**LESSON PLAN**

**Survival in Sarajevo   —— La Benevolencija**

Angelo Sacerdoti and Renzo Levi school (schools of the Jewish community of Rome / Italy)

**Course lesson taught in**: when filling in for absent colleagues  (happening with high frequency —after all it’s Italy)

This lesson plan can be adapted to nearly every context and every age group because of the unique and strong message of the video “Survival in Sarajevo”.

**Category of lesson**: civil society — education for Peace — significance of PEACE  — helping each other

**Grades**: middle and junior high -  age 11 - 18

**Required time**:  2 possibilities

version 1 —one lesson of 50 min —

version 2 —two lessons, 50 min each

- for both possibilities the first lesson is the same

**Material to prepare**:

-TV screen with connection to computer or a multimedia white board

- pencils and paper to give out for group work (I bring the material in order to safe time)

- beforehand preparation of :

* the links for the Chagall painting,
* slide with the psalm
* the video from the Centropa website

 - printed copies of the psalm in Hebrew and its translation (teaching Hebrew obviously I use the Hebrew text -but in other schools you might use only the translation )

- printed copies with guiding questions in order to help write the homework summery

**Summary of goals**: to broaden the perception of my students about:

* PEACE - what is the significance of it
* living together peacefully
* sharing resources with each other
* helping each other
* making them realise that everyone only benefits from overcoming and putting aside prejudices and borders ( geographical as well as mental borders )

**Background information**

**Context**:  in every context

**Reason**:

         — to develope social awareness and relationship skills

         — gaining awareness and knowledge about this specific argument

**Goals**:

         — creating emotional “ ties “ concerning the argument

         — exercising the skill of working together in groups since teamwork is a very important and needed skill in our day to day life

         — reducing agression and emotional distress among my students

         — increasing helping behaviour in school

* improving the positive attitude towards whoever is different / part of an other ( ethnic ) group / team

**Centropa resources** :

          - video “ Survival in Sarajevo “

**Background skills**:

         — NO specific background skills needed

       —> actually on the contrary : these lessons require only basic use of all the human senses and in doing so offer equal possibilities to all students specially to the weaker students in a class because of group work and the use of multimedia and in doing so I am not only addressing their interlectual comprehension but their whole human being with all its senses.

**THE LESSON ITSELF**

**First lesson**

**Motivation**:  introducing the argument by letting them observe a reproduction of a tapestry by Marc Chagall

**The tapestry**: see the uploaded image

Then I divide the class in groups giving them guiding questions for group discussion. In each group one of them has to write down the main ideas.

-  what do you see - give a short description of the picture , concentrating mainly on the central part

— what animals do you see  ?

— do these animals live together side by side in nature ?

— what might have been the artist’s message ? —>  maybe the title of the painting is of help :    ״ השלום ״ ( Peace )

Then I hand out printed copies of the following psalm :

English : "The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together; and a little child shall lead them" (Isaiah, 11:6).

Hebrew :

וגר זאב עם כבש , ונמר עם גדי וירבץ ועגל וכפיר ומריא יחדו ונער קטן נהג בם..….

    ישעיה  י״א 6

—  We read aloud the psalm and talk about its meaning

— Then we think about the psalm’s meaning in relation to the different animals presented by Chagall

— This is followed by the viewing of the video “Survival in Sarajevo”

HOMEWORK :

What kind of connection do you see among these different elements:

— Mark Chagall’s painting

— Psalm of Yeshayahu

— the video “La Benevolencija -  survival in Sarajevo “

————————————————————————————————————————————————————————————————————————————————

**Second Version A**

Sometimes I get to fill in during 2 consecutive lessons and instead of giving the above questions at the of the first lesson as guidelines for homework I would use them in class for group discussions:

1 -   every group was to write down their  ideas which would then be part of

2 -  a following class discussion — then :

3 -  followed by asking them what real PEACE would mean / be -if they could descrive “ Peace “ .

**PEACE**:

— I write the hebrew for peace שלום on the white board asking the class what the root letters were (every hebrew word normally has 3 rootletters - in most cases, rarely 4 rootletters ) —> in this case : ש- ל - מ

- followed by the question of what other words they know with these same rootletters ( since in hebrew there is a connection among words based on the same rootletters even though the significance might be diffrent )

Words we collected always included among others :

( the ones I expected and needed them for the discussion to mention )

-    peace / also: hello  שלום

-    completeness  שלמות

-    to pay    לשלם

-    payment   תשלום

-    Jerusalem  ירושלים  (meaning literally : city of completenes / city of peace)

questions for class discussion concerning living together in a society

 —  Did you ever experience a situation where there was fight, hate, prejudice involved  ——> like 2 footballteam fans quarrelling or  —> antisemitic comments by  Catholic peers

— we gather a few of those examples and then I put the question

—  imagine instead of fighting each other you would join forces and do something together

—————————————————————————————————————————————————————————————

**Second Version B**

—> when the second lesson would not be the same day but on a different day the same week I would start the second lesson by showing the video again

- followed by asking about the connecting among the painting, the psalm of Yeshayahu (Isaia ) and the video about Sarajevo.

- at that point I would ask them what real PEACE would be -   if they could describe it

— followed by the explanation about the word and its roots ( like in second lesson version A  )

PEACE :

— I write the hebrew for peace שלום on the white board asking the class what the root letters were (every hebrew word normally has 3 rootletters - in most cases, rarely 4 rootletters) —> in this case : ש- ל - מ

- followed by the question of what other words they know with these same rootletters ( since in hebrew there is a connection among words based on the same rootletters even though the significance might be different )

- words we collected always included among others :

( the ones I expected and needed them for the discussion to mention )

-    peace / also: hello  שלום

-    completeness  שלמות

-    to pay    לשלם

-    payment   תשלום

-    Jerusalem  ירושלים (meaning literally : city of completeness / city of peace)

Questions for a class discussion concerning living together in a society:

 —  Did you ever experience a situation where there was fight, hate, prejudice involved  —> like 2 footballteam fans quarrelling or  —> antisemitic comments by Catholic peers

— we gather a few of those examples and then I put the question:

—  imagine instead of fighting each other you would join forces and do something together

**Conclusive REFLECTIONS**

What was my experience teaching this lesson:

* After these lessons, observing my students, fewer of them use prejudices and are more sensibile because they realized that things can be different depending on us and our active involvement and that everyone is able to contribute with whatever action for the benefit of the group /society.
* My students got a new approach to an argument  (PEACE ) they thought they knew already everything about it and its meaning .

What worked well:

* the Chagall painting
* the psalm of Isaiah
* grouping up the students for group work
* root-analysing of the hebrew word for “ peace “ ( this impressed my students very much -they never had thought about it  although they use the word “peace” quite often )
* it was essential having all the material prepared beforehand

What might I do different:

It worked very well in those classes, but I try always to relate my lessons to arguments treated in class or to respond to a special need and these change all the time.

But the greatness of this video about Sarajevo is, that you can connect it to every context about society and conflicts of social life.

PERSONAL INFORMATION:

I am a teacher in the Jewish school of the Jewish comunity in Rome - teaching in middle and junior high, the age range of my students goes from 11 to 19 years of age.

Mainly I teach Hebrew language and I am a licensed teacher for special education. I am also involved in diffrent extra curricular afternoon activities in our school.

MARK CHAGALL TAPESTRY (its a 3 part tapestry)

The tapestries were ordered in 1965 and were produced over a period of four years. The work is presented in the form of three parts, in which each of the parts is both part of the whole and a separate unit. The three tapestries are large and were planned as an impressive colorful decoration for the reception hall. At the same time they were designed as a sort of concise and poetic expression to the fatefulness of the Jewish people. The right hand tapestry describes Jacob's dream, the revelation of Mount Sinai, the sacrifice of Isaac - which is the first covenant between Israel and its God, and the prophecy of Isaiah: "The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together; and a little child shall lead them" (Isaiah, 11:6).

