**Exhibition: A century of Jewish culture or “We are all the same by the different ways”**

**A. Overview Information:**

* Teacher: Paul Kindji
* School: Secondary Grammar School of Andrej Kmeť
* Taught in: English and Slovak language
* Lessons: Ethics, Civics, Social Sciences or History
* Category: Jewish culture in European multicultural aspect
* Grades: 15-17years old students (Eastern EU model – 1.-3.gr. at SGS, US and Uk model – 11-13 yr.)
* Time: 2 weeks minimum, ideal 2 months

**B. Personal information:**

My name is Paul Kindji, before I am going to say I am a teacher, I am not – I did my history studies at two universities in Bratislava (Slovakia) and Ljubljana (Slovenia), I rather say I came from the corporate sector – why; because I use a different perception of my actual job as the teacher. So I am the geography and history teacher, I have been teaching at the school for two years. My goal is to teach my lessons in English language as the aim of my school is to be 100% bilingual. I came from the private school in Benin republic in Western Africa. I am at my actual school for to help to turn it into the high quality school in my country – to give the best from me to my students. I found Centropa through my activities – a “future” friend of mine (Ms Beata Nemcová) had recommended me Centropa seminar in Budapest, so I eventually joined it.

**C. Summary**

***Material:*** Centropa exhibition – A century of Jewish culture, plus (could be better) Centropa movies and interviews.

***The main theme***:

(1) To bring a different culture to the students by showing them that it is not so much different.

(2) The secondary theme is an exhibition management – creating and realization of the exhibition (studying, design and guiding).

***The context*** *(for the Central Europe – it fits with the curriculum of history lessons: “Austria-Hungary empire in 19th century” and “Society between the two Great Wars”):*

(1)

a) The possible unreasonable xenophobia and stereotypes in young society,

b) the unawareness of the root diversity of our society.

(2) (for all countries)

a) Students must exercises their capabilities, knowledge and responsibility,

b) they need to create something useful and face the public criticism.

***Goal:***

(1)

a) To open the interest and erase the hater to unknown phenomena and show the students more possible views/perceptions.

b) To open the further discussion.

(2) To make them creative and proud (of themselves and school).

First of all the aim of the lesson plan is not to be v*ery coercive.* An Enduring Understanding is reached by the practical use of the exhibition (***tangible contact***) – a teacher must realize the whole steps of a project with students, then they “feel” the problem and subject of the exhibition (by ***studying, translating*** and through permanent ***visualization***). Then it is necessary that students are guides because then the narrative is closer and more understandable to the young visitors – it is about the ***experience***. Then the very important issue is to make the exhibition ***public –*** this brings the students feeling they speak to the public, they present their school and skills – it is about the pride. Afterwards students will smoothly and gently understand how their own cultural background had been divers and valuable.

Background is not needed, it may be better as students can find all information studying the exhibition by *“themselves”* (teacher can help and advise them) without an *upper* power.

**D. The lesson plan (- can be used in different lessons – History, Ethics, Social Studies, Civics, Languages, IT lesson…)**

**Everything must be done with very close student participation – it must be their responsibility!**

**- Each point can be worked up in different lessons as a particular lesson plan.**

* Unwrap the exhibition – contact is needed (*emotion: as a gift, the curiosity is present*)
* Discussion where to set up the exhibition – students bring up the ideas where and how to design the shape of the exhibition: how to space the panels (according to the countries or topics), unspoken message (destiny of the people), feeling, for how many visitors (in separate groups),…
* Translating the panels – into the national language
* Explaining the unknown terms from the panels – using a teacher knowledge or other sources
* Explaining the unknown living, social and international aspects from the panels – Centropa movies and interviews can be used
* Creation of the puzzle game – pexeso
* Creation of the poster and distribution over the city/town and web
* Contact other surrounding schools and writing an invitation letter for them (and other possible institutions)
* Making up a plan of exhibition – what is important, what is the message,… students will be presenting and guiding visitors
* Making up of the bulletin for the visitors
* Writing articles for the local newspapers and other possible media
* Rehearsal using the classes from their own school – afterwards fixing the problems
* Official opening
* Afterwards summarizing – searching for pros and cons

**E. Reflection**

I am very grateful getting such experience as planning and realizing the exhibition because it allowed students to do something big by themselves. It helped me to be in closer contact with them and I did notice their positive reaction to it. I´ve brought an absolute new and *still* c*ontroversial* topic to them without harsh negative reaction.

I recommend more time for it, a good preparation and if possible cooperation with colleagues (the best idea would be to implement it into your school program). The good preparation means to consider the local factors (Are you in city, town or village? Is it mountainous; is it a winter or summer period? What is the general opinion about Jew? …).

I can constant that it worked - in our two weeks extent; although I must also constant it worked partially as we had very short time to be in contact with the exhibition - according to my expectation and vision (however they could have been exaggerated too).

My dream is to implement more Centropa lesson plans and movies, to make it complex and to adjust it into the curriculum.