

### Content and process of the module Detailed description

#### Overview

About the concept, the organization and the structure of the Module see **General description**.

The different steps are units of the module that can be organized in different ways (in one class, in different classes, outside the traditional classroom structure etc.) Timeframe is flexible as to the organization of the Steps. You will find suggestions in the Notes and at the end of each Step for less or more time for that unit respectively (Alternative way; Additional options).

At the beginning of each Step, the *Specific objectives* part indicates the educational objectives which are crucial in that particular unit. You (the teacher) and the students can have of course other goals, and you should also consider the general objectives given in **General description**.



By this symbol you will find some **focus** points of the unit.



By this symbol there are some recommendations to **pay attention** to and/or **avoid** during the educational process of the Step.

The table is a detailed description of the suggested teaching process for each unit which may help you prepare for your classes. Take the instructions and descriptions as suggestions of a coherently planned process that can be changed in a flexible way. It also helps you find some additional methodological tools to develop your classroom activities (especially cooperative teaching methods). For teaching strategies and methods see also **General description**. Take particular care of the Notes part. While you have all your professional freedom to use the materials of the module, don't forget that teaching about the Holocaust is complex and might include possible pitfalls.

# THE WALLENBERG LESSON

## Step 1

### Rescuers, heroes and people who need them

#### Timeframe

45-120 mins.

#### Specific Objectives

- To introduce the concept of rescue.
- For the students to reflect on the different models of heroes in the society.
- For the students to reflect on the different situations when rescue activity is needed and on different target groups of discrimination, genocide, atrocities.
- To introduce the topic of the Holocaust and the main figure of the module: Raoul Wallenberg.
- For the students to understand some factors of the context Jews lived in in Budapest in 1944, and to raise questions about that in preparation for the next step.



- why do we rescue other people?
- student's personal experiences
- heroes as role models, past and present heroes, heroes in history and in popular culture, everyday life heroes
- discrimination, aggression toward minority groups, atrocities, genocides, Holocaust
- keywords of the historical situation in Budapest 1944: killings, Jews, German occupation, Hungarian Arrow Cross Movement, Shomer Hatzair



- It is important for the student to reflect on the image of heroes and super heroes in popular culture, but try to reinforce a more sophisticated approach to hero and heroic attitude with different examples of heroes.
- If the students mention some clearly negative heroes, pay particular attention to that and try to help them avoid identification with them. Discuss the differences between negative and morally positive heroes and "in between" situations.

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
5-10	<p>Start the class with some lead-in questions about rescuers in general evoking students' personal experiences and knowledge (rescue actions, rescuers they know personally or from the news).</p> <p>You might write some notes on the board about different types of rescue activities and rescuers.</p>	Classroom sharing		
15-20	<p>Distribute <b>Card1</b>. Each group should list names or types of rescuers, heroes and people to be rescued, and should try to find some characteristics and features of them.</p> <p>Ask them to discuss especially on heroes and rescuers</p>	Group discussion	<b>Card1</b>	<p>This theme will be further developed in Step 3, so this group work is only an introductory discussion for that.</p> <p>Tell the students that they can write the same names or types in different places.</p>
5-7	<p>The groups share each other's cards, and they can complete their own cards. Teacher checks the cards and explains students that this card is important for the next classes, they will use them.</p> <p>You might highlight briefly some interesting insights from the cards or from group discussions you have heard.</p>	One of the sharing information techniques <sup>1</sup> , teacher's explanation		<p>You should intervene with some suggestions if you think the students did not consider some important factors about rescuers and heroes, especially if they seem to be idealizing them and/or focusing on the exceptionality of the heroes (ad. eg. superheroes). But if they don't mention heroes from popular culture you should encourage them to do it (cf.: Step 3).</p>

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<sup>1</sup> You can use one of Kagan's simpler techniques (cf.: [http://www.cooperativelearning.com/free\\_articles/dr\\_spencer\\_kagan/ASK13.php](http://www.cooperativelearning.com/free_articles/dr_spencer_kagan/ASK13.php) ), or the students can simply change their Cards for a moment due to short time.

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
5	<p>Give Raoul <b>Wallenberg's faces</b> photo to each group, they should stick it on the paper in the frame.</p> <p>Provide some basic information about him, and explain briefly that they will explore more about this rescuer and hero during the next classes.</p>		<b>Wallenberg's faces</b>	
3	<p>Introduce <b>Chapter 1</b> of the video (The Wallenberg Lesson: Life at Risk) with short explanation about people who need to be rescued, particularly in difficult times when their life is at risk.</p>			Don't describe in advance the exact situation of Agnes.
2	<p>Students watch the first part of <b>Chapter 1</b>.</p>		<b>Video: Chapter 1</b>	If you have two separate classes of 45 mins., you can show the clip and then assign some homework questions to the students. In this case you should begin the next class with showing the clip again.
5-12	<p>Stop the video after the first testimony clip and ask the students about their first thoughts:</p> <ul style="list-style-type: none"> <li>- Who is the one at risk in this situation? Why is her life at risk?</li> <li>- What is the context? What do they know about it?</li> <li>- What is particular about the situation?</li> <li>- What does she need in her situation?</li> </ul> <p>During the discussion, introduce the concepts of the <i>Holocaust</i> and <i>genocides</i>.</p>	Classroom discussion, teacher's explanation	<b>Brief bio of Agnes Mandl Adachi</b>	<p>If you have more time it is worth referring to the issue and role of Nazi propaganda ("Hitler told us"), and the contrast between the stereotypical Jew and the fact that the soldier didn't recognize Agnes as a Jew.</p> <p>You might connect past and present by referring to minority groups which can suffer atrocities and/or others that can hide their identities in a similar way? (e.g. Afro-Americans cannot hide their</p>

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
	Then show some information about Agnes printed or on a slide (cf. <b>Brief bios</b> )			identities, Romas and LGBT people sometimes can, sometimes cannot, etc.)
5-10	Introduce the second part of the clip. Provide information about Ernest Bokor (cf. <b>Brief bios</b> ), explain his particular situation especially his involvement in the Hungarian Arrow Cross Movement and in Shomer Hatzair, his situation later as an immigrant.	Teacher's explanation	<b>Brief bio of Ernest Bokor</b>	Prepare your students that Ernest Bokor's English is not always correct, he speaks with a strong accent. Highlight here the issue of immigration (for a lot of survivors).
7	Students watch the second part of <b>Chapter 1</b> .		<b>Video: Chapter 1</b>	
5	Check if the students have understood the two stories, and explain (again) and summarize the main concepts related to the context: killings of Jews, festivities (Rosh Hashana), Arrow Cross, Shomer Hatzair. You may use the board or a slide.			Pay attention to the fact that the stories (especially the second one) might be traumatizing for students. Help them deal with their feelings.
8-10	Ask the students to have a look at <b>Card1</b> again. How do they react to their dangerous situation (especially Ernest)? In which category would they place the two people on the card? Why? What are their characteristics? Ask the student to identify other people, groups that can be targets of genocide or atrocities. What kind of other roles, behaviors have we learnt from the testimonies? What did they do?	Classroom discussion, or if there is more time you can organize this part alternatively in pair discussions and then you can continue with classroom discussion.	<b>Card1</b>	It is important to find time to mention the different behavioral patterns in the Holocaust (and in other historical contexts): victims, survivors, perpetrators, rescuers, bystanders. Underscore the fluidity of the roles (ad es.: Ernest is a survivor and rescuer at the same time, and a "fake perpetrator")

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
3-5	Summarize the main concepts and figures of Step 1 and distribute homework (cf. Step 2)		<b>Card2</b>	

## **Alternative way**

If you have only 45 mins, you can directly begin with the group work (Card1), and can show and analyze with the class the first testimony clip of Chapter1 only.

## **Additional options**

If you have more time, you can analyze Chapter 1 in more detail with the students using individual or pair work. Particularly they may identify the different roles in the stories. Using Card 1, they may compare different situations when rescue is needed (wars, genocide, individual danger, difficult situations occurring in fiction), and the different reactions of people in those situations.

# THE WALLENBERG LESSON

## Step 2

### Raoul Wallenberg in Budapest

#### Timeframe

90-120 mins.

#### Specific Objectives

- To create a basis of knowledge about Wallenberg, the Holocaust and the context he worked in in Budapest in order to continue with the next steps
- For the students to understand the context Wallenberg worked in
- For the students to see from a personal perspective Jewish life in Budapest
- To introduce the concept of memorials and the main task of the rest of the process (creating a memorial for Raoul Wallenberg)



- situating and contextualizing Wallenberg's activity and figure
- the meaning of memorials (message, symbolic value, connecting past present and future)
- contrast between peaceful life and the experience of the persecution and Holocaust
- different Jewish experiences
- the main ideas of the topics of the lesson that should be on the respective Card2s:
  - About Wallenberg's life
    - family, origins
    - father's death
    - the role of his grandfather
    - studies in the USA
    - early carrier
    - relations to Budapest,
    - connections with Jews
    - his activity as secretary at the Embassy
    - his disappearance and death (uncertainties)
  - Main facts about the Holocaust

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- Mein Kampf, anti-Semitism
- final solution
- ghettos
- deportations, “death marches”
- concentration camps, death camps (killing centers)
- the fate of Hungarian Jews (in the countryside and in Budapest)
- Historical situation in Budapest at the end of World War II.
  - Miklós Horthy
  - Hungarian Arrow Cross Movement and Party (and especially their killing actions)
  - German occupation (from March 1944)
  - Arrow Cross reign (from October 1944)
  - yellow stars
  - ghettos in Budapest
  - protective papers
  - Soviet army and liberation of Budapest
- Jewish cultural and religious life in Budapest before the War.
  - Jewish people part of Hungarian cultural life (poets, writers, intellectuals)
  - different (religious) traditions and groups: assimilated Jews, neolog, orthodox communities, languages etc.
  - the concept of Hungarians following the "faith of Moses"
  - anti-Jewish laws
  - some religious customs: Bar Mitzvah, Shabbat (candle lighting), blessing



- Bear in mind that the student should understand the concepts in the clips, and should be able to create a memorial of Wallenberg, and they are not going to have more time to gather basic information, so this Step is pivotal in building a solid knowledge base for the next Steps.
- The personal testimony is useful because it brings very personal insights of the situation, but avoid any simplistic interpretation of Jewish people and life in the 20<sup>th</sup> century in Budapest.
- Help the students have a flexible approach to memorials in order to create their own.

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## *Preparation:*

At the end of Step 1, distribute homework. The students should do research on the Internet about one of the following topics when completing Card2 (give each student only one page of Card2 with one of the topics):

- About Wallenberg's life
- Main facts about the Holocaust
- Historical situation in Budapest at the end of World War II.
- Jewish cultural and religious life in Budapest before the War.

When distributing the assignments consider that students will form jigsaw puzzle groups. Ideally, the jigsaw groups should be the same groups during the whole process.

# THE WALLENBERG LESSON

Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
3-5	Introduce <i>Step 2</i> summarizing the emerging problems, ideas and knowledge in <i>Step 1</i> , and explaining that this class will help the student have a sufficient basic knowledge to explore the figure and the story of Raoul Wallenberg. This step will help them understand better what they have seen in the previous clip ( <b>Chapter 1</b> ) too.	Teacher's explanation		You might ask the students themselves to summarize the main ideas of the previous step.
20-30	Explain students how they will work in this jigsaw classroom, and ask them to form the teams of specialists. In the teams, they should discuss the assigned topic using their <b>Card2</b> . Each of them should complete their card with the information shared in the team.	Jigsaw puzzle technique <sup>2</sup> : team of specialists work	<b>Card2</b>	It is crucial for you to check every team if they collected the main points needed as basis for the next Steps (see above!) You should have a look at each Card2 checking particularly carefully if there is any misinformation on it.
30-40	Returning to the jigsaw group, each student shares the information on their topic with the others. Everyone should take notes in their personal notebook. Students then are tested by their fellow group members: they should ask questions from each other. At the end, ask some random questions about the different topics, and highlight some concepts which are crucial in understanding the following clip.	Jigsaw technique: jigsaw group work.		
5	Introduce the video <b>Chapter 2</b> reminding the students Agnes Adachi's bio and story, and explaining that they will have now a short personal insight about her life as a Jewish girl in	Individual work	<b>Video: Chapter 2</b>	If you have less time, you can show the video only once, and then have a classroom discussion about the questions.

<sup>2</sup> Cf.: <http://www.jigsaw.org/>

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
	<p>Budapest.</p> <p>Ask students to take notes individually on the following questions during the clip:</p> <ul style="list-style-type: none"><li>- how is Agnes describing the relations between Jewish and non-Jewish people in Budapest</li><li>- which religious terms are mentioned in the clip?</li><li>- what Jewish group did Agnes and her family belong to from a cultural and religious point of view?</li><li>- what is the difference between Agnes's situation in the previous clip and in this one? what is the reason of the difference</li></ul> <p>(You might write the questions on the board or on a PPT slide.)</p> <p>Play the video <b>Chapter 2</b>.</p> <p>Play the clip again.</p>			
10-15	<p>Ask students to share what they have noted in pairs, and then discuss the questions with the whole class.</p>	<p>Pair work, classroom discussion</p>		<p>Agnes describes her life before the persecution. It is clear from the clip that Agnes's Jewish family was integrated in the Hungarian society. As a lot of Jews, they had good relations with others in the society on a personal level, and they didn't have a strong religious identity. Her personal approach might help the students understand the contrast between the everyday life of Jewish people before and during the Holocaust. However, underscore that Agnes's</p>

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
				experience and identity is just one of the different experiences of Jewish people in Budapest at that time. Anti-Semitism had been present even before the War in Hungary (discriminatory laws, events, writings, etc.); and Jews followed different religious and cultural traditions.
15	<p>Introduce the concept of memorials (You might ask the students what memorials are for; you might show some memorials of the Holocaust and some of Raoul Wallenberg; cf. <b>Photos</b>) explaining that the groups have to prepare <i>memorials</i> for Wallenberg; and distribute <b>Card3</b>.</p> <p>The groups work with <b>Card3</b>, and at the end, one student from each group will present in 1 minute what they have written for the last question of the card.</p>	Group work	<b>Photos of memorials</b> <b>Card3</b>	<p>Help the students understand the symbolic value and messages of memorials.</p> <p>The memorial on <b>Card3</b> could create different reactions in students, it might be of a style strange for them, and it could be seen even as a problematic masculine image of fighting (which can be also attiring for some of them). Encourage them to openly discuss these issues of interpretation.</p>
3	Summarize the class, and highlight again the main task: creating a memorial.			

## Alternative way

The jigsaw puzzle work part is the most important part of this Step, so it requires enough time. If you have two classes of 45 mins, try to finish the group work in the first class; you should return to the knowledge learnt in the second, and then watch the clip and work on it. If you don't have more time, you can just introduce the concept of memorials without the group work with Card3.

## Additional options

If you have more time, you can simply dedicate more time to work with Card3 and to talk about memorials.

# THE WALLENBERG LESSON

## Step 3

### Wallenberg: the rescuer and the hero

#### Timeframe

60-120 mins.

#### Specific Objectives

- To deepen the theme: “Wallenberg, the hero” looking at his rescue activity and personality from the perspective of their collaborators and of a young man saved by him.
- For the students to deepen their knowledge about how rescue actions took place, which ways were used, and who were the different persons involved.
- To help the students create their own memorial of Raoul Wallenberg.
- For the students to reflect on heroes and heroism today.
- To create an environment and atmosphere of open opinion sharing and discussion
- For the students to develop their discussion and cooperative skills



- Wallenberg’s rescue activities
- his commitment and strenuous work to save as many people as possible
- his personal traits
- Wallenberg as a hero
- messages of a Wallenberg memorial
- discussion on heroes and heroism



- The clips of this step and **Card4** are crucial to understand Wallenberg’s work and the Holocaust!
- Encourage students to use their creativity in planning the memorials, they may choose unusual creations.
- There are no right and wrong answers in the final discussion. Heroism is indeed a complex phenomenon. It might be desirable that students may not consider heroes as totally different human beings from everyday people, however don’t push them towards that opinion. The next step might help them understand that point.

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
5	Start the class reminding the students that the class will help them prepare the memorial. Provide them some useful information to understand the clips: especially about the Danish King, Per Anger, Danielsson.	Teacher's explanation		
10	Each group receives one <b>Card4</b> with 4 questions or talking points on it. Each member of the group is responsible for one respective point. Each member will have to take notes (in their personal notebook) based on their assigned point. Watch together <b>Chapter 3</b> up to the testimony of Tom Lantos (0:00 – 9:40). Remind the students to take notes during the clip.	Individual work	<b>Card4</b> <b>Video:</b> <b>Chapter 3</b>	If you have time and Internet connection in the classroom you can watch another short video testimony of Agnes Adachi found in the Holocaust Encyclopedia of the United States Holocaust Memorial Museum: <a href="http://www.ushmm.org/wlc/en/media_o_i.php?MediaId=1077">http://www.ushmm.org/wlc/en/media_o_i.php?MediaId=1077</a>
15-20	After watching the video, they share their notes and fill in <b>Card4</b> .	Group work	<b>Card4</b>	Check if the answers on the cards are correct. Help the students identify especially the different roles and behaviors in the story and in the Holocaust. If necessary, review with them the concepts of perpetrators, victims, survivors, rescuers, bystanders.

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
10	The groups share the information ( <b>Card4</b> ) with each other.	One of the information sharing techniques	<b>Card4</b>	It is recommended to avoid the traditional presentation of the group work. You might use one of the Kagan techniques for sharing information. <sup>3</sup>  Stop, if you think the students need time to clarify and/or discuss any of the topics.
3	Introduce the last part of Chapter 3 presenting Tom Lantos (cf. <b>Brief bios</b> )	Teacher's explanation	<b>Brief bio of Tom Lantos</b>	
4	Show the remaining part of <b>Chapter 3</b> : the testimony of Tom Lantos		<b>Video: Chapter 3</b>	
5-10	Discuss with the students: <ul style="list-style-type: none"> <li>- in which sense and why is Wallenberg a hero for Tom Lantos?</li> <li>- how did he influence the life of Tom Lantos?</li> </ul>	Classroom discussion		If you have 2 x 45 mins. separately you might shorten the time of sharing and watch the whole video together. In this case you can finish the first part of the class with this discussion.
5-10	Ask the groups to review <b>Card1</b> now, that they know much more about Raoul Wallenberg. They should highlight on their card the features characterizing Wallenberg as a rescuer and a hero, and they should add other features (with a different color!) if they identified some after the videos.	Group work		This part (group discussion and sharing) can be abridged, too, but see the note below.

<sup>3</sup> Cf.: [http://www.cooperativelearning.com/free\\_articles/dr\\_spencer\\_kagan/ASK13.php](http://www.cooperativelearning.com/free_articles/dr_spencer_kagan/ASK13.php)

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
5-7	The groups check each other's <b>Card1</b> and then they can review their own one.	One of the information sharing techniques	<b>Card1</b>	Don't forget that this part is very important in order to connect students experience on heroes with Wallenberg's figure, and it was preannounced in the first step (the discussion about heroes and rescuers), so (ideally) shorten it only if you can dedicate at least a bit more time for the opinion sharing part.
15-20	The groups receive <b>Card5</b> and plan two different kinds of memorials for Wallenberg as a hero.	Group work	<b>Card5</b>	The students will check each other's <b>Card5</b> at the beginning of the next class.
15-20	Ask the students' opinions about (some of) the following statements (if they agree or disagree, or in between): <ul style="list-style-type: none"> <li>- heroes are not for our times</li> <li>- heroes are exceptional persons</li> <li>- heroism and heroic actions are not for everyone</li> <li>- nowadays we can find more heroes in films, in books and in games than in real life</li> <li>- the enthusiasm for heroes and heroism can be dangerous</li> </ul>	Value line or a similar method of opinion sharing		<p>The purpose of this section is to generate discussion and critical thoughts about heroes and heroism, so it is pivotal to let the students express their different opinion. Create an atmosphere of mutual respect and calm discussion.</p> <p>You might choose some of the statements adaptive for your students.</p>

## Alternative way

If you have only a very short time (ad. eg.: 60 mins.) don't omit the two group discussion with Card4 and Card5.

## Additional options

If you have more time, you may allow the students more space to plan the memorials and to express and discuss their opinions.

# THE WALLENBERG LESSON

## Step 4

### Raoul: the man and the brother

#### Timeframe

60-150 mins.

#### Specific Objectives

- To deepen the knowledge about Wallenberg especially about his childhood and youth
- For the student to understand that Raoul was a “normal” child and youngster and how their roots prepared him for his tasks in Budapest
- For the students to have a “personal relationship” with Raoul, and a personal memory of the process
- To review the whole process
- For the students to create their own memorial with some messages to their school fellows.



- Raoul as an ordinary and (!) exceptional young man
- Raoul’s relations to Nina, to his family, to girls, to the nature
- Raoul’s studies, his world citizenship
- The film Pimpernel Smith and how it influenced Raoul’s work (see Keywords for Teachers)
- The students openly express their thoughts, feelings and the messages they’d like to transmit about Raoul Wallenberg
- Review of the whole process.



- Create an atmosphere where the photo of Wallenberg is accepted and treated well, and it can really become an important personal memorial.
- If you don’t have enough time or don’t have materials for the preparation of the memorials, ask the students just to plan their memorial, and present their plan.
- It is very important to let the students enough time for the preparation and the presentation of their memorials. (Cf.: General description, Assessment) If it is not possible, you should find another time or let the students finish their work outside the traditional classroom activities.

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
5-10	The groups present their plans of memorials created the last time	One of the information sharing techniques	<b>Card5</b>	
5	Explain the students that they will learn more about Wallenberg in this last step, especially their childhood and youth, and this can help them create a more authentic memorial which is the main aim of this step.	Teacher's explanation		
5	Each student receives a photo of Raoul with a blank back (if possible, printed on cardboard). Tell them that this will be only theirs: a highly personal object as a memory of this "encounter" with Raoul Wallenberg, which they do not have to share with anyone not even with the teacher. They should take it home and put it somewhere in their room. Ask them to have a look at Card1 and write down on the back of the photo some important features of Raoul as a hero. They can choose whatever they want to, and this will remain their secret. Encourage the students to use the back of the photo during the video clips (and the rest of the class) and write other features of Raoul that are important to them.	Teacher's explanation	<b>Wallenberg's faces</b>	
5	Ask the student what they think about the life of Raoul before Budapest, as a child and young man, how they imagine that. Write some key words on the board during the discussion.	Classroom discussion		

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
2-3	Introduce <b>Chapter 4</b> presenting Nina Lagergren, Raoul's sister (cf. <b>Brief bios</b> )	Teacher's explanation	<b>Video:</b> <b>Chapter 4</b> <b>Brief bio of Nina Lagergren</b>	
7	Play <b>Chapter 4</b> 0:00 – 3:44 Stop the video and discuss with the students how Raoul's childhood and youth was: his family, his studies.		<b>Video:</b> <b>Chapter 4</b>	
5	Tell the students that they will hear now more information about Raoul's youth, they should pay particular attention to his relations to other people in his life; and to what he liked, what he learnt. Remind the students to complete their personal memory photo with keywords on its back. Play <b>Chapter 4</b> 3:44 – 8:05			
5	If you have time, ask the students to discuss in pairs their impressions and the information they have learnt about Raoul.	Pair work		
2	Introduce the next part of the video by asking the students to pay attention to Raoul's special interest in the problems of the War and his desire to do something. Play <b>Chapter 4</b> 8:06 – 9:50		<b>Video:</b> <b>Chapter 4</b>	

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
5-10	Discuss with the students why Raoul was interested in the Nazi ideology, how did it contribute to their commitment? Explain or show some information about the film “Pimpernel Smith” mentioned in the clip.	Classroom discussion		
2	Play <b>Chapter 4</b> 9:50 – 11:41 which shows some additional insights about Raoul’s life.		<b>Video: Chapter 4</b>	
7-10	Review the keywords written on the board before the video, discuss with the students if their expectations and guesses were correct or not. Ask them to identify the most interesting pieces of information for them from the just seen clips.	Classroom discussion		
10-15	Ask the students to discuss briefly in their groups if they would express a different opinion about some of the statements of the last step (especially the ones about heroism and everyday life), why, if so? The students then should review their <b>Card5</b> and fill in the box left blank before, answering the question if they would change their plan after having seen Nina’s clip	Group discussion		
2	Play the last part of <b>Chapter 4</b>		<b>Video: Chapter 4</b>	

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Time (mins.)	Activities	Teaching Strategies and Methods	Materials	Notes
30-40	Now ask the groups to review all of their cards in the notepad, and decide what kind of memorial they will prepare. Provide them materials. The rest of the time is for the preparation and short presentation of the memorials.	Group work		Actualization is very important at this point. Highlight not only the theme of a hero but the groups that need upstanders, the actual discrimination in society, and what we can do against it. If you want the student to finish their work in this class, ask them to create very simple (simply and quickly makeable) memorials with a strong message for their fellows.
5-10	Ask the students to give some feedback and close the process with your feedback.			

## Alternative way

You can play the whole Chapter together without the interruptions. Give the students the photo, don't omit that important activity. Leave certain time for the planning of the memorials. In this case, you have to provide other opportunity for the students to finish their work.

## Additional options

See below Further development

## Further development

You can involve the students in a proper project work based on the student's initial plans of memorials. In this case they can plan the phases and responsibilities of the preparation of their projects, and can choose more sophisticated forms. Facilitate the students' work during the process and ensure appropriate time, space and audience for the presentations of the projects (About the project cf.: General description).