



## Centropa Lesson and Project Write-up Guidelines

Please format your Centropa lesson according to the below outline. This will make it easier for others to follow your lesson and replicate it for their students. Thank you!

<b>Project / Lesson Title</b>
Getting to know and “adopting” my neighborhood
<b>Participating school, city, state (for USA), country</b>
7 <sup>th</sup> Lykeio Thessaloniki, Greece
<b>Teacher(s):</b>
<b>Teacher:</b> Efrimidou Katerina <b>School director:</b> Mavrokostidis Grigoris
<b>Participating students</b>
<i>Number of students participating: 17</i> <i>Age range:</i> <i>Grade(s): 11<sup>th</sup> grade</i>
<b>Pedagogical goals</b>
<p>The creation of the video that follows was part of a yearly project (3 main phases) the aim of which was to help students understand the sociopolitical motives that drive people into committing atrocities. I believe that my students learned to recognize prejudiced attitudes, racist behaviors and also developed skills in order to face them off in the future.</p> <p><b>Goals:</b> My ambition was that our students at the end of the project will be able to:</p> <ul style="list-style-type: none"><li>• understand that the Holocaust is the only duly constituted crime in history and that it is our duty to react when the law do not serve justice</li><li>• evaluate the importance of the Holocaust for the human civilization</li><li>• form an opinion about the ideology of Nazism and recognize it when they encounter it</li><li>• sense the importance of the collective memory</li><li>• decode the symbols of the Holocaust</li><li>• learn about the history of the Jewish community in Thessaloniki</li><li>• comprehend the magnitude of the participation of the Jews but also their contribution to the life of our city</li><li>• connect the eradication of the Jewish community in Thessaloniki with existing stereotypes and hate speech</li><li>• realize that the apathy of the observers supports the actions of the perpetrators</li></ul>

- acknowledge the importance of solidarity and tolerance

**Applied online tools:** Which online or other tools will you use in this project? Be specific, and if possible include links.

Facebook group

Messenger

Emails

Centropa films:

- [1492: El Otro Camino](#)
- [Three Promises: The Kalefs of Belgrade](#)
- [A Bookstore in Six Chapters: Renee and Solon Molho](#)

**Step-by-step lesson/project outline. Use bullet points to tell us what students will do each step of this project. If participating teachers are doing different activities leading up to the final project, please indicate each teachers' lesson outline separately, and indicate the teacher for each. Add as many lists as teachers in the project.**

*Planned activities/schedule/milestones:*

Phase 1 (September 2019- January 2020)

Students worked in the following groups:

- Film team (5 students): They created 2 videos. The first one is about the destruction of the Jewish cemetery in Thessaloniki and the second one refers to the loss of Jewish students in Thessaloniki during the Holocaust. The students:
  - Visited historical sites and spoke with experts.
  - Studied scripts both from the library of the Jewish Museum of Thessaloniki and articles.
  - Listened to Sephardic music on YouTube and recreated the music and the lyrics that they liked
  - Edited picture and sound files, translated scripts in English and in the end, they created a video.
- Photography team (12 students): They captured places of historical memory, printed them and then, in the back of each picture, wrote information regarding the picture. Moreover, they created a tour trail, about an hour long that connected most of the aforementioned places. Later, the students would guide a tour of the trail to their classmates. The plan was that during phase 3 of the program there would be an exhibition with a map of Thessaloniki (poster 2x1 m) from which the photos would be hanged and displayed

Our webchats ended with the questions; Today in a free and democratic world is there anti-Semitism in Thessaloniki? How much do the subtle types of prejudice found in the school bother us? What is the balance of sentiment in our own civilized world when it comes to the Others, the Far Away and the Indifferent?

Phase 2 (February 2020)

Creation of a new section in our school's library (all students/17)

There were no books regarding the Holocaust in our school library. The students actively participated by proposing books and by searching on the internet for the prices of the books. Afterwards, we spent the mini grant from TOLI in order to acquire some of them and also received a generous donation of books from The Jewish Museum of Thessaloniki. At the moment, one can find in our school 37 books regarding:

- the history of the Jewish community in our city
- the Holocaust

- Nazism
- the history of the Jewish community in Europe

Phase 3 (March 2020)

Exhibition in the patio of the school where the students would present their work to the rest of the school community. It couldn't take place due to the lockdown in the country.

**End products, outputs:** *What will the students produce during this lesson/project? Be as specific as possible, and if the final product involves different classes of students, please tell us what students in each class are producing.*

- Films (2)
- Photographs
- Tour
- New section in school library for Holocaust
- Exhibition

**Documentation:** *How do you plan to document the lesson/project? (photos, videos, essays, etc.) Please send to us as soon as you have photographs, videos, or essays to share!*

**Assessment:** *How will you assess your students' learning from this lesson/project?*

Through this work my students found out that only sensitivity finds ways to understanding people's journeys. My students' curiosity about human rights issues has been aroused and, above all, an important part of their city's history is now part of their personal memories.

**What else would it be useful for other teachers to know about your project?**

If you need more information don't hesitate to contact me (efraimidou08@gmail.com).