



Who is responsible to the Holocaust memory? (Chen Teper-Chen)

Rational

This activity will deal with the question of responsibility as for the Holocaust memory, the formal aspects of the responsibility and the informal aspects – the places civilians, as teenagers, can take part of the process and contribute to the Holocaust remembrance.

Duration: Total – 90 Min.

Part A – 30 min.

Part B -

10 min. – grouping.

15 min – working in groups.

10 min. – presentation.

Part C – 15 min.

Part D – 10 min.

Highlights:

It is recommended to arrange the classroom in U shape – so there will be space in the middle (tables pushed to the walls).

For this activity, you will need a whiteboard and an erasable marker.





Part A

The guiding person explains s/he will represent an issue and the students will have to decide who should be taking care of it.

The issues:

- The 12th grade success in the English Bagrut.
(Optional answers: The Ministry of Education, teacher training colleges, the students' parents, the students themselves).
- Preventing car/vehicle accidents.
(Optional answers: Ministry of Transport, harsher punishments to the offenders, the Israeli police, the Israeli drivers).

For every answer given – ask for more details – Why are they responsible? How is their responsibility reflected? Try to open it for discussion.

Part B

Now, ask “Who is responsible to the Holocaust memory?”

Write all the answers on the whiteboard (optional answers: the country, schools, the parents etc.).

Now, group the participants by the answers they give (one group will be the school and the other will represent the country etc.).

Each group should discuss and answer 2 questions:

1. How is the responsibility reflected by them (the school, the parents, the country etc.)?





2. Who do they need to be successful in their mission, remembering the Holocaust day? (for example: The schools are responsible of having ceremonies during this day, to be successful in their task, they need the students to come to the ceremony and behave according to its rules.

***Sitting all together again.

Part C

Discussion with all the participants:

- Who is the most responsible for this day's memory?
- Do you, as teenagers, have any responsibility for the Holocaust remembrance?
- What can every one of us do to remember this day properly?
- Do you know different ways to remember? What are they?

You can continue with an explanation about our project - A Fast to Remember:

A Fast to Remember

"The last holocaust survivor passed away..."

That would be the headline all over the newspapers one day, in the next decade.

There will not be any people of testimony, the journeys to Poland will dwindle and our connection, as Jews, to the Holocaust our families been through, will dissipate.

To remember and never forget, we have decided to simply fast during the Holocaust day. A fast is the Jewish way to remember.

The fast, if it will spread out and become a broad costume, will ensure we will still remember, even after the last survivor will passed away. We will remember it in our minds, hearts and even in our stomachs.





We call the public to fast during the Holocaust Day – everyone as s/he can: even with water or for couple of hours (from sunrise till sunset). Together we will find another way to remember and NEVER forget.

Part D

A story:

As far as we know, Ben Gurion moved to Sde Boker. One day he traveled with his son, Amos, next to a cliff and asked from him to be buried there. Amos wondered, Why not on mountain Hartzell? Ben Gurion answered he wants people to come to the Negev, even after he dies.

On the grave he chose to mention only one event from his magnificent life, his Aliya to the country of Israel. It is written 'David Ben Gurion, made an Aliya in 1906'.

David Ben Gurion wanted to say the History is happening where and when the person makes a small act of change. The choice is in our hands and we can take part in it.

Exit Ticket

What will I do during this Holocaust Day? Will I do something different from last years?

