

DETAILED LESSON PLANS

relating to two episodes of the podcast entitled 'Voices of Memory' as part of the project 'Education against anti-Semitism. Learning from the past to understand contemporary challenges'

Lesson Plan 1: Dehumanisation and psychological challenges in Holocaust education

Source podcast	Episode 1: 'The Teacher's Handbook: How to Respond to Difficult Behaviour in the Classroom?' https://api.spreaker.com/v2/episodes/72204716/download.mp3
Expert	Karolina Marcinkowska (Centre for Research on Prejudice at the University of Warsaw, UNESCO Chair for Interdisciplinary Studies on Anti-Semitism and Group Hate at the University of Warsaw)
Educational level	Secondary schools
Duration	Total: 2 lesson hours (2 x 45 minutes) + 1 week for pupils' independent project work
Key concepts	Dehumanisation, prejudice, anti-Semitism, psychological challenges in the classroom, analysis of media coverage

Learning objectives

- To understand the concept of dehumanisation and to develop the ability to recognise this mechanism effectively in both historical and contemporary narratives.
- To develop critical thinking skills, with particular emphasis on the objective analysis of contemporary and historical media coverage.
- To build sensitivity to the language of public debate and to raise awareness of the psychological challenges involved in discussing difficult historical topics (such as the Holocaust and anti-Semitism).

Step-by-step lesson plan

Part I: The concept and historical manifestations of dehumanisation (Lesson 1 – 45 minutes)

1. Working with historical examples (15 minutes): The teacher divides the class into pairs and hands out worksheets. The pupils' task is to analyse the historical examples provided of language and narratives of an exclusionary nature (e.g. from the period of the Holocaust and anti-Semitic propaganda). Based on these materials, the pupils work together to formulate their own working definition of the concept of dehumanisation.

2. Engaging with the podcast and the academic definition (15 minutes): The pupils listen to a selected excerpt from Episode 1 of the podcast, in which Karolina Marcinkowska (representing the Centre for Research on Prejudice at the University of Warsaw) defines and explains in detail the concept of dehumanisation as a psychological and social mechanism. The pupils then compare their working definitions with the one presented by the expert, discussing the similarities and differences.

3. Moving to the present day (15 minutes): The teacher presents the class with a short article or other introductory material on social groups that fall victim to dehumanisation in today's world. Key examples include migrants and people experiencing homelessness. The teacher explains the guidelines for the independent work that the pupils will be carrying out over the coming week.

Pupils' independent work (Duration: 1 week)

Pupils are tasked with conducting an independent analysis of contemporary media texts (newspaper articles, websites, public statements) concerning minority groups (e.g. migrants or people experiencing homelessness) with a view to identifying dehumanising narratives, stereotypes and prejudices within them. They should present the results of their analysis in the form of a short presentation or a summary.

Part II: Presentation and psychological summary of the challenges (Lesson 2 – 45 minutes)

- 1. Presentation of pupils' analyses (25 minutes):** Pupils present the results of their week-long independent work to the class. They present examples of dehumanising language identified in the media and draw conclusions about how contemporary media shape the image of minority groups.
- 2. Discussion on the psychological aspects of education (15 minutes):** A group discussion moderated by the teacher, based on the conclusions drawn from the entire block of lessons and Episode 1 of the podcast. The discussion focuses on the strong emotions we experience when discussing difficult topics (such as the Holocaust or contemporary exclusion) and how, as a group and as individuals, we can respond to challenging behaviour, resistance or prejudice that arises in the classroom.
- 3. Summary of the lesson (5 minutes):** The teacher summarises the key takeaways from the discussion, emphasising the need to continually develop critical thinking as a defence against linguistic manipulation and prejudice.

Lesson Plan 2: Teaching about difficult history on social media

Source podcast	Episode 2: '#Holocaust. Can we teach about the past on social media?' https://api.speaker.com/v2/episodes/72456937/download.mp3
Expert	Masha Makarova (educator and guide at the former Warsaw Ghetto on behalf of the Warsaw Ghetto Museum, director of the film *The Chief's Granddaughter* about Ewa Heller-Ekblad, author of a guidebook, oral history coordinator)
Educational level	Secondary schools
Duration	One or two lesson periods (introduction and discussion) + 1–2 weeks for project work + 1 lesson period for presentation and summary
Key concepts	Digital education, social media, TikTok, commemorating history, local Jewish history, oral history, witnesses to the past

Learning objectives

- To develop skills in Oxford-style debate, precise argumentation, defending one's own position and critical thinking.
- To foster sensitivity to the media formats used to popularise challenging historical content (e.g. on TikTok and other social media platforms).
- Actively exploring local history and fostering young people's agency and creativity in crafting meaningful, respectful digital historical narratives.

Step-by-step lesson plan

Part I: Is social media the right place for difficult history? (Lesson 1 – 45 to 90 minutes)

- 1. Introduction and listening to the podcast (15 minutes):** The teacher introduces the topic and presents a profile of Masza Makarova (Warsaw Ghetto Museum). The class then listens to a selected excerpt from Episode 2 of the podcast, in which the expert shares her experience and views on the use of social media platforms (particularly TikTok) to educate on difficult topics, such as the Holocaust.
- 2. Oxford-style debate (20 minutes):** The class is divided into two groups. The topic of the debate is: 'Is social media a good place to deal with difficult history?'. Each group prepares arguments 'for' or 'against'. The groups then select three representatives. Short, two-minute presentations are given in front of the class, with representatives from both sides taking turns.
- 3. Working with worksheets in pairs (20 minutes):** Working in pairs, pupils explore selected real-life projects on social media that commemorate difficult history (e.g. museum campaigns on TikTok). By answering the questions on the worksheets, they carry out an in-depth, critical analysis and reflection on the aesthetics and ethics of such posts.

4. Drawing up a set of recommendations (10 minutes): To summarise the worksheets, each pair formulates one general recommendation for online content creators who plan to tackle difficult historical topics on social media. The teacher collects these proposals in class and, together with the class, draws up a comprehensive list (e.g. the Code of Ethics for Digital History Educators).

Pupils' project work (Time required: 1 to 2 weeks)

Working in teams, pupils prepare their own short piece of media content (e.g. an Instagram Reel, a TikTok video, an educational graphic) tailored to social media formats. The project topics cover issues suggested by the teacher, such as the history of the local Jewish community, a selected historical event or figure (drawing inspiration, for example, from figures such as the doctor Dr Anna Braude-Heller or the survivor Ewa Heller-Ekblad). When creating the material, pupils must strictly adhere to the jointly developed guidelines regarding seriousness, respect and the reliability of sources.

Part II: Presentation and summary of digital projects (Lesson 2 – 45 minutes)

1. Presentation of work to the class (30 minutes): Each group presents its short media piece to the class. Pupils briefly explain the concept, the chosen means of expression and how they implemented the agreed ethical guidelines.

2. Summary and final discussion (15 minutes): A joint summary of the project. A discussion on whether it is difficult to create engaging yet respectful content about a difficult historical topic on social media. Reflection on the role of digital remembrance in preserving the memory of witnesses to the past.

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