

ACTIVITY PLANS

The UPROOTED Learning Cards Set

**PARTICIPANTS' AGE/LEVEL**

young people aged between 15 and 19

**GROUP SIZE**

20

**TIME**

40–60 minutes, depending on the activity

**KEYWORDS**

crimes against humanity, identity, childhood, NS crimes, current examples of violations of children's rights

**LEARNING OBJECTIVES**

- raising awareness about the history of stolen children
- giving examples of the violation of children's rights across historical periods and in various contexts
- teaching about the effects and consequences of being uprooted
- interactive student involvement throughout the lesson through critical inquiry and discussion–fostering questions

**BACKGROUND**

The project “Uprooted – (Hi)Stories of Stolen Children during World War II” illustrates the racist ideology of the National Socialists, looks at what we can and should learn from this history and establishes a link to current violations of children's rights. As uniquely cruel as the Nazi ideology was, the effects of racist and/or politically motivated violations of children's rights can be observed today across the world.

**MATERIALS**

- laptop, digital projector and speakers, internet
- UPROOTED Learning Cards Set downloaded from <https://uprootedchildren.eu/en/materials/cards-set/> and printed on both sides of the paper (or, if implementing the class online, the online set, available at the same webpage).



TIPS

This activity can be implemented as part of a regular history lesson or in a civic education class. It can also be implemented in a non-formal educational context in the format of a workshop dealing with large-scale violations of children's rights, both historically as well in modern times.



THE ACTIVITIES STEP BY STEP

Introduction (10 minutes)

The purpose of the introductory conversation is to determine the level of familiarity and knowledge of the participants in relation to the (hi)stories of uprooted or stolen children during World War II. We recommend asking some of the following questions (as well as others that you find suitable):

- If you hear the term 'stolen children', what is the first thing that comes to your mind?
- Are you familiar with the Nazi programme of taking Aryan-looking children from Central and Eastern Europe from their parents?
- What was the purpose of this policy? Why was Germanization important for the Nazis?
- How would you define 'children's rights'? In what way did being separated from their parents, and undergoing Germanization, violate these children's rights?
- Can you name some other examples in history, or today, of children being separated from their parents, families and homes and discriminated against on account of their ethnic, racial, national, cultural background?

Using the UPROOTED Learning Cards Set (the amount of time needed depends on the activity)

HERE YOU CAN FIND THREE IDEAS ABOUT HOW TO USE THE LEARNING CARDS WHEN RUNNING AN ACTIVITY WITH THE PARTICIPANTS:

1 GROUP TIMELINE READING & DISCUSSION

Time: 30 minutes (if each participant chooses a single card from the set) or 45-50 minutes (if each participant chooses 2 cards from the set)

Materials:

printed/hardcopy learning cards set, tape, year cards taped on a timeline on the classroom wall or blackboard

Preparation:

Place the cards you wish to focus on during the lesson in a pile on a table. Have the year cards taped in a line on the classroom wall or blackboard.

Instructions:

Ask each participant to select one (or two) cards from the pile. They should make their choice based on what is visually appealing or what seems interesting to them – and they should not read the information on the reverse of the card(s) when selecting them.

- a) Tell the participants to familiarize themselves with the card(s) they selected, to read the heading of the card(s), and to ask you to explain anything they found unclear.
- b) Divide the group into several smaller groups, depending on the number of categories you have for the group discussion (you decide on the relevant or applicable categories in advance):
 - ask all those with cards of individuals, persons, or historical figures to go to one corner;
 - ask all those with cards depicting culture, sports, entertainment (music, arts, literature, movie images) to go to another corner of the room;
 - ask all those with images of conflict or war to go to another corner of the room;
 - ask all those with images of symbols and maps (flags, emblems etc.) to go to another corner of the room;
 - etc.
- c) Once the groups have been formed, have them compare their respective cards in a group discussion. You might then ask these questions:
 - What types of images do we have in our group?
 - What are the similarities between the images?
 - What are the differences?
 - What mood or message do the images convey?
 - What do they teach us about this subject or historical period?
- d) After the group discussions, start to invite the participants to present their chosen card(s) and to stick them onto the timeline (on the wall or blackboard) in chronological order. You might then ask these questions:
 - What made you choose this card?
 - What does your card represent?

This is the simplest way of doing an introductory lesson to a topic using the cards in their physical form.

2 POSTER ASSIGNMENT

Time: 30–45 minutes (group-work-based activity, assuming 4 groups of 5 members each, taking 10–15 minutes for preparation of the posters, and then 4 x 5 min. per presentation of each group poster, including facilitator’s feedback and group reflection/discussion)

Materials needed: printed/hardcopy learning cards set, tape, flipchart sheets, markers

Preparation:

Spread out the learning cards you wish to focus on during the lesson on a table with images clearly visible to participants (best to keep the number of cards to a minimum, so as not to burden the participants with too much choice).

Instructions:

- a) Ask each participant to select one card from the pile. They should make their choice based on what is visually appealing or what seems interesting to them – and they should not read the information on the reverse of the card(s) when selecting them.
- b) Tell the participants to familiarize themselves with the card(s) they selected, to read the heading of the card(s), and to ask you to explain anything they found unclear.
- c) Form several groups (of 4-5 participants each) randomly (e.g. by having participants count from 1 to 5).
- d) In each group, have the participants compare their respective photos and discuss: “I selected this picture because ...”. Then ask the group to discuss which picture in their group conveys the strongest or most important message.
- e) Once they have selected the one image card (or, if they can explain the connections, they can use multiple cards), ask the group to create a poster. They can tape the card onto the flipchart sheet and draw or write around the picture. The goal is to make a poster that can properly communicate the message and history conveyed in the photograph or image(s).
- f) Once all the groups have prepared their posters, it is time to present them to the rest of the group. All the groups have to present their posters, and ideally each member of the group should say something. Listen to all the presentations and ask the participants to make comments and ask questions to the presenting group. You facilitate the discussions.

At the end of the session, you should reflect on the key cards selected for this activity and consider the strengths of the historical components of each of the cards, closing the session in a way that gives participants something to think about.

3 BINGO ASSIGNMENT

Time: 30-40 minutes (depending on how many questions you put in the quiz, and allowing for a short period of discussion or reflection following each question, as needed)

Materials needed:

printed/hardcopy UPROOTED learning cards set, PowerPoint or other presentation method with 30 or more quiz questions

Preparation:

Spread out the learning cards you wish to focus on during the lesson on a table, with images clearly visible to the students.

Instructions:

- a) Prepare an extensive quiz on the subject covered by your chosen cards. The questions could be true/false, multiple choice, short essay or yes/no type.
- b) This session is for revisiting a topic, introduction to a topic, etc.
- c) Divide the group into teams of two or three participants. Each team is randomly assigned a couple of cards from the set (as ‘cheat’ cards or quiz assistance). They have 5 minutes to familiarize themselves with the cards in each group, perhaps briefly

talk about them. Start projecting the quiz questions, making sure that they are timed (with the countdown timer clearly visible). If a group thinks they know the answer, they should raise their hands – if they offer the correct answer, the quiz moves on to the next question, and the group has gained a point. If they offer an incorrect answer, the countdown continues until another group offers the correct answer.

- d) The fast pace of the questions in the quiz, the friendly competitiveness and (perhaps) a small ‘prize’ for the winners (something symbolic) is guaranteed to make this an effective way of revising a subject area or a historical period.

WRAPPING UP & HOMEWORK ASSIGNMENT (5-10 MINUTES)

Have each participant choose one card from the set (or, alternatively, the teacher or facilitator assigns the cards to the students or participants) and carry out independent research on the subject represented on the card. They can be asked to write brief essays or to create a 10-slide presentation on the subject covered by that particular card, going into more detail and further contextualizing and explaining the topic. These essays or presentations can then be showcased in the next session.



DEBRIEFING

You can prepare a short quiz (eg. on Kahoot [<https://kahoot.com/>] or offline) to establish students’ understanding and retention of information covered in the (previous) class on the stories of uprooted children. You can also evaluate the quality of their homework assignments.



OPTIONAL FOLLOW-UP ACTIVITY ON THE TOPIC OF CONTEMPORARY UPROOTED CHILDREN

UNICEF Ireland has developed a module (composed of several activities) to bring young people closer to the hardship and difficult circumstances facing children that are uprooted today. The module builds understanding and fosters empathy with child refugees, migrants and displaced children who are seeking a better life and experiencing hardships along their journey to Ireland.

You can find the activity plan, complete with a PowerPoint presentation and Kahoot quiz on the topic, on the UNICEF Ireland website: www.unicef.ie/our-work/schools/global-issues/children-uprooted/

Note: even though the module deals with the stories of children migrating to Ireland, it is nonetheless illustrative of the stories of many other uprooted children who are fleeing conditions of poverty, conflict and instability, searching for safety and a new home in the West.

For a UNICEF report and statistical snapshot of “Uprooted: The Growing Crisis of Refugee and Migrant Children” (2016), see: <https://data.unicef.org/resources/uprooted-growing-crisis-refugee-migrant-children/>

Author: Maja Nenadović for the Kreisau-Initiative e. V., www.kreisau.de

Project: Uprooted – (Hi)Stories of Stolen Children during World War II, www.uprootedchildren.eu

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