

# Brighton & Hove Holocaust Memorial Day 2022

## One Day

### Educational Possibilities

#### Introduction

In order to give context and relevance to Holocaust Memorial Day (HMD) and the Brighton & Hove HMD film, educators may find the educational ideas below of use.

The theme of HMD in 2022 is **One Day**. The Theme Vision can be read or downloaded [here](#). This Theme Vision has suggestions which groups could research or be inspired by to choose their own **one day**, which may be meaningful to them.

Ideally, the film should be watched in its entirety and then selected segments rewatched as indicated in the activities. However, if time is an issue, the relevant segments can be watched as there is a standalone aspect to them. The educational ideas below are simple and effective, based in discussion, but with scope to be developed or adapted to suit different ages, abilities and backgrounds. Throughout discussions, group leaders should be aware of allowing space and time for people to contribute whilst not making anyone feel uncomfortable for not contributing out loud. In schools, teachers may wish to allow students to choose individuals or stories from the film to research and develop into a piece of work as homework or, if time allows, in class. There is a short list of resources at the end which will be useful.

Depending on the make-up of specific groups, group leaders must make themselves aware of any backgrounds which may have a negative impact on any group member. In particular, group leaders must be aware of any group member from, for example, a refugee background.

Before undertaking Holocaust education at any level educators are advised to make themselves aware of the internationally agreed pedagogical guidelines created by the International Holocaust Remembrance Alliance (IHRA). A summary of these guidelines can be found [here](#).

#### Discussion Possibilities

Can you think of **one day** in your lifetime which is very important to you? Why is that **one day** important to you? Did it change anything for you? Where other people's actions part of your **one day**?

*In the discussion, ask for students to volunteer their examples. Take a few comments and see if they can be grouped together in anyway, e.g. birth of a sibling; holiday.*

After viewing specific sections of the film where **one day** stories are being told consider the following questions.

- Why did this person chose that day as their **one day**?
- Were other people involved in creating that **one day**? How?
- What were the short-term/long-term consequences of the events of the **one day**?

- Are there any similarities between the different stories in the film? Why might there be these similarities despite the events described taking place in different times and in different countries?
- What are your views on why this theme of **one day** has been chosen for this year's HMD? Why is it important to focus on **one day**? Does that tell us anything about our own lives or the world today?

### Individual and/or Group Work

In pairs/small groups, choose one of the **One Day** stories in the film and create a summary poster for display.

*This can be completed individually or in small groups and completed after, or instead of, the discussions above. Students should be guided towards producing a poster which contains, in images and words, a summary of the chosen person's story, including some of the discussion questions above; the person's own thoughts about their **one day**; anything else they wish to include about the person's life – especially in regards to rebuilding their life after the events described; the students' thoughts about the story and the impact of the **one day**.*

Individually, choose one of the **one day** moments in the film and create a response to it. This could be a poem, a draft letter or email to the person involved telling them what you have learned from their story, a social media response (e.g. on TikTok), a piece of dance or theatre (which could be completed in a small group) or anything else that you would like to do.

### Resources

As with any teaching and learning resource, educators should check for suitability (especially by age and content) before directing learners to any resource. Particular care should be taken with websites, which may contain links to other webpages.

### Film

- The Windermere Children (Dir. Michael Samuels; 2020)

### Books

- Dorit Oliver-Wolff: From Yellow Star to Pop Star (Red Door Publishing; 2015)
- Anna Hájková: The Last Ghetto: An Everyday History of Theresienstadt (OUP; 2020)
- Anne Frank: The Diary of a Young Girl: Definitive Edition (Penguin, 2012)
- Tadeusz Borowski: This Way For The Gas Ladies and Gentlemen (Penguin, 1992)

### Websites

- <https://www.historyextra.com/period/second-world-war/orphans-holocaust-children-stories-survivors-lake-district-uk/>
- <https://45aid.org/testimonies/stanley-faull-story-of-my-childhood/>
- <https://www.iwm.org.uk/collections/item/object/80017748> (Audio)
- <https://thelatest.co.uk/brighton/2021/01/27/ceska-abrahams-on-how-her-mother-saved-her-life/> (Audio-Visual)
- <https://www.hmd.org.uk/resource/eric-eugene-murangwa/>
- <https://ishamifoundation.org/eric-murangwa-eugene/>
- <https://www.doritoliverwolff.online/>
- <http://www.terezin.cz/>
- <http://www.terezin.org/the-history-of-terezin/>