

## Method description

<b>Title:</b>	Righteous among the nations
<b>Target group:</b>	High school students (16 -18 years old); about 20 students
<b>Issues addressed:</b>	Righteous during the WWII Social exclusion Active citizenship
<b>Aim/learning outcome:</b>	To raise the awareness about the righteous people and connect their stories with the role on an active citizen in nowadays world.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- To discuss personal values of righteous people</li> <li>- To introduce story of Slawa and Izydor Wolosianski</li> <li>- To connect this story with today's approaches when dealing with discrimination and exclusion</li> </ul>
<b>Duration:</b>	120 minutes
<b>Materials needed:</b>	Flipchart papers, markers, paper tape, colour A4 papers, handouts (attached)
<b>Special skills or knowledge of the trainer/facilitator needed:</b>	Basic knowledge about righteous and the story of Slawa and Izydor
<b>Step by step instruction:</b>	<p><b><i>Introduction (15 min)</i></b> Aim: Introduction to the topic and creating good working atmosphere.</p> <p><b><i>Welcome (3 minutes)</i></b> Introduction words about the persons delivering the workshop.</p> <p><b><i>Names of students (4 minutes)</i></b> Ask students to introduce themselves.</p> <p><b><i>Up and Down (5 min.)</i></b> Tell students that you will be asking them questions. If their answer on the question will be positive they will stand up. The exercise has two aims. First to break the ice among the students and team. Secondly to make a link to the topic of righteous.</p> <p>See the questions in attachment no.1.</p>

***Guess who (35 min.)***

***Aim: To discuss personal values of righteous people and status of righteous people.***

1. Tell students that they will have choose one character that is a righteous person out of 4 given characters.
2. Read aloud description of 4 characters (attachment 2.).
3. Give students 2 minutes to guess individually for themselves THE CHARACTER.
4. Divide students into 5 groups
5. Give each group descriptions of roles and half of a flipchart paper with a frame (attachment 3.)
6. Tell students that their task is to decide in the group who is a righteous person and write on the given flipchart paper results of their discussion.

Group work (10 min.)

Presentation of the decisions (10 min.)

Discussion (10 min.)

Discussion about the characters

Why did you choose this character?

Why you didn't choose this character?

Who can be righteous?

Is there any type of a person that is righteous?

Why?

***Note: Make sure that you emphasise the fact that there is no pattern for a righteous person.***

Reveal the names for the roles and explain shortly their stories (attachment 4). End with the name of Slawa and Izydor and explain that you be further on dealing with their story. (5 minutes)

***The Timeline (30 min)***

***Aim: To introduce the basic facts of the story of Slawa and Izydor.***

***preparation***

Before the whole workshop starts draw on the white board a line with dates (attachment 5.)

1. Tell students that their task will be to put Slawas and Izydor story together. Explain them that they will have to put cards on a line (historical facts above, facts from the story below). Put 2 -3 cards on the line as a model).
2. Divide group in to 5 new groups tell them to decide on the coherence and stick it on the board.
3. Give them papers with fact from Slawas and Izydors life, historical facts and photos.
4. Revise the time line while describing the dates (Fix the facts when necessary hand in hand with the speaking with the

	<p>group.)</p> <p>Connection with next activity: How the story of righteous does connects to us? /you? What can we take out of these stories/behaviours?</p> <p><b>Frozen Image (40 min)</b> Aim: To make students realise what is the effect of indifference, to discuss if attitudes of Righteous are still valid nowadays</p> <ol style="list-style-type: none"><li>1. Divide group into 2 groups (if the group is big consider more groups)</li><li>2. Ask 1 group to leave the room</li><li>3. Explain to those who stayed that they task will be to show the frozen image of situation of exclusion / discrimination in school (it should be a kind of scene, but they will not be allowed to move)</li><li>4. Explain those who left the room that their task will be to describe what they will see after entering the room</li><li>5. Give 5 - 7 minutes for preparation</li><li>6. Those who were outside are coming back and they describe what they see, than they suggest changes</li><li>7. You ask group to sit in a circle for debriefing</li></ol> <p>Questions for debriefing:</p> <ul style="list-style-type: none"><li>- How was it?</li><li>- Was it difficult to decide which kind of situation group will show?</li><li>- Was it difficult to guess?</li><li>- Do you see the connection to reality?</li><li>- Any examples from your everyday life?</li><li>- Do you see connection to stories of Righteous?</li></ul>
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Attachment 1

Those who had breakfast this morning  
Those who were woken up by their parents  
Those who spent their last holidays abroad  
Those who have ever been in Yad Vashem  
Those who visited Poland

## Attachment 2

A recently married Polish couple with a small baby. They live in a two-storey house in Drohobycz in Eastern Poland. The father works as a carpenter while the mother is a housewife and stays at home with the baby. They are 23 and 34 years old.

A 40 year-old German woman, who lives in a one-room apartment in Berlin opposite to a police station. She works as a secretary and prostitute in Berlin. Her husband is officer in the German Army and fights at the warfront.

A 32 year-old Italian police official who works as Chief of the police administration in a small town in the north west of Italy. He has a Jewish fiancé.

A 40 year-old single woman from Amsterdam who lives in a big family. She becomes the first female watchmaker licensed in the Netherlands and founds a popular girl's club in the 1930s.

Attachment 3

Name:	
Reasons (why did you decide to choose this person):	Difficulties (which difficulties did this person meet):

## Attachment 4

### **B. Hedwig Porschütz**

Hedwig Porschütz was born in 1900. She was a friend of Otto Weidt, a factory owner who tried to rescue his Jewish slave workers. He asked her to help him and she did. From January 1943 till Summer 1943 Hedwig Porschütz was hiding 4 Jews in her small appartement, where she was working as a prostitute at the same time. This way she was able to buy food on the "black market". In Summer 1943, When the Gestapo arrested other hidden Jews which lived the same house, the four people left the hiding place. Two of them found shelter in her mothers place. She continued to supply them with food until the Gestapo arrested her in 1944. Porschütz was sentenced to 1 and ½ years in prison for whoring and storing an improper amount of food. Two out of the four people that Porschütz was helping, survived the Holocaust.

After the war she tried to get recognition for what she has done.

In 1958 the Senate of Berlin was running a campaign called "Unknown Heros", honoring people who helped Jews during the wartime and gave them financial support. Hedwig Porschütz was denied this status. In the Senate's decision on her case it reads: "There is no doubt that Miss Porschütz has helped. But from her conviction in 1944 its obvious under which circumstances she earned the money for buying food. We can not honor a person with such low ethical and moral standards." After the war she continued to work with Otto Weidt.

### **C. Giovanni Palatucci.**

Giovanni Palatucci was born in Montella 1909 and graduated in Law from the University of Turin in 1932. In 1936 he entered police service in Genoa and the following year he was assigned to Fiume ( a small town which is on Croatian territory nowadays).

After the promulgation of racial laws against Jews in 1938 and at the beginning of war in 1940 he was chief of the Foreigners' Office of Fiume, where he forged documents and visas to Jews threatened by deportation. He managed to destroy all documented records of the some 5,000 Jewish refugees living in the town, issuing them false papers and providing them with funds. Palatucci then sent the refugees to a large internment camp in southern Italy protected by his uncle, Giuseppe Maria Palatucci, the Catholic Bishop of Campagna.

Following the 1943 capitulation of Italy, Fiume was occupied by Nazis. Palatucci remained as head of the police administration without real powers. He continued to clandestinely help Jews and maintain contact with the Resistance, until his activities were discovered by the Gestapo. The Swiss Consul to Trieste, a close friend of his, offered him a safe pass to Switzerland, but Giovanni Palatucci sent it to his young Jewish fiancée instead.

Palatucci was arrested on September 13, 1944. He was condemned to death, but the sentence was later commuted to deportation to Dachau, where he died. He was officially honored by the Yad Vashem Holocaust Memorial in 1990 as one of the Righteous Among the Nations.

### **D. Cornelia Ten Boom**

Cornelia Johanna Arnolda ten Boom, generally known as Corrie ten Boom, was born on April 15, 1892 around Amsterdam, as the youngest of four children. She never got married. In 1922 she became the first female watchmaker licensed in the Netherlands and in 1923, she helped organize girls' clubs which got very popular in the 1930s.

When the Nazis invaded the Netherlands they banned her club and Corrie and her family became very active in the Dutch underground, hiding refugees. They helped Jews because of their veneration for God's Chosen People (though the Ten Boom family was known for their gracious character towards all--especially the handicapped), and even provided kosher food and honored the Sabbath. Corrie's family were strong Christians.

They were hiding Jews and other members of the resistance movement in several extra rooms in their house, but food was scarce due to wartime shortages. To solve this problem Corrie went to the house of a friend who worked for the local ration cut office. When he asked how many ration cards she needed, "I opened my mouth to say, 'Five,'" Ten Boom wrote in her book. "But the number that unexpectedly and astonishingly came out instead was. 'One hundred.'"

The Germans arrested the entire Ten Boom family on February 28, 1944 with the help of a Dutch informant. They were sent to several concentration camps, where one of her sisters died.

In December, 1967, Ten Boom was honored as one of the Righteous Among the Nations by the State of Israel. She died in 1983.

## Attachment 5

### Historical facts for the timeline:

1933 Hitler comes to the power  
1935 The law of Nuremberg  
1939 The break out of World War II  
1942 establishing ghetto in Drohobycz  
1944 the liberation of Drohobycz  
1945 the end of the war  
1953 establishing Yad Vashem  
1967 Poland breaks political relations with Israel  
1980 the warm-up in relations polish-israeli relation

### Facts from Slawa`s life for the timeline:

1908 Izydor is born  
1919 Slawa is born  
1942 first Jews in the basement  
1943 Slawa and Izydor are getting married  
1943 Ania (daughter of Slawa and Izydor) is born  
1944 people are leaving the basement  
1967 Slawa and Izydor are recognized as Righteous Among the Nations  
1971 Izydor dies  
1984 Slawa goes to the Israel for the first time  
2006 Slawa dies  
2008 exhibition about Slawa and Izydor