with the task.*
- ✓ *Encouragers: the task of the Encourager is to ensure equal access and participation for all the group members. S/he is a practical helper, who has to ensure that everybody contributes to the work equally. For example, s/he may encourage silent members to express themselves and talkative members to “rest” if needed.*
- ✓ *Timers: the task of the Timer is to help the micro-group be on time by finding common solutions, and help the group find efficient ways to complete its task on time. For example, s/he helps micro-group members find quicker ways to carry out their activity.*

- ✓ *Writers” in the task of the Writer is to ensure that every group member’s voice is taken into account and recorded. S/he makes sure each member has written something on the final document.*

Step 4 - Debriefing (15 min)

- ✓ How was this activity meaningful for you?
- ✓ Would you tell us your reflections in regards to the name of your group?
- ✓ What qualities can we find for a group to have in common and vice versa?
- ✓ Why do some human beings tend establish hierarchy?
- ✓ Why do some people tend to apply authority and subordination toward others?
- ✓ How would you interpret equality?

Tips for trainers

- ✓ It might take some time for learners to connect all aspects of cooperative learning given in the activity. However, a facilitator should encourage learners not to give up of the activity as they need to “dive” into personal introspection.

Activity 4: Why do ordinary people commit extraordinary crimes?

Duration: 90 min

Expected outcome

- ✓ Strengthening of autonomous learning skills
- ✓ Understanding of multi – perspective approaches to different fields of cognition, such as language and/ or arts
- ✓ Fostering skills of listening to others and observation of others` attitudes
- ✓ Willingness to cooperate with others in a process of knowledge acquiring
- ✓ Appreciation of equality between members of mankind
- ✓ Valuing human dignity and human rights
- ✓ Understanding of importance of democracy, justice, fairness, equality and the rule of law

Methods/ techniques used

- ✓ Grouping technique
- ✓ Discussion

Resources

- ✓ Projector, Internet, felt – tip pens, sheets of paper
- ✓ Banksy, Banality of banality of evil, Rose, Joel, (2013), Art Or Act? New Yorkers Give Banksy Residency Mixed Reviews, Retrieved from: <http://www.npr.org/2013/10/31/242028452/art-or-act-banksys-reviews-are-mixed>
- ✓ Elie Wiesel on hope, compassion, and the power of youth, Retrieved from: <https://www.youtube.com/watch?v=keLT6bp7wok>
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Practical arrangements

- ✓ A facilitator should be familiar with the topic of the activity. It is important that he/ she either work on this matter actively or that he/ she engages himself/ herself in exploration of the topic prior to implementation of the activity.

- ✓ The classroom should have enough space to allow for learners to form a circle so that everyone feels comfortable while engaging in a discussion.

Procedure

Step 1 (10 min)

- ✓ Learners are asked to sit in a circle. They should stay silent while a facilitator invites them to take a look at the Banksy's artwork titled as "Banality of banality of evil" presented on the projector.
- ✓ Learners are encouraged to share their feelings and observations with others with regard to this artwork.

Step 2 (10 min)

- ✓ Learners are asked to watch a trailer from the movie "Experiment"
- ✓ After watching the trailer learners are separated in two groups, "Authority" and "Subordination"
- ✓ Learners are not allowed to choose which group they might join, a facilitator will make a decision in their names.

Step 3 (20 min)

- ✓ Those in the "Authority" group are asked to imagine what triggered the guards to act in the way they did. They are asked to explore would they ever behave in a similar manner (for instance, if they feel that their lives might be jeopardized, or just for the sake of implying authority if a chance for that would be given to them). They are asked to draw on a paper a picture of power.
- ✓ The picture is presented to the others later with an explanation of what was drawn.
- ✓ Learners in the "Subordination" group are asked, for the difference of those in the "Authority" group to explore their feelings and thoughts if they would have to accept domination of authority as presented in the movie trailer.
- ✓ Learners are also asked to draw a picture in which they have to present how it is to be subordinated by such an authority.
- ✓ Learners are asked to show the picture to the others and explain what was drawn

Step 4 (20 min)

- ✓ Learners are asked to watch an excerpt from the Ellie Wiesel's speech on hope, compassion, and the power of youth.
- ✓ Each member in a group is asked to listen to the learner sitting behind her/him and to take part in a discussion about Wiesel's speech and to discuss his/ her attitudes in regard to Ellie Wiesel's speech.

Step 5 - Debriefing (30 min)

- ✓ How did you feel during this activity?
- ✓ Can you describe how it feels to be labelled "Authority" or "Subordination"?
- ✓ What does it mean to become labelled?
- ✓ To what extent do feelings of shame and guilt play a role in the manipulation of people?
- ✓ What would be a good antidote for feelings of guilt and shame?
- ✓ What did you want to tell us by your drawings?
- ✓ Which of the skills mentioned in the TASK is for you the most important and why?
- ✓ How does it show in your behaviour that you have this and that attitude?

Tips for trainers

- ✓ The facilitator should encourage learners to speak openly about their feelings which might appear when asked to take a place both in the "Authority", and in the "Subordination" group.
- ✓ The facilitator should respect learners' demand, if it happens, to abstain from a public expression of their feelings as it is possible that some patterns might be triggered.
- ✓ The facilitator might suggest that learning about prevention includes respect for others' feelings

Activity 5: Evaluation of the training session

Duration: through a whole training

Expected outcome

- ✓ Learners will understand that through passive behaviour and by not expressing their opinions this gives consent to the abolition of freedom
- ✓ Learners understand that there is no justification for denying human rights to any man who has not sinned against the righteous law
- ✓ Learners will understand that the presence of a totalitarian mindset is inherent to human kind
- ✓ Learners will understand that teaching about prevention leads to the diminishing of a totalitarian mind-set

Methods/ techniques used

- ✓ The assessment answer sheet
- ✓ Writing reports
- ✓ Taking pictures

Resources

- ✓ Daily evaluation form, photos, final report

Practical arrangements

- ✓ the facilitator should take pictures during implementation of every activity scheduled

Procedure

Step 1 (5 min)

- ✓ At the beginning of a training session the facilitator will announce to learners that pictures will be taken during implementation of every activity
- ✓ The facilitator will explain the purpose of taking the pictures
- ✓ The facilitator will introduce learners with another detail of the assessment process

- ✓ The facilitator will tell learners that it would be of great help for to him/ her if learners would fill up a daily evaluation form after the training session finishes

Step 2 (throughout a whole training session)

- ✓ The facilitator takes pictures of activities implemented

Step 3 (5 min)

- ✓ A facilitator shares a daily evaluation form between learners.

Step 4 - Debriefing (15 min)

- ✓ What skills, knowledge and attitudes did you find useful and describe for future teaching in your classes?
- ✓ How can these activities complement to your lesson plans?
- ✓ What are the main challenges for implementation of these activities within your classes?

Tips for trainers

- ✓ Another option for the facilitator would be to inform learners that is possible for them to send a daily evaluation form through email. However, learners should be told that a recipient (in this case, the facilitator) should receive the form within a day or two after the training activities finishes.

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14. You Tube, Hannah Arendt "Zur Person" Full Interview, Retrieved from: <https://www.youtube.com/watch?v=dsolmQfVsO4&t=12s>
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Appendices

Appendix 1

Additional questions for the first activity:

1. Why do we obey?
2. How would you describe how some becomes obedient to someone's will?
3. How do you perceive "power over" and "power with"?
4. Why do some people tend to conflict with "hierarchy"?

Appendix 2

Readings for activities:

“Zarathustra, however, looked at the people and wondered. Then he spoke thus:

Man is a rope stretched between the animal and the Superman—a rope over an abyss.”

Friedrich Nietzsche, *Thus Spoke Zarathustra*, Prologue 4

“What serves the higher type of man as nourishment or refreshment must be almost poison for a very different and inferior type. The virtues of the common man might perhaps signify vices and weaknesses in a philosopher; it could be possible that a man of a higher type, when degenerating and perishing, might only at that point acquire qualities that would require those in the lower world into which he had sunk to begin to venerate him like a saint.”

Friedrich Nietzsche, *Beyond Good and Evil*, Free Spirit

“Under conditions of peace the warlike man attacks himself.”, Friedrich Nietzsche, *Beyond Good and Evil*, Epigrams and Interludes

“But when the oligarchy of the Thirty was in power, they sent for me and four others into the rotunda, and bade us bring Leon the Salaminian from Salamis, as they wanted to put him to death. This was a specimen of the sort of commands which they were always giving with the view of implicating as many as possible in their crimes; and then I showed, not in word only but indeed, that, if I may be allowed to use such an expression, I cared not a straw for death, and that my great and only care was lest I should do an unrighteous or unholy thing.”

Plato, *Apology of Socrates*

Additional questions for reflection:

What is the difference between persuasion and opinion?

What is the difference between belief and knowledge?

Appendix 3

The next step “Action and speech create a space between the participants, which can find its proper location almost any time and anywhere. It is the space of appearance in the widest sense of the word, namely, the space where I appear to others as they appear to me, where men exist not merely like other living or inanimate things but make their appearance explicitly.”

Hannah Arendt, *The Human Condition*

Appendix 4

Activity 4, “Why do ordinary people commit extraordinary crimes”

Banksy, *The banality of banality of evil*



Appendix 5, Activity 5, Assessment sheet form

Please indicate your level of agreement in the statements listed below:			
This training broadening my knowledge on teaching for prevention	I agree	I do not agree	I partially agree
The facilitator explained and illustrated concepts	I agree	I do not agree	I partially agree
The training material was useful.	I agree	I do not agree	I partially agree
I am interested in applying these activities in my classes.	I agree	I do not agree	I partially agree
Please provide an answer to the following questions:			
Did you like any activity more in comparison with others and if so, why?			
Did you find issues that were not clear to you and if so, why?			
What additional skills might you need to help you use these activities in your teaching for prevention?			
THANK YOU!			