Pestalozzi

Education for the Prevention of Crimes Against Humanity (PREV)

What are the opportunities for education for the prevention of crimes against humanity in the primary school context?

by

Author: Charlot Cassar - Malta

Editor: Richard Harris

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Education for the Prevention of Crimes against Humanity in the Primary School

Expected outcome

➔ To create an awareness of Crimes against Humanity in the primary school context.
➔ To encourage teachers to recognize and use incidents which occur in the primary classroom for education for the prevention of Crimes against Humanity.
➔ To promote attitudes, values and actions that will prevent Crimes against Humanity.

Target group

Type of training	School level	Subject area
In-service Training	Primary	Cross-Curricular

Brief description of the unit

This unit is aimed at helping primary school teachers recognize Education for the prevention of Crimes against Humanity as fundamental to what they do as teachers in the primary classrooms. It introduces and defines Crimes against Humanity to teachers, giving them an opportunity to explore their own knowledge and values. Teachers are encouraged to recognize incidents that occur in the primary school context as opportunities for education for the prevention of Crimes against Humanity and to explore ways in which these can be extended to create basic awareness and education for prevention using the 'Philosophy for Children' approach (see www.philosophy4children.co.uk/ for further details of this particular approach). It encourages teachers to explore ways in which Crimes against Humanity can be presented to primary school children within a context and framework that they can understand. It challenges the notion that primary school children are perhaps too young to understand or too vulnerable to be exposed to Crimes against Humanity. This unit focuses on the processes involved that facilitate the development of values.

It is important to realize that this unit is about *prevention* and not simply about what has happened in the past. The unit therefore has a strong emphasis on exploring values and attitudes, in order to influence actions, rather than developing a detailed knowledge of any particular crime against humanity.

Methods/techniques used

Presentation, discussion and group work.

Time   12 hours spread over 3 days (see tips for trainers below).

	Activity 1: Introduction	▶ 60 minutes
Day 1	Activity 2: Who are you?	▶ 90 minutes
	Activity 3: Grouping and Matching Game	▶ 90 minutes
Day 2	Activity 4: Philosophy for Children	▶ 4 hours
Day 3	Activity 5: Crimes against Humanity for Children	▶ 3 hours
	Activity 6: Closure	▶ 60 minutes

Tips for trainers

It is imperative to underline that this unit is not simply about Crimes against Humanity per se but about *Education for the Prevention* of Crimes against Humanity. The two may not be mutually exclusive but there is a risk that teachers are more comfortable focusing on education about Crimes against Humanity and avoid the more difficult task of *Education for the Prevention* of Crimes against Humanity. Many teachers may argue that students need to know about Crimes against Humanity, but a focus on historical facts and knowledge can only take students so far, indeed an over-emphasis on the historical aspects of such crimes can get in the way of a much deeper understanding of values – teachers need to work with students to explore the fundamental human values and attitudes which underpin Education for the Prevention of Crimes against Humanity in order to influence future actions. This needs to be made clear to those involved in the training and may be an issue that has to be returned to at several points.

This unit was originally developed to use during in-service training for teachers over 2 hours training time. However, in spite of the fact that much can be achieved in a 2-hour session, it was felt that this amount of time does not do justice to the topic and more time was required to develop the unit fully. The above time schedule ought to give the trainer enough time to cover each activity thoroughly, allowing for participants to fully engage in the topic but it should be adapted to suit the particular needs/context of a trainer/group of participants. The trainer should also allow time for participants to provide feedback from one day to the next. Trainers need to be aware that the nature of this topic means that some participants may have personal connections with the issues raised or particular strongly held views, and so the discussions may get 'heated'. It is important that these emotions are recognized, otherwise participants may feel inhibited in discussing issues, but at the same time these views must not get in the way of listening to different points of view. This is a difficult task for the trainer, but s/he needs to demonstrate how the approaches in this unit can support such discussion, as teachers will face similar issues in classrooms with students.

Resources

PowerPoint © Presentation – A Definition	Appendix 1
Definitions of Crimes Against Humanity Appendix 2	Appendix 2
Who are you?	Appendix 3
Matching Game	Appendix 4
Discussion Starting Point	Appendix 5
Philosophy for Children – An Example	Appendix 6

Activity 1 Introduction - Crimes against Humanity and the Primary School Context

60 minutes

	Notes
▶ **General aim:** ➢ To introduce the topic – Recognizing opportunities for education for the prevention of Crimes against Humanity in the primary classroom. ▶ **Specific aims:** ➢ To present the rationale behind the training module. ➢ To define Crimes against Humanity.	
▶ **Methods/techniques used:** ➢ Presentation	
▶ **Resources:** ➢ PC, projector and screen ➢ PowerPoint © Presentation (Appendix 1) ➢ Printed PowerPoint © Presentation (1 copy per participant) ➢ Printed Overview of PowerPoint © Presentation (1 copy for trainer) ➢ Handouts with definition of Crimes against Humanity (Appendix 2 – 1 copy per participant)	
▶ **Practical arrangements:** ➢ Lecture style setup but allow space for small group discussion.	
▶ **Instructions/procedure:** ➢ Welcome participants. ➢ Introduce the topic and explain the rationale behind the training module as per PowerPoint presentation. Discuss the difference between "Education about" and "Education for the Prevention of Crimes against Humanity" , and why this distinction matters (10 minutes).	

	Notes
➢ Define Crimes against Humanity as per PowerPoint © presentation and definition (20 minutes). ➢ Time for questions and discussion (30 minutes).	
▶ **Tips to trainers/ anticipated difficulties:** ➢ Expect participants to question the whole notion and rationale of the activity and be prepared to challenge them in turn. Allow time for participants to discuss issues relating to "Education for the Prevention of Crimes against Humanity" and the definition of Crimes against Humanity. ➢ Notes in the PowerPoint © presentation provide links for further information. ➢ Slide 8 in the PowerPoint © presentation could lead to a very interesting discussion. No legend is provided but participants should be encouraged to determine what the map indicates.	
▶ **Debriefing/reflecting:** ➢ Emphasise the difference between "Education about" and "Education for the Prevention of Crimes against Humanity". Identify what makes 'prevention' more challenging. ➢ Invite participants to reflect on the implications of the above vis-à-vis the primary school classroom and context. ➢ Is there space in the primary classroom for "Education about" and "Education for the Prevention of Crimes against Humanity"?	

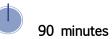## Activity 2 Values

90 minutes

	Notes
▶ **General aim:** ➢ To encourage participants to explore their own values and understandings This activity does not necessarily fit logically into the overall sequence of activities, but it serves a very important purpose. If teachers are to be able to educate students about prevention of crimes against	

humanity, the teachers themselves have to explore their own values, attitudes and actions. This may result in some uncomfortable discussion, but is a necessary step for teachers to explore, if they are to support their own students.

▶ **Specific aims:**
  ➢ To encourage participants to explore their own values.
  ➢ To identify context and how this can affect values, if at all.
  ➢ To explore subjectivity.

▶ **Methods/techniques used:**
  ➢ Group work, reporting.

▶ **Resources:**
  ➢ Handout (Appendix 3 - 1 copy per group).

▶ **Practical arrangements:**
  ➢ Participants are divided in groups of 4 or 5. Room to be used should accommodate group work.

▶ **Instructions/procedure:**
  ➢ Ask the participants to form groups of 4 or 5 depending on the total number of participants.
  ➢ Each group chooses a rapporteur.
  ➢ Give one image to each group (without any information).
  ➢ Ask participants to discuss the image and to try and determine what it represents (10 minutes).
  ➢ Ask participants to identify the victims in the photo (10 minutes).
  ➢ Ask participants to write down their thoughts about this as a group. Collect the write-ups (10 minutes).
  ➢ Provide participants with details about the photo, namely that it shows members of the Belgian resistance shaving the head of women who collaborated with the Germans during the occupation.

➢ Ask participants to discuss their initial choices and to revise these in the light of the information that they have received about the photo. Refer to the information collected earlier (20 minutes).

➢ Ask the rapporteur from each group to report back to the general group. (20 minutes).

▶ Tips to trainers/anticipated difficulties:

➢ It is essential that the participants have not seen the photo before. Similar photos may be used instead of the one provided.

➢ This activity is aimed at challenging participants' beliefs about their own values. It ought to create mixed feelings in terms of what the participants uphold, it encourages them to think about context and to identify subjectivity.

➢ The activity challenges notions such as "I am not a racist but… ", "I am against capital punishment but…".

➢ The activity engages the participants in the drama of Crimes against Humanity and it raises pertinent questions that will push them (very carefully) beyond their comfort zone. This might prove to be uncomfortable for some and the trainer has to allow for participants who choose not to commit themselves.

➢ Challenge the participants to think beyond the obvious. Who and what is each person in the photo doing/thinking? What would they have done? Where would they have been?

▶ Debriefing/reflecting:

➢ Ask participants for feedback about the process.

➢ Allow time for individuals to think about how their knowledge, and consequently their opinions, changed over the course of the activity.

➢ Encourage participants to link this with episodes from their own context.

➢ Discuss subjectivity and its implications, particularly in the classroom. (20 minutes).

Activity 3 Linking Crimes against Humanity and Incident in the Primary School Context

90 minutes

	Notes

▶ **General aim:**
   ➢ To identify links between Crimes against Humanity and incidents which occur in the primary school context, if possible.
 	
 ▶ **Specific aims:**
   ➢ To identify Crimes against Humanity
   ➢ To explore links between Crimes against Humanity and "Crimes" in the primary school context.	

▶ **Methods/techniques used:** ➢ Group work, reporting.	

▶ **Resources:**
   ➢ Set of cards (Appendix 4 – 1 set per group).
   ➢ Enlarged version of cards for the trainer.
   ➢ Board and tack.	

▶ **Practical arrangements:** ➢ Participants are divided in groups of 4 or 5. Room to be used should accommodate group work.	

▶ **Instructions/procedure:**
   ➢ Ask the participants to form groups of 4 or 5 depending on the total number of participants.
   ➢ Give a pack of cards to each group.
   ➢ Ask each group of participants to divide the cards into 2 groups. One group of cards should contain those cards that depict a Crime against Humanity and the other group of cards should depict incidents that can occur in a primary school context (10 minutes).	

- ➢ Ask whether this was a straightforward exercise and clear up any doubts that there might be, recognizing that some cards depicting Crimes against Humanity could also describe incidents in the classroom.
- ➢ Next, ask the participants to try and link, if possible, Crimes against Humanity from the group of cards with incidents that occur in the school context from the other group of cards (20 minutes).
- ➢ Give blank cards to groups and ask participants to add other incidents that occur in the primary classroom that could be linked to Crimes against Humanity (10 minutes).
- ➢ Ask a member of each group to report back to the general group (20 minutes), focusing on the reasons why specific Crimes against Humanity have been linked with particular incidents in the classrooms.
- ➢ As each group reports back, stick enlarged version of cards on board showing the links that the groups have established.

▶ **Tips to trainers/Anticipated difficulties:**

- ➢ The first part of this exercise, sorting out the cards in 2 piles, should be fairly straightforward, particularly in view of the fact that the participants would have received the definition of Crimes against Humanity in Activity 1. The trainer might want to move on to the next part as soon as the group is finished.
- ➢ When participants are asked to link Crimes against Humanity with incidents that occur in the primary school context, the trainer may opt to tell the participants that this is not always possible. The trainer may also opt not to, leaving it up to the participants to come up with the idea that some links are not tenable.
- ➢ The reporting back might take more than the allocated time.
- ➢ The activity has tremendous potential and the trainer may want to adapt it to suit specific aims. One way in which the activity could be adapted is to introduce more cards within each set. These additional cards could depict "common crimes" (murder, theft, rape, etc). Participants would then be asked to divide the cards into 3 groups and to then try to establish links (if such links can be established) between the incidents in the classrooms, crimes, and Crimes against Humanity.

▶ **Debriefing/reflecting:**
- ➢ Ask participants for feedback (30 minutes).
- ➢ The discussion could be focused on whether or not links can be drawn between Crimes against Humanity and incidents in the classroom.

Activity 4 Using the Philosophy for Children Approach to Educate for the Prevention of Crimes against Humanity

4 hours

	Notes
▶ **General aim:** ➢ To provide teachers with a methodology that they can adopt in the classroom to educate for the prevention of Crimes against Humanity ▶ **Specific aims:** ➢ To introduce teachers to the Philosophy for Children approach and experience the community of enquiry. ➢ To examine how the 'community of enquiry' approach can develop the attitudes and values to prevent Crimes against Humanity.	
▶ **Methods/techniques used:** ➢ Lecture style set-up, Philosophy for Children Approach	
▶ **Resources:** ➢ Factual example of a Crime against Humanity (Appendix 5 - 1 copy per group)	
▶ **Practical arrangements:** ➢ Session starts with participants in a lecture style set-up. Time will be needed to change the seating arrangement.	
▶ **Instructions/procedure:** ➢ Feedback from previous day/session (30 minutes). ➢ Introduce Philosophy for Children to the participants (30 minutes).	

- ➢ Explain the idea of "a community of enquiry" (10 minutes).
- ➢ Discuss the notion of "a stimulus" as a starting point to a discussion (20 minutes).
- ➢ Ask participants to form a circle, trainer being part of the circle (5 minutes).
- ➢ Present the group with a factual Crime against Humanity (Appendix 5) (10 minutes)
- ➢ Start a discussion about Appendix 5 (60 minutes)
- ➢ Stop the discussion and ask participants to discuss the process (45 minutes).
- ➢ Point out the fact that Philosophy for Children is not the only way of doing things and that there might be other methodologies that are as effective, for example, the idea of circle time.

▶ **Tips to trainers/Anticipated difficulties:**

- ➢ If trainer is not familiar with the Philosophy for Children approach, then s/he may need to become familiar and comfortable with the methodology. In a nutshell the Philosophy for Children approach uses a stimulus (literary or otherwise) to generate a discussion within a "Community of Enquiry". A Community of Enquiry is the social and educational context that leads to "questioning, reasoning, connecting, deliberating, challenging and developing problem-solving techniques" (Lipman, 2003). There are various resources available online that may be useful. These are listed further down.
- ➢ Ideally, all participants should be involved in the discussion, but this will depend on the number of participants. The trainer may want to split the participants in smaller groups (10 to 12 participants per group). Otherwise, participants can sit in concentric circles with participants in the innermost circle participating in the discussion while the other participants observe.
- ➢ The trainer may present the factual Crime against Humanity in its entirety or may opt to present it in pieces, feeding the discussion as it progresses.
- ➢ The discussion might develop into a heated debate. If this happens, ask the participants to stop and to reflect on how the discussion evolved.
- ➢ It is important for the trainer to move the discussion from a surface level in which the Crime against Humanity is discussed per se, to a deeper level, extrapolating meaning and discussing the fundamental values or lack thereof.
- ➢ Participants may need time to get used to the idea of a "Community of Enquiry". In fact, it is not something that can be developed over 1 session, but rather it is something that develops over time as individuals become more comfortable with the methodology.
- ➢ Participants may opt not to take an active part in the discussion. This must be respected.

▶ **Debriefing/reflecting:** ➢ Ask the participants for any feedback and ask them to consider how this methodology could be applied to the classroom context (30 minutes). ➢ Ask participants to consider how this methodology can be used to explore and develop values and attitudes, and potentially actions	

Activity 5 Incidents in the Primary School Context

3 hours

	Notes
▶ **General aim:** ➢ To encourage teachers to explore ways in which factual Crimes against Humanity can be presented to children using the Philosophy for Children approach. ▶ **Specific aims:** ➢ To help teachers recognize opportunities to teach children about Crimes against Humanity. ➢ To encourage teachers to help children recognize and act against tendencies which can lead up to Crimes against Humanity.	
▶ **Methods/techniques used:** ➢ Group work, discussion.	
▶ **Resources:** ➢ Cards from Activity 3 (Appendix 4) ➢ Philosophy for Children – An Example (Appendix 6)	

▶ **Practical arrangements:**

➢ Participants are divided in groups of 4 or 5.

▶ **Instructions/procedure:**

➢ Feedback from previous day/session (30 minutes).
➢ Ask the participants to form groups of 4 or 5 depending on the total number of participants. There are different ways to structure this activity.
➢ Depending on how comfortable the group is with the Philosophy for Children approach, you may wish to start with the example from Appendix 6 to support the thinking of the group. The group could discuss the scenario in Appendix 6 and asked to discuss the questions in Appendix 6, or the group could be introduced to the scenario, asked to devise their own questions to debate, and then if needed could be given the example questions in Appendix 6 as a further stimulus for discussion (30 minutes).
➢ (This next activity could come before the activity above if the group is comfortable with the Philosophy for Children Approach, or could follow on from the activity above). Ask each group to choose one primary school scenario from those presented in Activity 2.
➢ Each group is to discuss how, using this as a starting point, a discussion with children using the Philosophy for Children approach, could be generated (30 minutes).
➢ Ask the participants to think in terms of what issues the children might bring to the discussion (30 minutes).
➢ Ask the participants to think of ways in which to feed the discussion by presenting the children with the counterpart of the scenario chosen from Activity 2. How can Crimes against Humanity be presented to primary school children? How can we educate for the prevention of Crimes against Humanity? Is talking about it enough? If not, what do we need to do? (30 minutes).
➢ Ask a member of each group to report back to the general group in terms of how the Crime against Humanity is to be presented to children. (30 minutes)
➢ If this activity has not been done already, provide participants with Appendix 6, an example of questions that might be posed to create a discussion and link it to Crimes against Humanity. (30 minutes).

▶ **Tips to trainers/Anticipated difficulties:** ➢ Participants may argue that some links are not tenable. This may be the case but it should be left to participants to explore. ➢ Participants may disagree on how much factual information to present to the children. This will obviously vary depending on the children and context within which participants are working, but participants should be encouraged to explore whether factual information itself is enough to educate for the prevention of Crimes against Humanity, or whether there is a need to focus explicitly on values, attitudes and actions. ➢ If there is time, participants could be asked to sit in a circle as in Activity 4 to discuss a particular scenario, enacting a possible discussion as it might occur in the classroom. ➢ Otherwise, participants may be asked to explore different ways in which education for the prevention of Crimes against Humanity can happen.	
▶ **Debriefing/reflecting:** ➢ Ask participants for feedback. (30 minutes).	

Activity 6 Evaluation and assessment   60 minutes

	Notes
▶ **General aim:** ➢ To encourage reflection on the previous activities ▶ **Specific aims:** ➢ To get participants to consolidate their understanding of the idea how to educate for the prevention of Crimes against Humanity. ➢ To explore ways in which they can include education for the prevention of Crimes against Humanity in their own classroom.	

▶ **Methods/techniques used:**
  ➢ Group work, discussion. There are a number of ways this could be done, e.g. a series of statements could be produced and participants have to stand at different places in the room depending on their responses, a post-it note exercise could be used where participants record answers to different questions and the collective answers are then discussed as a group

▶ **Resources:**
  ➢ This will depend upon the method chosen for the session, but may include PowerPoint presentation, post-it notes, pens and sheets of paper.

▶ **Practical arrangements:**
  ➢ There needs to be space for participants to move around the room, as well as being able to sit in small groups.

▶ **Instructions/procedure:**
  ➢ This will depend on what approach you adopt.

  ➢ The use of statements would require trainers to:
     a) Show a statement.
     b) Ask participants to move to different points in the room. One wall should be 'completely agree with the statement' and the opposite wall should be 'completely disagree with the statement.' Participants can stand at various points in the room depending on the degree to which they agree with the statement.
     c) As the trainer, you choose participants to justify the position they have taken and to see if their answer convinces others to move. Ensure that across the activity all participants have been asked to participate.
     d) Repeat this for all the statements.

➢ The use of the post-it note activity would require trainers to:

a) Show a series of questions.
b) Ask participants to write down their answers on the post-it note and then stick all the answers to a question on a wall space. Ensure all questions are done in this way.
c) Put participants into small groups (no larger than 4) and allocate them one of the questions. They have to read all the responses and discuss the answers have been written.
d) The group feeds back to the rest of the group about the key ideas and issues that are addressed in the questions.
e) This may lead to a more general discussion.

▶ **Tips to trainers/Anticipated difficulties:**

This is an important opportunity to address any continuing concerns or issues that need to be resolved. Below are some possible questions you could ask or turn into statements for participants to agree/disagree with:

➢ How has this experience affected you as a person and professional?
➢ Do you feel there is space for education for the prevention of Crimes against Humanity in the primary school context?
➢ How much do you need to know about Crimes against Humanity to educate for the Prevention of Crimes against Humanity?
➢ Has this module had any impact on your role as educator in the primary school Context?
➢ Would you feel comfortable introducing Crimes against Humanity to Children in a primary school Context?
➢ What can you concretely do in the classroom to education for the Prevention of Crimes against Humanity as against education about Crimes against Humanity?

References

Lipman, M. (2003). Thinking in Education. (2nd ed.). Cambridge: Cambridge University Press.

Further Resources

Crimes against Humanity
- http://en.wikipedia.org/wiki/Crime_against_humanity
- http://en.wikipedia.org/wiki/Rome_Statute_of_the_International_Criminal_Court
- http://untreaty.un.org/cod/icc/statute/99_corr/cstatute.htm (Text of the Rome Statute)
- http://www.beyondintractability.org/essay/human_rights_violations/
- http://www.enotes.com/genocide-encyclopedia

Philosophy for Children
- http://cehs.montclair.edu/academic/iapc/
- http://www.teachingexpertise.com/articles/philosophy-children-p4c-5466
- http://philosophyforkids.com/
- http://www.sapere.org.uk/
- http://www.teachingchildrenphilosophy.org/wiki/Main_Page
- http://www.p4c.org.nz/

Appendix 1

PowerPoint © Presentation – Crimes against Humanity

Education for the Prevention of Crimes against Humanity

- This training unit focuses on recognising opportunities for Education for the Prevention of Crimes against Humanity in the classroom.

- It explores approaches that teachers can use with students to develop knowledge, but most importantly, values, attitudes and actions.

Education for the Prevention of Crimes against Humanity

- This unit is not about what happened. It is not about the Holocaust, or a specific Crime against Humanity but about Education for Prevention.

- Moving from "Education about" to "Education for Prevention" of Crimes against Humanity is not easy.

Crimes against Humanity

- The notion of Crimes against Humanity can be traced back as far as 1815.

- The term is first encountered in 1915.

- On May 24, 1915, the Allied Powers, Britain, France and Russia, issued a joint statement explicitly charging for the first time ever, another government of committing a "Crime against Humanity".

A Definition

- The most widely used definition of "Crimes against Humanity" is that found in the Rome Statute of the International Criminal Court of 1998.

- Crimes against Humanity "are particularly odious offences in that they constitute a serious attack on human dignity or grave humiliation or a degradation of one or more human beings".

A Definition (cont.)

- These offences are not isolated or sporadic events, but are part either of a government policy or of a wide practice of atrocities tolerated or condoned by a government or a de facto authority.

- Murder; extermination; torture; rape and political, racial, or religious persecution and other inhumane acts reach the threshold of crimes against humanity only if they are part of a widespread or systematic practice.

A Definition (cont.)

- Isolated inhumane acts of this nature may constitute grave infringements of human rights, or depending on the circumstances, war crimes, but may fall short of falling into the category of crimes under discussion.

Rome Statute of the International Criminal Court

- The **Rome Statute of the International Criminal Court** is the treaty that established the International Criminal Court (ICC).

- It was adopted at a diplomatic conference in Rome on 17 July 1998 and it entered into force on 1 July 2002.

World Map - States Party to the Rome Statute

States Party to the Rome Statute

- As of March 2010, 111 states are party to the statute, and a further 37 states have signed but not ratified the treaty.

- The law of treaties obliges these states to refrain from "acts which would defeat the object and purpose" of the treaty.

States Party to the Rome Statute

- Three states — Israel, Sudan and the United States — have "unsigned" the Rome Statute, indicating that they no longer intend to become states party to the statute and, as such, they have no legal obligations arising from their signature of the statute

Appendix 2

Activity 1

Crimes against Humanity – A Definition

From the ROME STATUTE OF THE INTERNATIONAL CRIMINAL COURT

Article 7: Crimes against humanity

1. For the purpose of this Statute, "crime against humanity" means any of the following acts when committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack:

    a. Murder;

    b. Extermination;

    c. Enslavement;

    d. Deportation or forcible transfer of population;

    e. Imprisonment or other severe deprivation of physical liberty in violation of fundamental rules of international law;

    f. Torture;

    g. Rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity;

    h. Persecution against any identifiable group or collectivity on political, racial, national, ethnic, cultural, religious, gender as defined in paragraph 3, or other grounds that are universally recognized as impermissible under international law, in connection with any act referred to in this paragraph or any crime within the jurisdiction of the Court;

  i. Enforced disappearance of persons;

  j. The crime of apartheid;

  k. Other inhumane acts of a similar character intentionally causing great suffering, or serious injury to body or to mental or physical health.

2. For the purpose of paragraph 1:

  a. "Attack directed against any civilian population" means a course of conduct involving the multiple commission of acts referred to in paragraph 1 against any civilian population, pursuant to or in furtherance of a State or organizational policy to commit such attack;

  b. "Extermination" includes the intentional infliction of conditions of life, inter alia the deprivation of access to food and medicine, calculated to bring about the destruction of part of a population;

  c. "Enslavement" means the exercise of any or all of the powers attaching to the right of ownership over a person and includes the exercise of such power in the course of trafficking in persons, in particular women and children;

  d. "Deportation or forcible transfer of population" means forced displacement of the persons concerned by expulsion or other coercive acts from the area in which they are lawfully present, without grounds permitted under international law;

  e. "Torture" means the intentional infliction of severe pain or suffering, whether physical or mental, upon a person in the custody or under the control of the accused; except that torture shall not include pain or suffering arising only from, inherent in or incidental to, lawful sanctions;

  f. "Forced pregnancy" means the unlawful confinement of a woman forcibly made pregnant, with the intent of affecting the ethnic composition of any population or carrying out other grave violations of international law. This definition shall not in any way be interpreted as affecting national laws relating to pregnancy;

  g. "Persecution" means the intentional and severe deprivation of fundamental rights contrary to international law by reason of the identity of the group or collectivity;

h.   "The crime of apartheid" means inhumane acts of a character similar to those referred to in paragraph 1, committed in the context of an institutionalized regime of systematic oppression and domination by one racial group over any other racial group or groups and committed with the intention of maintaining that regime;

i.   "Enforced disappearance of persons" means the arrest, detention or abduction of persons by, or with the authorization, support or acquiescence of, a State or a political organization, followed by a refusal to acknowledge that deprivation of freedom or to give information on the fate or whereabouts of those persons, with the intention of removing them from the protection of the law for a prolonged period of time.

3.   For the purpose of this Statute, it is understood that the term "gender" refers to the two sexes, male and female, within the context of society. The term "gender" does not indicate any meaning different from the above.

http://untreaty.un.org/cod/icc/statute/99_corr/cstatute.htm
(Retrieved December 2009)

Appendix 3

Activity 2

Date: Sep 15, 1944
Locale: Lanaken, [Limburg] Belgium
Photographer: Barth
Credit: United States Holocaust Memorial Museum, courtesy of National Archives and Records Administration, College Park
Copyright: Public Domain

Available online:
http://resources.ushmm.org/inquery/uia_doc.php/query/68?uf=uia_yLKOgd

Appendix 4

Activity 3 and 5

Murder and extermination.	Deportation.
Acts intentionally causing great suffering, or serious injury to body or to mental or physical health.	Enslavement.
Imprisonment or other severe deprivation of physical liberty.	Torture.
Persecution against any identifiable group or on political, racial, national, ethnic, cultural, religious, gender or other grounds.	Rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization and other forms of sexual violence.
Enforced disappearance of persons	The crime of apartheid.

Appendix 5

Activity 4

General Lothar Von Trotha Extermination Order against the Herero

October 2, 1904

I the great General of the German troops send this letter to the Herero people.

The Herero are no longer German subjects. They have murdered and stolen, they have cut off the ears, noses and other body parts of wounded soldiers, now out of captain will receive 1000 Mark, whoever delivers Samuel will receive 5000 Mark. The Herero people must however leave the land. If the populace does not do this I will force them with the *Groot Rohr* [cannon]. Within the German borders every Herero, with or without a gun, with or without cattle, will be shot. I will no longer accept women and children, I will drive them back to their people or I will let them be shot at.

These are my words to the Herero people.

The great General of the mighty German Kaiser.

Source

Gewalt, Jan-Bart, trans. (1999). *Herero Heroes.* Oxford, U.K.: James Currey. See pages 172–173. Also available from Namibian National Archives Windhoek, ZBU (Zentralbureau) D.1.a Band 3–4, leaf 165.

Online

http://www.enotes.com/genocide-encyclopedia/general-lothar-von-trotha-extermination-order (Retrieved December 2009)

Further Information

The Herero are a people belonging to the Bantu group, with about 240,000 members alive today. The majority live in Namibia, with the remainder living in Botswana and Angola.

During the 17th and 18th centuries, the Herero migrated to what is today Namibia from the east and established themselves as herdsmen. In the beginning of the 19th century, the Nama from South Africa, who already possessed some firearms, entered the land and were followed, in turn, by white merchants and German missionaries. At first, the Nama began displacing the Herero, leading to bitter warfare between the two groups which lasted the greater part of the 19th century. Later the two peoples entered into a period of cultural exchange.

During the late 19th century, the first Europeans began entering to permanently settle the land. Primarily in Damaraland, German settlers acquired land from the Herero in order to establish farms. Soon after, conflicts between the German colonists and the Herero herdsmen began. Controversies frequently arose because of disputes about access to land and water, but also the legal discrimination against the native population by the white immigrants.

In 1904, those conflicts resulted in an uprising, known as the Herero Wars, by the Herero and Nama (interestingly, the uprising was planned in an exchange of letters among tribal leaders and some of these documents have been preserved). After a period of success for the well-equipped insurgents, the German Empire sent a military expedition corps of about 15,000 men under the command of Lothar von Trotha. The war and the subsequent genocide ordered by von Trotha resulted in the death of between 25,000 and 100,000 (possibly 65,000) Herero, about 10,000 Nama and 1,749 Germans, three quarters of the Herero are believed to have been killed. Since the insurgents had been ordered not to harm priests, clerics were falsely accused of collaboration and sometimes taken into custody.

At the 100th anniversary of the massacre, German Minister for Economic Development and Cooperation commemorated the dead on site and apologized for the crimes on behalf of all Germans. But the Herero feel that an apology is not enough and they are demanding financial reparations. In 2004 there was minor media attention in Germany on this matter.

Online

http://en.wikipedia.org/wiki/Herero   (Retrieved December 2009)

Appendix 6

Activity 5

Using the Philosophy for Children Approach – An Example

Context
A child in the classroom is told s/he is not part of the group because s/he is different.

Possible Links
Illegal immigration; asylum seekers; deportation; torture; apartheid.

Possible Questions
- Do all children have a right to education? Why?
- Should all children living in the same community be educated in the same local school? Why?
- If there was a European/American/African/Asian family living in the community, should their children be educated in our school?
- If there was a British/Italian/Chinese/Somali/Eritrean family living in the community, should their children be educated in our school?
- Should all the foreign students be grouped in one class rather than being mixed with the local children? Why would one want to do this?
- If a foreign student is not allowed to join a local class, would you then allow that same student who is very good at football, to join the school football team, even if this means that a local child has to make space on the team?
- How would you feel if you were the local child?
- How would you feel if you were the foreign child?
- Why would a "different" person choose to live somewhere where s/he is going to be regarded as "different"?
- Is that person different?
- Why would s/he feel different?
- Is it wrong to be different? Why?
- What if you were forced to go to a different school because you are different?
- Do you know that for a long time, if you were a coloured person, you could not go on the same bus as a white person? Do you know you could not go to the same school as a white person?
- How would you feel if you were told you had to use a different bus because you were different?
- What can we do to prevent this from happening?