

Link to episode 1 of the podcast: <https://api.spreaker.com/v2/episodes/72204716/download.mp3>

Lesson plan for secondary schools based on the podcast 'Education Against Anti-Semitism', Episode 1:  
Teacher's Guide: How to respond to challenging behaviour in the classroom?

Learning objectives:

- to understand the concept of dehumanisation and develop the ability to recognise this mechanism in historical and contemporary narratives,
- to develop critical thinking skills and the ability to analyse media messages.

Time required for the lesson:

- one lesson to cover the first three points,
- time between sessions for the pupils' independent work (one week),
- one lesson to present the results of the text analysis.

Lesson plan:

1. Worksheets in pairs: familiarising themselves with historical examples of dehumanisation and, based on these, creating their own working definition of the phenomenon.
2. Listening to an extract from a podcast in which Karolina Marcinkowska presents her definition of dehumanisation. Comparing her definition with those developed by the pupils.
3. Presentation or reading of an article on social groups that are dehumanised today (such as migrants or people experiencing homelessness).
4. Independent work by pupils: analysing media texts about minority groups to identify instances of dehumanising narratives.
5. Presentation of the results of the analysis to the class.

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Link to episode 2 of the podcast: <https://api.spreaker.com/v2/episodes/72456937/download.mp3>

Lesson plan for secondary schools based on the podcast 'Education Against Anti-Semitism',  
Episode 2: #Holocaust. Can we teach about the past on social media?

Educational objectives:

- to develop skills in debate, argumentation and critical thinking,
- to develop sensitivity to the way the media conveys difficult content,
- actively exploring history and creating a space for young people to creatively popularise historical content.

Time required for the lesson:

- one or two lesson periods to conduct the discussion and complete the worksheets,
- time between sessions for the young people's independent project work (one or two weeks),
- one lesson for the presentation of the project outcomes and a summary of the activities,

Lesson structure:

1. An Oxford-style debate on the topic: 'Is social media a good place to tackle difficult history?'
  - a. Listening to an extract from a podcast in which Masha Makarova shares her views on the use of social media to educate on difficult topics.
  - b. The class is divided into two groups. Each group is tasked with preparing arguments for or against the use of social media to educate people about difficult historical topics. The groups select three representatives to present their arguments to the class.
  - c. Short, two-minute presentations to the class. A representative from one group begins, followed by a representative from the next group. Each group presents the views of its three representatives.
2. Worksheets to be completed in pairs.
  - a. The worksheets invite young people to familiarise themselves independently with selected projects commemorating difficult history on social media and, by answering the questions provided, to reflect on them.
  - b. To summarise the worksheets, each pair draws up one recommendation for content creators who wish to tackle difficult historical topics on social media. The teacher collects these recommendations in a group discussion and, together with the class, compiles a collection of recommendations.
3. Project work
  - a. Pupils prepare their own short piece (e.g. a reel, a post, a video) in a social media format on a topic suggested by the teacher (e.g. related to the history of the local Jewish community, a chosen figure or a historical event). Pupils base their work on the recommendations drawn up earlier.
  - b. Presentations of the work to the class.
4. Project summary

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