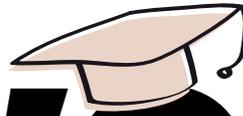
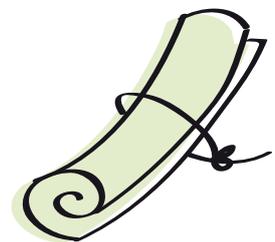


# Anne Frank Youth Network Toolkit



*How wonderful it is that no one has to wait,  
but can start right now to gradually change the world!*  
Anne Frank, 26 March 1944





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## 1 Dear YOU!

Welcome to the Anne Frank Toolkit for members of the Youth Network! You have made it to here, that means that you've already started on your journey of learning and caring. Either acting as a guide for a travelling exhibition or as participant in a workshop or a programme for youth organised by the Anne Frank House and its partners.

This is your opportunity to be part of an international network of young people who are inspired by Anne Frank and who respond by organising a series of educational activities to fight discrimination, racism and anti-Semitism.

Because we believe in you and your capacity to transform the world in a positive way, we've made this toolkit to help you spread the ideals and the message of Anne Frank to your peers.

This is where you can learn more about Anne Frank and the history of her time, and their relevance for today's world. YOU can play a major role in sharing this knowledge and its relevance with your peers.

Be part of this initiative and become the change you want to see in the world!

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*Human greatness does not lie in wealth or power, but in character and goodness. People are just people, and all people have faults and shortcomings, but all of us are born with a basic goodness.*

Anne Frank's Tales from the Secret Annex



Anne Frank, May 1942

## 2 The Anne Frank Youth Network



The Anne Frank Youth is a global network of committed young people, most of them peer educators, between 16 and 22 years old, who are inspired by Anne Frank's diary and her life story and would like to contribute to educational activities of the Anne Frank House to help reach a larger audience. Projects run by members of the Anne Frank Youth network deal with the life story of Anne Frank and its relevance to young people today.

Did you know that:

- **Peer educators** are young people who teach their peers
- **33,500** peer educators from **40** countries volunteer as guides for travelling exhibitions and/or participate in Anne Frank House workshops
- There have been **1,500,000** beneficiaries of educational projects organised by the Anne Frank House and its partner organisations, over the last **10** years

### **The mission of the Anne Frank House**

The Anne Frank House is an independent organisation, founded in 1957, dedicated to the preservation of the place where Anne Frank hid during the Second World War and where she wrote her diary. The Anne Frank House spreads Anne's life story worldwide with the aim of raising awareness of the dangers of anti-Semitism, racism, and discrimination, and the importance of freedom, equal rights, and democracy.

### 3 About this toolkit

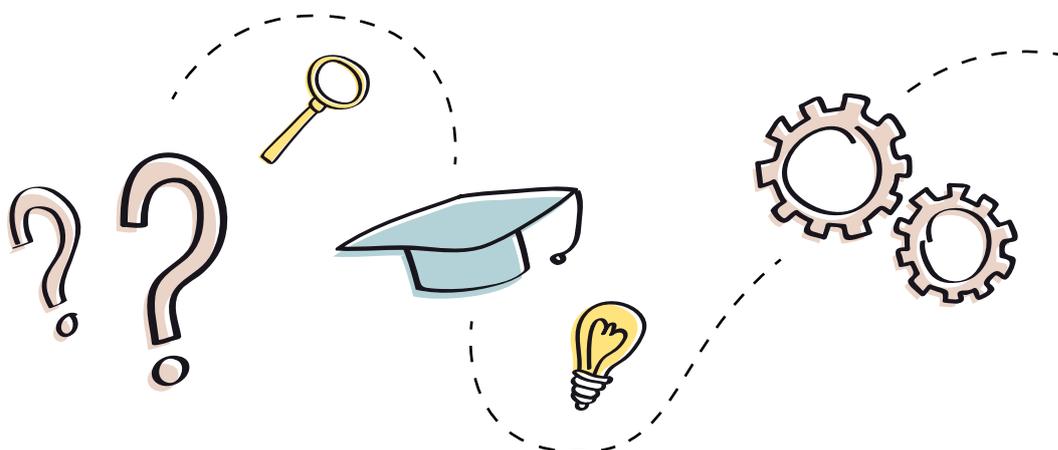
It contains in-depth information about the history of Anne Frank as well as some of the most successful educational activities for young people, between the ages of 13 and 18.

The content is split into five sections – LEARN, PLAN, PREPARE, TEACH and RESPOND – which cover the different stages of organising your educational activity.

By using this toolkit, you will gain more confidence to work with a group and share what you have learnt. Each section contains resources that will deepen your understanding about that specific content.

These tools take you through the whole project process – from idea to end, giving you a step-by-step guide on how you can prepare, organise and evaluate your educational activity.

<b>4 LEARN</b>	Learn about the history of Anne Frank and the history of her time, stereotypes, prejudice, and discrimination.
<b>5 PLAN</b>	Think about what you want to do, when, with whom; make a plan for how you will pay for it, and what could go wrong.
<b>6 PREPARE</b>	Learn how to prepare and conduct a meeting in order to realise your project.
<b>7 TEACH</b>	Carry out the activity that you have planned as well as possible.
<b>8 RESPOND</b>	Take a step back from your project to see what did or didn't work, and share it with your peers and the Anne Frank Youth Network.



## 4 LEARN

### a Anne Frank, a history for today



Anne Frank is one of over 1.5 million Jewish children who were murdered during the Holocaust. Her story has become very well-known because of the diary she kept, which was saved by one of the helpers and published after the war by Otto Frank, her father. Other stories deserve to be told just as much as Anne Frank's story. If told from a personal angle, they can be equally educational. Moreover, they speak of other war experiences and may be told from another perspective.

**What other stories are there right now? Are there any young writers like Anne Frank in your country who write, blog or report on social issues that are happening in your country? Let us know and 'catch' their stories!**

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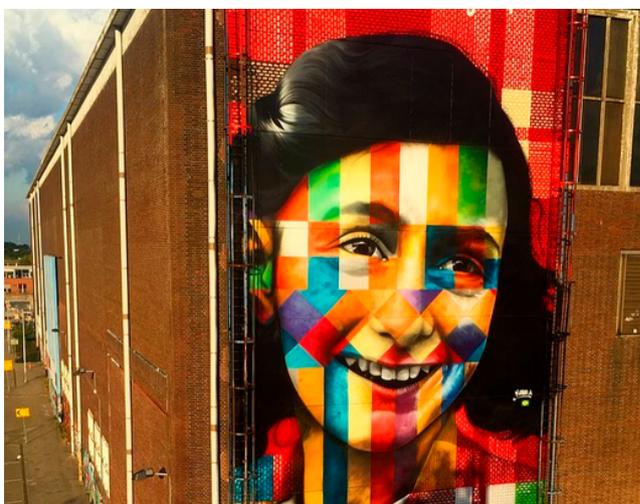
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## 4 LEARN

### b Why should we learn about Anne Frank?

'It's important to continue spreading the message that Anne Frank left us and to continue helping people that are in need of help.'

Anne Frank Youth Network



You have decided to use this toolkit and to engage with the Anne Frank House. On your journey you will probably be asked WHY do you do this? WHY are you interested in this story? Why should I be interested? YOU can give the best answer to these questions, because YOU know YOUR motivation. Tell your story! On this page we will help you with a few additional answers.

#### **By educating others about Anne...**

1. You pass on Anne Frank's memory to a new generation;
2. You pay attention to those 1.5 million Jewish children who were murdered by the Nazis. The story of Anne is the story of one of them;
3. You teach your peers about the historical context of the Holocaust and the Second World War;
4. You have access to fascinating authentic material, such as historical photos, places of remembrance, and the diary of Anne Frank;
5. You show others what discrimination can lead to at its most extreme;
6. You discuss the dilemmas and choices of people from that period with your group, to help them form their own opinions;
7. You introduce four separate roles – victims, perpetrators, helpers, and bystanders – that can be helpful in analysing the past and the present;
8. You help your fellow peers to realise how complex history is;
9. You learn to connect the past with the present and discuss prejudice and discrimination in today's society; your peers can weigh issues of identity and values and reflect on their own responsibility.
10. You give a face and a voice to millions of other stories of discrimination. Anne's life shows how victims of discrimination are not responsible for their treatment.

## 4 LEARN

### b Why should we learn about Anne Frank?

What is your personal reason for talking about Anne Frank?



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Anne, 1935 - 1942

## 4 LEARN

### b Why should we learn about Anne Frank?

Write down your three favourite quotes from the diary, and explain why?

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2 .....

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3 .....

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This is the diary Anne received for her thirteenth birthday.

Otto Frank was the only survivor of the people who were in hiding in the 'Secret Annex'. He survived the Holocaust. He died in 1980 at 91 years of age. But if you could ask Otto anything at all, what would you ask him?

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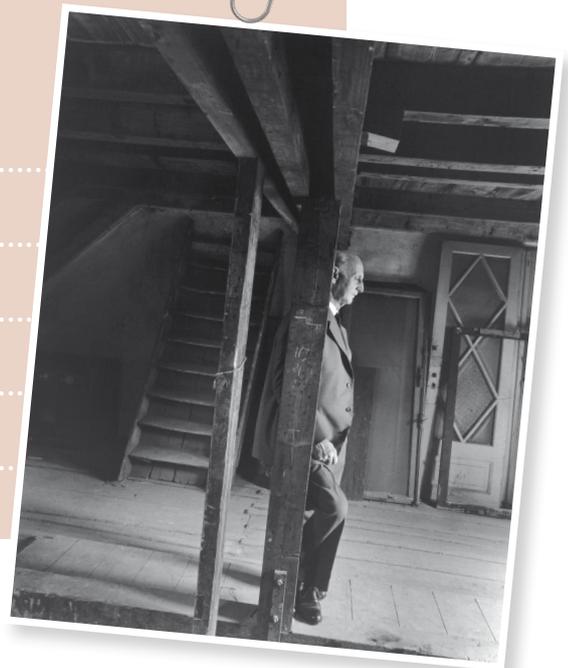
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Otto Frank in the attic of the Annex, shortly before the opening of the museum at 263 Prinsengracht, 3 May 1960.



## 4 LEARN



### c How can you practise telling the lifestory of Anne Frank? Telling stories

If you are going to talk about the lifestory of Anne Frank as part of your activity, or if you want to learn more about her story, you can use this series of exercises that will help you to practise telling her lifestory. Below you will find four starting points for this special story.

Read each of the prompts below and choose one you will use as your starting point. Good luck!

**Choose a topic from the list below.**

#### 1 A story about **DISCRIMINATION** in the life of Anne Frank

For her thirteenth birthday, Anne receives a diary. By then, the war has been going on for two years. Anne describes how the anti-Jewish laws in the Netherlands impact her life.

→ For more information, read the diary of Anne Frank, for instance, the passage dated Saturday 20 June 1942.

#### 2 A story about the **CALL-UP** that Margot (Anne Frank's sister) receives and about how they go into hiding.

Margot Frank receives a call-up to report for labour camp. The Frank family immediately go into hiding. In the Secret Annex, Anne describes in detail what has happened.

→ For more information, read the diary of Anne Frank, for instance, the passages dated 8, 9, 10, and 11 July 1942. Pick a passage to base your story on.

#### 3 A story about **DAILY LIFE** in the Secret Annex and about Anne's major preoccupation: writing.

Anne shares a room with Fritz Pfeffer. They sometimes argue about the use of the writing table, and Anne writes about this in her diary.

→ For more information, read the diary of Anne Frank, for instance, the passage dated 13 July 1943.

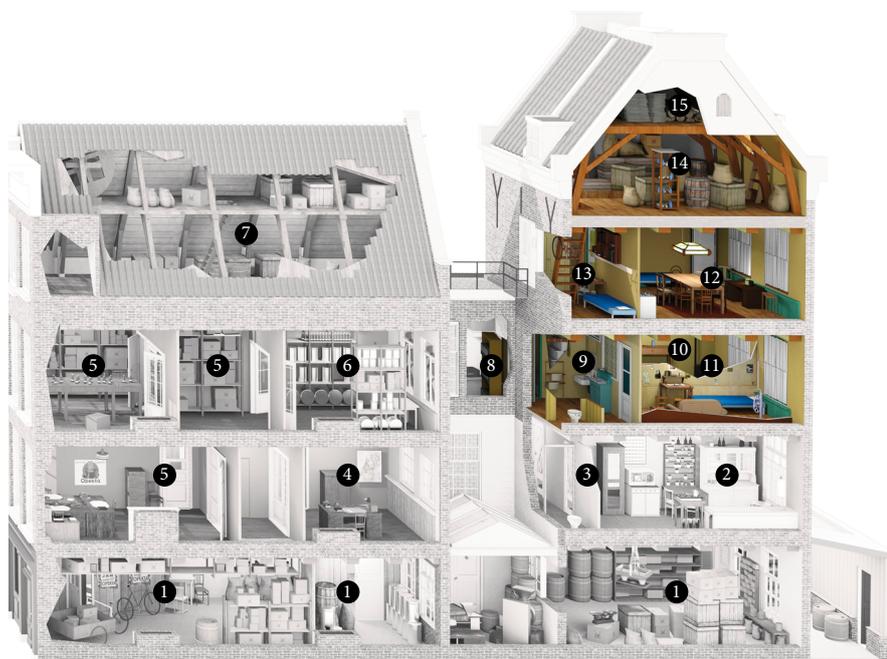
## 4 LEARN

### c How can you practise telling the lifestory of Anne Frank? Telling stories

#### 4 A story about the ARREST of Anne Frank.

The eight people in the Secret Annex are arrested. There is barely time to pack a few things. Anne's diary is left behind in the hiding place.

→ Use the information on the next page.



#### The business premises

- ① Warehouse
- ② Company kitchen
- ③ Door to Otto Frank's private office
- ④ Victor Kugler's office
- ⑤ Office of Johannes Kleiman, Miep Gies and Bep Voskuijl
- ⑥ Storage area
- ⑦ Attic
- ⑧ Landing with the revolving bookcase leading to the Secret Annex

#### The Annex

- ⑨ Washroom
- ⑩ Otto, Edith and Margot Frank's room
- ⑪ Room that Anne Frank shared with Fritz Pfeffer
- ⑫ Common living and dining room, at night the bedroom of Hermann and Auguste van Pels
- ⑬ Peter van Pels's room
- ⑭ Attic
- ⑮ Loft

## 4 LEARN

### c How can you practise telling the lifestory of Anne Frank? Telling stories

#### The arrest

It is 4 August 1944, a warm and sunny day. In the morning, the headquarters of the Sicherheitsdienst (SD) in Amsterdam receive a tip-off by telephone. The SS officer on duty, Karl Silberbauer, is instructed to go to Prinsengracht 263.

The office staff on the first floor are at work when all of a sudden the door opens. In the words of Miep Gies: 'A small man came in with a revolver in his hand, pointing it at me, and said: "Stay seated and don't move!"'

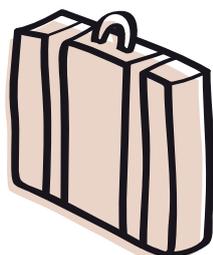
Victor Kugler, who is working in the adjacent room, hears a lot of noise and goes to investigate. Victor Kugler: 'I saw four police officers; one of them was wearing a Gestapo uniform.' One of the police officers aims his pistol at Victor Kugler and orders him to lead the way. They go to the movable bookcase and open it. With their pistols drawn, the policemen go into the Secret Annex.

#### Taken by surprise

The people in the Secret Annex are taken completely by surprise. They have lived with the constant fear of discovery for two years. Now, the time has come. After the war, Otto Frank said: 'It was around half past ten. I was upstairs at the Van Pels family's, in Peter's room, and I was helping him with his schoolwork. Suddenly, someone came running up the stairs, the door opened and a man was standing in front of us with a pistol in his hand. They were all assembled downstairs. My wife, the children and the Van Pels family were standing there with their hands up in the air.' Next, Fritz Pfeffer is taken into the room.

#### Valuable things

The people from the Secret Annex have to hand in their valuable things. Silberbauer grabs Otto's briefcase, which contains the sheets of Anne's diaries, and shakes it out to pack the valuables. The sheets of Anne's diaries fall to the floor. Otto Frank: 'Then he said: "Get ready. Everybody back here in five minutes."' Together with both male helpers, Victor Kugler and Johannes Kleiman, who have also been arrested, they are taken away in the police van.



## 4 LEARN

### c How can you practise telling the lifestory of Anne Frank? Telling stories

Read the source material

Read the source material on page 18 for the topic that you have chosen and write down what you will use in your story.



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What would you hope to achieve?

What would you hope to achieve with your story about Anne Frank? Write it down.



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Miep Gies  
1909 – 2010



Jan Gies  
1905 – 1993



Bep Voskuijl  
1919 – 1983



Victor Kugler  
1900 – 1981



Johannes Kleiman  
1896 – 1959

## 4 LEARN

### c How can you practise telling the lifestory of Anne Frank? Telling stories

#### Practise reading your story

Practise reading your story out loud and check the suggestions in preparation.

- Choose an important moment to talk about and find some telling details. The diary of Anne Frank makes a great source.
- Choose one of the people in hiding. It does not have to be Anne Frank. You could also tell a story from the perspective of her parents, her sister or of one of the helpers, such as Miep Gies.
- Choose a time and a place to set your story in. When and where does everything happen?
- An object or a picture may help to reinforce the story.
- How personal do you want your story to be? You could talk about your family history, about the surroundings of the school, or about meeting someone who lived through the war.
- Do concentration camps play a role in your story? Pupils often want to hear more about them, but be aware of what you tell them. Horrid details are unnecessary and may unnecessarily shock some kids.
- How do you end your story? Anne Frank dies, but young people need hope. Tell them, for instance, how Otto Frank, Anne's father, survived the war and published the diary.

*Frank family*



Otto Frank  
1889 – 1980



Edith Frank  
1900 – 1945



Margot Frank  
1926 – 1945



Anne Frank  
1929 – 1945



Auguste van Pels  
1900 – 1945



Hermann van Pels  
1900 – 1945



Peter van Pels  
1926 – 1945

*van Pels family*

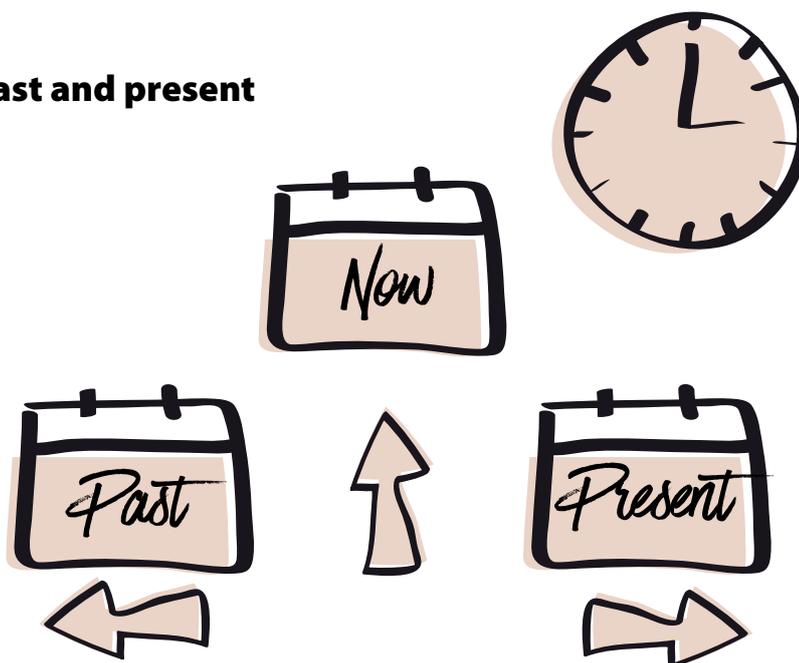
*Pfeffer*



Fritz Pfeffer  
1889 - 1944

## 4 LEARN

### d Connecting past and present



'The history of Anne is totally connected to the present! That goes without saying. There is still too much discrimination today all over the world. We all just talked about that in last week's conference. In my country, too, we are confronted with discrimination against the Jews, the Muslims, the refugees and some other communities. It is as though no one knows yet how to live with their peers.'

Anne Frank Youth Network

*I know what I want, I have a goal, an opinion. I have a religion and love. Let me be myself and then I am satisfied...*

Anne Frank

Anne Frank is one out of one and a half million Jewish children that were killed by the Nazis. Because she was Jewish. Anne only lived to the age of 15. We live in another time. The differences with the days of Anne Frank are enormous. Yet some people are still discriminated against. People still exclude others based on who they are or what they look like. Discrimination is still a daily occurrence, all over the world. Why do people discriminate against others? Why can't we just be ourselves without trampling all over others? Aren't we all born equal?

## 4 LEARN

### e Different roles



'We need to understand that we have to keep the memory alive, and be the change we want to see, and not remain bystanders.'  
Anne Frank Youth Network

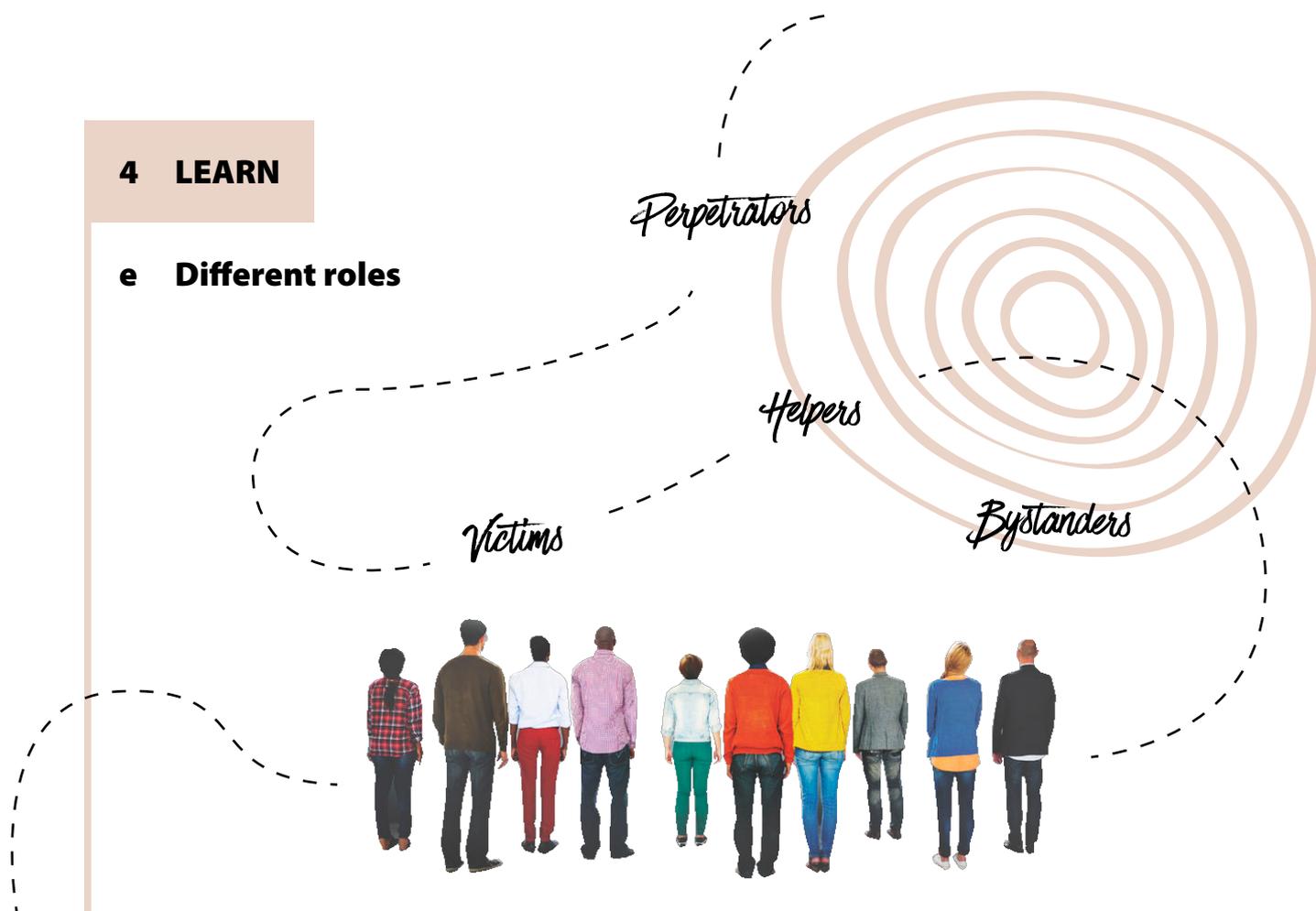
In order to help your peers to understand the context of the Holocaust, it is important to explain that social developments are not irreversible processes, but rather the consequences of the choices made by ordinary people like them. That the choices made by one person can affect the lives of many others. An important educational tool in this respect is depicting the main characters against the political and social circumstances of their times. Putting faces to the history will make it easier to identify with the victims and will increase the students' understanding.

Introducing the four different roles (perpetrator, victim, bystander and helper) could help you and your peers to explain a concept as complex as the Holocaust and individual responsibilities.

Young people often feel that the history of the Holocaust and the Second World War can be explained by labelling people as right or wrong. 'Wrong' applies to the perpetrators: the Nazis, the German occupiers, and the collaborators. 'Right' applies to the people who resisted and helped others, for instance by giving them a place to hide. How can you explain that this classification does not do justice to the complexity of the past?

## 4 LEARN

### e Different roles



People can be cast into the following roles according to the positions they take.

- Victims
- Perpetrators
- Helpers
- Bystanders

During the Second World War, the Netherlands had around 9 million inhabitants. Most of them belonged to the category of bystanders. A smaller group of around 5 percent collaborated actively with the Nazis. The group that was involved with the Resistance is estimated at around 5 percent, too. Young people are capable of recognising the specific roles in a situation. Focusing on the roles of perpetrators, helpers and bystanders will help you to discuss the motives people had for doing what they did.

These roles are not static, because people can change. Through these roles, you can discuss topics such as responsibility and freedom of choice. A helper, bystander, and perpetrator have more freedom of choice than a victim.

These roles can also be used in discussions about current events involving prejudice and discrimination.

## 4 LEARN

### e Different roles

1. Think of an everyday situation in which the four roles occur. In your sport club, when going out or in the schoolyard. You can also give an example from your own life, in which you played one of these roles.



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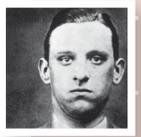
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2. These roles can also be applied to the life of Anne Frank. Categorise the main characters: who played which role? You can find more information at the [Anne Frank timeline](#), in the Resource Section.



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## 4 LEARN

### f Prejudice and discrimination



In order to understand the world around us, we categorise people, things and situations. We do it very quickly and often without realising it. For human beings, these quick assessments are a way to survive: is the situation safe or dangerous? In our social interactions, we are constantly making quick assessments as well. You can judge a person after a discussion or after meeting them. But perhaps you judge them even before the discussion or the meeting has taken place. We speak of prejudice when someone is totally convinced of something or biased against someone in advance and is no longer open to counter information. A prejudice about (a group of) people is more than just a 'neutral' opinion: it is an emotionally charged attitude. 'Emotionally charged' is usually negative.

#### **Normal response?**

Although there is not much positive to say about prejudice, you could stress right from the start that being prejudiced – just like stereotyping others in your head – is a normal human response. Everyone is prejudiced to some extent; it is hard to imagine anyone who is completely unprejudiced about everyone and everything. We are often not aware of our prejudices, even though they impact our behaviour in subtle ways and also impact both the way we filter information and also the way we impact others. And it is that lack of awareness of the impact on our behaviour and the impact on others that is the key. So how do we become more aware of our own prejudices and help others become more aware of theirs and their (everyday) consequences?

#### **Recognising and acknowledging prejudice and stereotypes**

When it comes to prejudice and stereotypes, we are often quick to see other people's flaws, but ignore our own. How do we deal with the preconceived notions about groups in our own heads and with the emotionally charged ideas about 'the other'? And what does or does not work when it comes to fighting prejudice?

## 4 LEARN

### f Prejudice and discrimination

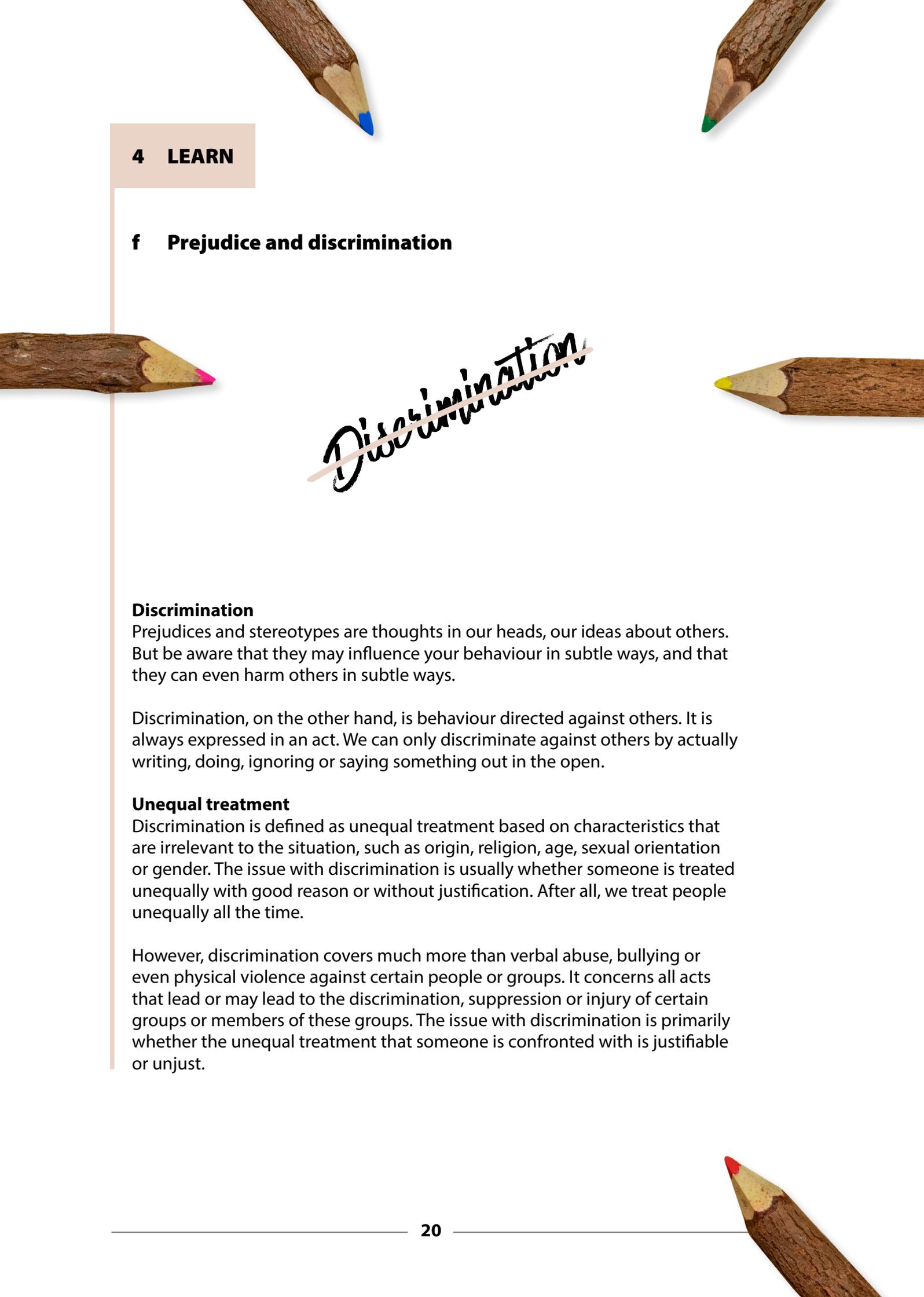


#### Stigmas

Common negative prejudices in society may result in lower social status for certain groups. Groups with such low or lowered social status are 'stigmatised' – the word 'stigma' means 'stamp' or 'mark', so 'to be stigmatised' means that you are given a negative 'label' by other people, so to speak. As a result, members of a stigmatised group with low social status are burdened with the task to maintain a positive self-image.

#### Important:

- Prejudices are emotionally charged preconceived judgements.
- Everyone is prejudiced; no one goes through life without any prejudice. But be aware that they impact how we interact with the world and how we filter information, always.
- Stereotypes can result in prejudice, but this does not happen automatically.
- Prejudice is enhanced by the contact or friction between groups and may worsen in times of conflict.
- Prejudices and stereotypes CAN be changed, and it is up to you to be aware of this.



## 4 LEARN

### f Prejudice and discrimination

~~Discrimination~~

#### **Discrimination**

Prejudices and stereotypes are thoughts in our heads, our ideas about others. But be aware that they may influence your behaviour in subtle ways, and that they can even harm others in subtle ways.

Discrimination, on the other hand, is behaviour directed against others. It is always expressed in an act. We can only discriminate against others by actually writing, doing, ignoring or saying something out in the open.

#### **Unequal treatment**

Discrimination is defined as unequal treatment based on characteristics that are irrelevant to the situation, such as origin, religion, age, sexual orientation or gender. The issue with discrimination is usually whether someone is treated unequally with good reason or without justification. After all, we treat people unequally all the time.

However, discrimination covers much more than verbal abuse, bullying or even physical violence against certain people or groups. It concerns all acts that lead or may lead to the discrimination, suppression or injury of certain groups or members of these groups. The issue with discrimination is primarily whether the unequal treatment that someone is confronted with is justifiable or unjust.



## 5 PLAN

### a Develop your vision



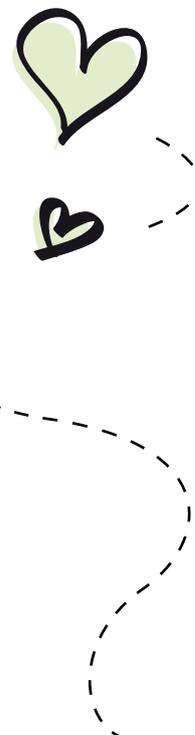
Anne Frank youth network

'She's a great inspiration to step out and speak your mind - even when it is not easy. Last but not least, getting to know her story and the reality she lived in gives you the will to help make this world a better place, even if it doesn't seem easy at first. Because if she had the will to improve the world even in that terrible situation, why shouldn't we?!' Anne Frank Youth Network

Now it's time to get back to you. What are your dreams and ideals for the world that surrounds you? What would you like to change in your local community, in the world? Maybe you would like to brainstorm a bit more and get feedback from others. In this section, you will develop your vision and learn how to get from an idea to a specific project plan and do it! Don't worry, we'll take you through the process step by step.

In this section, you will find a series of tools that will help you to create and sharpen your project. There are several activities that you could think of, such as organising a screening of a film about Anne Frank, setting up a workshop dealing with prejudice and discrimination, or even organising a stop-discrimination campaign in your own classroom, sports club or community. You can find some examples of such projects in [Resource 21](#).

First step is to visualise your **vision**: what is the inspirational long-term change that you would like to result from your project. Then, it is about describing your objectives, in order words, to focus on how you will achieve this in more concrete terms. **Objectives** are often practical, tangible goals that help you to plan the activities that you would like to implement.





## 5 PLAN

### a Develop your vision



Dori and Simon presenting their exhibition project in Tiszafured, Hungary

### 2. Anne had so many dreams for herself and for the world... What are you passionate about?

.....

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'We need to teach kids and young people about tolerance, and how to communicate in a respectful way with people from different backgrounds. We need to encourage an open-minded mentality among young people towards diversity in general.' Alexandra, Romania, Anne Frank Youth Network

## 5 PLAN

### a Develop your vision

'I am doing my project for everyone who is discriminated against for any reason on a daily basis or who has ever experienced discrimination. For the ones who have felt like there was no one there to help them fight for equality. Some people tolerate or even accept others, but don't do anything to help them fight their "battles". Marina, Croatia, Anne Frank Youth Network

### 3. What good things are already happening in your community when it comes to the issues you mentioned above? Think local.



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'We are doing our project to let people know about Anne Frank's story and how her experience is connected to our everyday life and affects our future.'  
Rebecca and Valentina, Italy, Anne Frank Youth Network

'The purpose of our project is to make young people relate to the story of Anne Frank and to make them understand that history is relevant to them, too, and to make them aware of discrimination within their own groups.'  
Christina, Denmark, Anne Frank Youth Network

## 5 PLAN



Go to the  
TEACH  
section

### **b Choosing an activity and defining your objectives**

Now go to the TEACH section where you will find a lot of different activities you can do with your peers. You can choose 2 activities that you like best.

Don't forget that objectives are always realistic, specific, time related and measurable. So, you will also need to define your target group (that is the number of participants who will participate, etc.)

In [Resource 21](#) in the TEACH section you will find examples of projects.

## 5 PLAN

### c Your summary

*Time  
to plan*



#### **Example vision:**

'We want students in our town to be educated about Human Rights issues in the world. They should know that they are the ones who can solve these problems and that there are organisations and real projects they can join or set up.' Elena and Elena, Russia

'I would like teenagers to realise what problems we are facing in terms of discrimination, racism, anti-Semitism, and inequality... I think that it is only when you are aware of all these problems that you can react by taking action, even in a small way (because you have to start somewhere).' Yael, Belgium

#### **My vision:**



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## 5 PLAN

### c Your summary

#### Example objective:

'I would like to talk about Anne's story and to focus on what it really means today. In other words, to connect Anne's story to contemporary matters. What can we learn from her specific story about our own society?' Yael, Belgium



#### My objective:

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#### Example target group:

20 pupils from secondary schools.



#### My target group:

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#### Example chosen activity

Presentation of the documentary 'The Short Life of Anne Frank', reflecting on quotes from Anne Frank's diary and reflecting on today's society, as part of a special project week in my school.



#### My chosen activity is:

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## 5 PLAN

### d Developing your own Action Plan!

'Working on our project Children in War gave Ela and me a lot of insight in how little we, human beings, actually know and understand about war. This insight pushed us to educate children and to introduce them to basic principles of human rights, equality, and peace. By talking about current and past wars, the value of all human rights, and other topics related to war, we tried to widen their understanding of basic human rights.'

Franjo, Croatia, Anne Frank Youth Network

In this section you will complete an action plan to organise the activity that you have chosen for your school, sport club or community center.

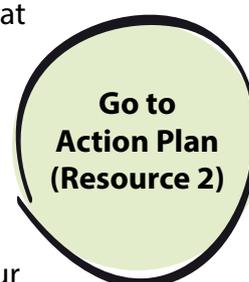
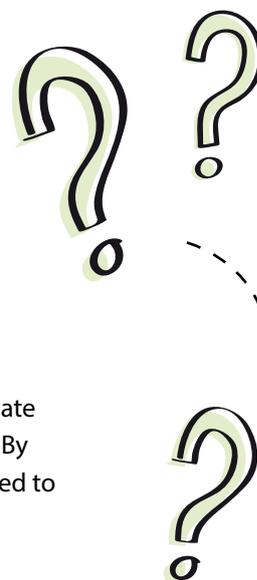
Here, you'll find a project plan form. When filling it in, try to be as precise as possible.

When you are ready, you can share your plan with your coordinator and/or Anne Frank House partner organisation, your teachers and some of your friends for feedback.

Once you and your coordinator agree on the project, you are ready to start working on it: to organise team meetings, contact schools and teachers, work on your knowledge of the material, etc.

You will find tips on how to do this in the [PREPARE](#) and [TEACH](#) sections.

You are not alone in this, you are part of the Anne Frank Youth Network, which means that there are many people who can help and support you. Don't hesitate to ask your coordinator, Anne Frank House partner organisation or any other member of the network for support or advice. You'll find a contact list in [Resource 22](#).



## 6 PREPARE

### Developing your speaking and presentation skills



'This is a great opportunity for me to tell people about the great projects the Anne Frank House does and to involve more people in them.'

Anne Frank Youth Network

'I am learning to organise events and contact authorities with much more ease than before and that lots of people involved in social and non-profit activities are looking for support.'

Anne Frank Youth Network

Now that you have written your action plan, it is time to prepare and practise for its implementation. In this section, you'll find some tips on speaking and presenting. To carry out your plan, you will need the support of several people, such as the school director, teachers or your peers. How are you going to communicate your ideas to them? And what are you going to tell them and what role do you want them to play?

The key is to make a list of the people you might need to prepare for the activity, what you want them to do, and to set up a meeting with them.

Who?	What will you ask them to do?	What role do you want them to play?

## 6 PREPARE

### a SWOT analysis



**SWOT stands for Strengths, Weaknesses, Opportunities and Threats. SWOT is not a new tool, but it will help you to finetune the ideas for your presentation.**

1. here you identify and list your personal strengths, but also the strengths of the activity that you are planning to do
2. you list the weak spots in the activity itself and/or the limited resources you may have
3. describe what you and the activity you are planning will bring to the community/school
4. you list the threats (external factors) that could prevent you from doing the activity that you have planned

## 6 PREPARE

### a SWOT analysis

STRENGTHS 	WEAKNESSES 
 OPPORTUNITIES	THREATS 

## 6 PREPARE

Check this video from TedEd for advice!

### b Conveying an idea in a short period of time: The Elevator Pitch

An elevator pitch is a brief, persuasive speech that you use to spark interest in what an organisation does. You can also use it to create interest in your project and in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name.



It should be interesting, memorable, and succinct. It should also explain what makes you and your project unique.

#### Address the following issues:

What would you like to do?

.....

.....

Why are you doing it?

.....

.....

What type of activities would you like to do with pupils?

.....

.....

How did you get engaged with the Anne Frank Youth Network?

.....

.....

What is the Anne Frank Youth Network about?

.....

.....

What do you need from the people on your list?

.....

.....

## 6 PREPARE

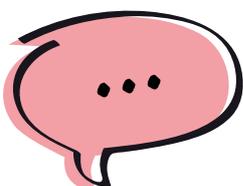
### c Preparing for the presentation



Try to practise and introduce your ideas in front of a mirror.



Now that you have identified the main elements of your plan, write them down in a one-page summary. Go back to your original action plan, identify the most important elements and write them down. Practise a longer version with friends or family. You could ask them to take on the roles of the people you will be talking to.



Review and practise reciting the 5-minute version of your elevator pitch and use this as a basis for your presentation.

For more ideas on preparing for meetings and for your educational activity, [see Resource 3](#).

**Go to  
preparing  
for meetings  
and activities  
(Resource 3)**



## 6 PREPARE

### d Writing a script for the workshop

In order to be well prepared on the day of your workshop, it's best to write a script. This script will also help you in your preparations, so write it well in advance.

The script below is an example. You can always adapt it to your needs. Make sure to be as detailed as possible. Write down how much time you need for every activity, what you will do exactly and what you need to prepare for it.



Go to complete the workshop script and fill out your own, Resource 4

Time	Activity	Description	To do	Responsible
8:30	Preparing the classroom	- Check beamer - set chairs in a circle - put up the timeline	Print timeline	
9:00-9:10	Pupils arrive			
9:10-9:15	Teacher introduces me			
9:15-9:20	Welcome and introduction	Introducing myself and what I will do today	Prepare a few lines about myself	
		...		
		...		

When you work with a team, go through this script and divide the tasks. Also, determine who will handle which activity. During the workshop or presentation, you can help each other, but you should give each team member the space to handle the activity in his/her own way.

## 7 TEACH



09:23



### Teach about Anne Frank, past and present



Doing a human rights workshop in South Carolina, Morgan and Coy (United States)

#### a The structure of your workshop

In this section you will find a collection of educational activities that you could carry out with your peers.

You (and your team) have everything under control: the location, the material, the date and time, and go from there. Make sure your workshop has a clear beginning, a middle and an end. If your workshop takes longer than 90 minutes, always plan some breaks in between.

<b>Introduction</b>	The introduction is important for it is the first contact moment between you and the group. It sets the tone for your workshop, so prepare it well, even if it's only a couple of minutes. Let the group know what you will be doing and what you expect from them.
<b>Warmups and Energisers</b>	These will help you break the ice, especially if the participants don't really know each other. We highly recommend always including one of these, if you have the time.
<b>Core Activity</b>	This is the main activity that you have chosen to do about Anne Frank and the history of her time, or about a contemporary issue. This is the main part of your workshop.
<b>Closing</b>	It's always important to have a good ending to your session and to get feedback from your group. We have created a special ' <a href="#">RESPOND</a> ' activity for feedback to the Anne Frank Youth network.

Make sure you don't rush it, take your time to explain the exercises, and leave time for questions and to get feedback from your group.

## 7 TEACH

### b Your activities in the classroom

Most activities are meant for young people, from 13 to 18 years old. Good preparation is half the work. Discuss your plans with the teacher and choose the activities that you feel are appropriate from the following list. Choose your favourites and always put your audience first!

Introduction, warm up and energisers	Core Activity		Closing: feedback & respond activity
	Anne Frank and the history of her time	Contemporary themes	
Global Greetings 15 min p.38 Resource 6.1	Film Short life of Anne Frank 40 min p.44 Resource 7	Position game 45 min p.52 Resource 14	Closing & Feedback 45 min p.58
Fruit Salad 10 min p.39	Discrimination, past and present 45 min p.46 Resource 9	What would you do? p.54 Resource 15	Time to Respond! 10 min p.59
Name game 30 min p.40 Resource 6.2	Quite a normal day 30 – 45 min p.47 Resources 10 + 16	Introducing Human rights 50 min p.55 Resource 16	
Diversity puzzle 30 min p.41 Resource 6.4	Helping, then and now 45 min p.49 Resource 11	Organising an International Day for the Elimination of Racial Discrimination in your school 1 day p.56 Resource 16	
Three people, three things 10 min p.42	Roles, past and present 45 min p.50 Resource 12		
Choose your quote 30 min p.43 Resource 6.3			

## 7 TEACH



15 MIN

ANY SIZE GROUP



### Introduction, warm up and energisers Global Greetings

#### Theme:

Warming up, introduction to diversity.

#### Aim:

Warming up and introducing the aspect of cultural diversity.

#### Material:

Print out the greetings from [Resource 6.1](#) according to the group size. You need one greeting form per participant. You will probably have several participants receiving the same greeting. Cut out the greetings.

#### Method:

Every participant will receive one greeting type. Ask everybody to read their piece of paper in silence and keep the content secret. Then ask everybody to walk around and greet everybody they encounter according to their instructions:

- Don't explain yourself by telling what greeting you are going to do, just do the greeting as described.
- After the greeting, say your name.
- Continue for 10 min.

#### Closing the activity:

End the activity by asking everybody to stand or sit in a circle. You can ask the following questions:

- how did it feel to use an unfamiliar type of greeting ?
- how did it feel to receive an unfamiliar greeting?
- Did you feel at ease with the greeting gesture you had to use? Why not?
- In this activity you experienced how it feels to be confronted with unfamiliar gestures or manners. After a while you would get used to the greetings, but there are other situations or habits that might take a little longer to get used to. Can you think of some examples? (eating habits, social rules, dialect, rhythm of the day, siesta in Spain, long lunch breaks in France, early dinner in Scandinavian countries, etc.).



## 7 TEACH

 10 MIN  
ANY GROUP SIZE 

### Introduction, warm up and energisers Fruit salad

**Category:**

Warm up.

**Aim:**

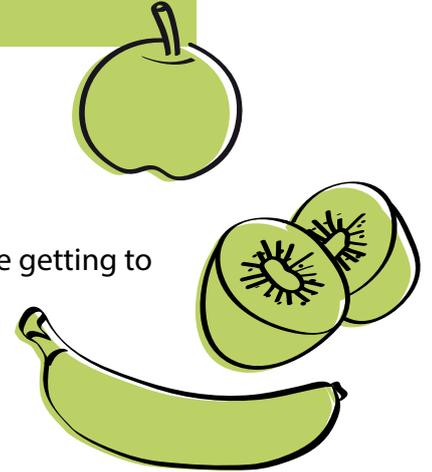
This energizer will help you to have some fun with the group while getting to know each other.

**Material:**

None.

**Description:**

- All participants sit in a circle. Choose 4-5 different types of fruit and assign everybody one fruit name. You can do this by going around, pointing at the participants and attributing the fruit name - banana, apple, orange, kiwi, grape... until everyone has a fruit name.
- Take away one chair, preferably your own. You start by standing in the middle and shouting out one of the fruit names. All participants with that fruit name have to stand up and quickly find another chair. No one is allowed to sit back down on their own chair. While they do that, the person in the middle tries to get to one of the chairs that are free.
- The participant who does not manage to find a chair, starts the new round by shouting a fruit name. When they shout 'Fruit Salad!', everybody has to swap chairs.



**'Everybody who...'**

The participant in the middle thinks of categories him/herself. This way, you can also find out more about the others. Everybody who.....

...has pets

...is bilingual

...writes a diary

...has lived in another country

## 7 TEACH

 30 MIN  
ANY GROUP SIZE 

### Introduction, warm up and energisers Name game



#### Category:

Getting to know each other.

#### Aim:

To create an environment of cooperation and trust by getting to know each other (including the facilitator) and to collect personal information about the participants.

#### Material:

Copy of the questionnaire for every participant, pens and markers.

#### Description:

You will find a sample of the questionnaire in [Resource 6.2](#).

1. Give a questionnaire to each participant of the group and ask them to find a person from the group that they do not know and interview them. Emphasise that they only have 10 minutes for the interview, and that it will take some time to share what they have discovered.
2. After the participants have filled out the questionnaire, they can share at least one question about their interviewee. Then the facilitator can introduce him or herself and share his/her motivation for the upcoming session.

#### Variations:

This exercise has you divide the group in pairs that will work together later.

If there is not enough time to share what has been discovered, skip this step and go straight to the facilitator's introduction. This exercise will then take 10 minutes.

Each participant writes his/her name on a card and next to this draws a symbol with which they identify themselves. They then introduce themselves and explain why they've chosen that symbol.

## Introduction, warm up and energisers

### Diversity puzzle

**Aim:**

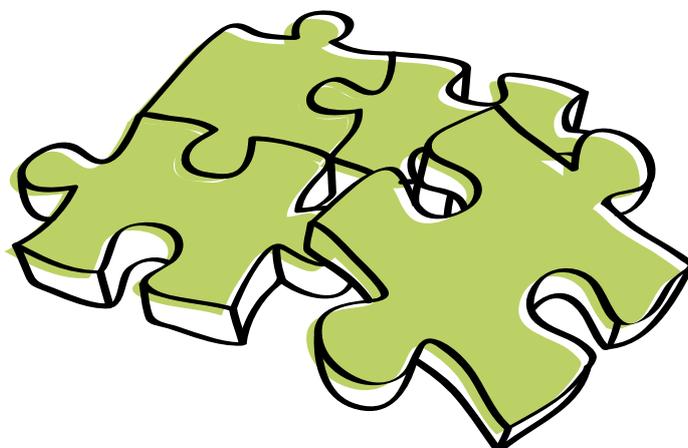
To mix the group and create a feeling of togetherness

**Material:**

Prepared puzzle pieces that fit together, each piece at least A4 in size, pens, crayons, colour markers etc. ([Resource 6.4](#))

**Description:**

1. All participants receive one blank puzzle piece. Ask everybody to design the piece so that it reflects their own personality. Give them 10 minutes for this.
2. Then ask everybody if they would like to explain their puzzle piece to the rest of the group.
3. Let the group put the pieces together and reflect about what they see.



## Introduction, warm up and energisers

### Three people, three things

**Category:**

Getting to know each other.

**Aim:**

To create an environment of cooperation and trust by getting to know each other and to collect personal information about the participants.

**Material:**

None.

**Description:**

- Divide the group in three subgroups. It would be ideal if you could mix up the group in advance, for instance, by doing the [Fruit Salad energiser](#) from page 39.
- Then, ask each subgroup to find three things that they all share and three things that they don't share. They have 5 minutes to do this.
- Then, ask the group to present their findings in a plenary.

**Variations: In the plenary you can ask them:**

- To share three things they like and three things they don't like.
- Three things that they already know about the history of Anne Frank and three questions they might have.
- Some other ideas that you have.

## Introduction, warm up and energisers

### Choose your quote

**Category:**

Getting to know each other.

**Aim:**

To introduce to the history of Anne Frank with quotes from the Diary, and get to know the group better.

**Material:**

Quotes from Anne Frank, Otto Frank and other inspirational figures of your own choosing.

**Description**

- You will find a selection of quotes from Anne and Otto Frank, as well as quotes from other inspiring people in [Resource 6.3](#). You can also add your own favourite quotes to this selection. Then, print each quote on a sheet of A4 paper. You will need around 10-15 different quotes.
- Lay out the sheets with the quotes on the floor/table. Ask everybody to walk around, read the quotes and pick one they like or one they are intrigued by. It will take 10 minutes to do this.
- When everybody has picked a quote, ask them to read it out to the rest of the group and explain why they have chosen that particular quote.
- See if anyone else has picked the same quote. If so, ask that person why he/she has chosen it.



*I keep my ideals, because in spite of everything I still believe that people are really good at heart.*

Anne Frank



## Anne Frank and the history of her time

### The Short Life of Anne Frank

**Theme:**

History of Anne Frank and the history of her time.

**Aim:**

To deepen the understanding of and reflection on the history of the Frank family and the history of the period.

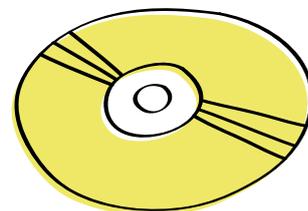
**Materials:**

DVD-player, projector, DVD of 'The short life of Anne Frank' [Resource 7](#)

**Description:**

Keep in mind that the sound is very low. It is important to prepare the speakers in advance and check the equipment before the workshop starts.

1. Introduce the film 'The short life of Anne Frank' to the group.
2. Afterwards, ask the group to sit in a circle and ask them for their impressions of the film.
3. You could explore the following questions with the group:
  - What do you think about the film?
  - Have you heard about the story of Anne Frank?
  - What are your thoughts about the history of Anne Frank and her time?
  - Do you have any questions about parts of the film that were not clear to you?
  - What did you learn from the film?
  - After watching the film, can you connect this with the situation today?



## 7 TEACH

### The Short Life of Anne Frank

**Variations :**

The screening of the film can be reinforced by a special guide with a focus on the roles of victims, perpetrators, helpers and bystanders. You can find it in the Resources Section. You can distribute the guide individually or in small groups and ask them to identify one person from the history of Anne Frank (role: victim, perpetrator, witness, helper), and explore who this person is, what they have done and what role they assumed during the Holocaust. In the plenary, you can ask:

Which person have they chosen and why?

What role did that person play? Why do they think that they played that role?

Have you ever identified with one of these roles? Which one? Would you like to share this experience?

## Past and Present

### Anne Frank and discrimination: looking at the past and the present

#### Category:

Discrimination, Prejudices.

#### Aim:

To identify situations of discrimination during the time of the Holocaust by reflecting on quotes from Anne Frank's diary, and to identify situations of discrimination today.

#### Materials:

Quotes from Anne Frank's diary [Resource 9](#), flipchart, markers, tape.

#### Description:

1. Give each participant a quote from Anne Frank's diary to help them identify instances of discrimination.
2. Divide the group into subgroups and ask each subgroup to reflect on the quote that they were drawn to the most.
3. Ask each group to share their own reflections and ask them to read out at least one of the quotes. You could ask: what do you feel is the biggest impact from this quote? Why do you think the Nazis took these measures?
4. Then, on flipchart paper, write down Anne Frank's name and all associated situations of discrimination that Anne Frank suffered during the Holocaust.
5. Then, on another flipchart, brainstorm with the group and write down all types of discrimination that take place today.
6. End this activity with the group by reflecting on discrimination:

- Have you ever experienced a situation of discrimination? How did you respond?

- Who do you think are the most vulnerable and discriminated groups in your country?

- What do you think we could do to stop discrimination?

## 7 TEACH

 30-45 MIN  
UP TO 30 PEOPLE 

### Past and Present A Quite Normal Day

**Theme:**

The history of Anne Frank and the discrimination of Jews.

**Aim:**

In this assignment, the participants will become aware of how the Nazis restricted the lives of Jewish people in the Netherlands after the invasion; the participants will learn about the anti-Jewish laws and reflect on the impact this had on Jewish people, including Anne Frank and her family; the participants will understand that the persecution of Jewish people was a process of exclusion that escalated with the Nazis' rise to power.

**Materials:**

Flipchart, pens, laminated cards of anti-Jewish laws with the date they were passed, [Resource 10](#), UDHR [Resource 16](#).

**Description:**

1. Have the group write down a typical daily routine of a student on the chalkboard, flipchart, or something that can be posted for all to see. For example: taking the bus to school, arriving at school, doing sports, and participating in other activities in the evening etc. After that, you can distribute cards with the anti-Jewish laws written on them.
2. The participants read out the cards in chronological order, with the earliest law being read first. The facilitator marks on the flipchart all the present-day activities that were forbidden for Jewish people during the Nazi regime: which activities were restricted (attending school), and which were completely forbidden (taking the bus, going to the cinema)?
3. Back in the the whole group, have the group discuss how many activities were limited or banned for Jewish people and what other impacts these laws may have had. The group will see that almost everything they do today was restricted or forbidden for Jewish people. Lead the discussion towards what that meant for Jewish people, especially for the youth.

## 7 TEACH

### A Quite Normal Day

#### **Tips for the facilitator:**

The facilitator can mention the psychological and emotional effects these laws had on Jewish people, and how these effects extended to the larger non-Jewish community as well. The group should become aware of the restrictions on everyday life that Jewish people faced from the Nazi regime, in Germany, from 1933 onwards, and later in the occupied territories, such as the Netherlands, from 1940 onwards. The regime aimed to affect and restrict all aspects of a Jewish person's life. It is important to stress the point that anti-Jewish laws of the Nazi regime did not start with the persecution of Jewish people through deportations in the 1940's, but with small steps creating isolation and exclusion from the very start. Take care to select everyday activities that were common at the time, such as going to swimming pools and parks, rather than watching tv or playing computer games.

#### **Variations:**

Once the group has identified the anti-Jewish laws, you can hand them the UDHR (Universal Declaration of Human Rights) and ask them which Human Rights were violated under these laws. Next, you can ask them in the plenary which minority groups they know whose rights are being violated right now. Write down their discussion points.

## 7 TEACH

 45 MIN  
UP TO 30 PEOPLE 

### Past and Present Helping - then and now

**Theme:**

History of Anne Frank and her time.

**Aim:**

In this assignment the students learn about the role of the helpers in Anne Frank's life; they learn about the personal experiences of the helpers and reflect on why they decided to help; in the process, the participants identify the pros and cons of helping others, in the past and the present.

**Materials:**

DVD or Read out 'Eyewitnesses', DVD-player, projector, speakers, flipchart, markers, [Resource 11](#).

**Description:**

1. The group is introduced to the concept of the role of the helper and the challenges it entails. The students can watch two examples on dvd (Miep Gies, Hanna Gosslar) or, if a subtitled version is not available, read out both stories.
2. They go on to discuss the risks these two women took as helpers. Each student is handed a piece of paper with two columns, and will write down the pros in one column and the cons in the other. They can take a few minutes to work in small groups, and after 10 minutes come back to discuss their findings back in the plenary. The facilitator can ask the group why they think these two women continued to help, even though they faced such risks.
3. The facilitator draws the attention of the group to risky situations today and leads the group in a discussion on whether those who help today face the same risks as Miep Gies or Hanna Gosslar did.

## 7 TEACH

 45 MIN  
UP TO 30 PEOPLE 

### Past and Present Roles - past and present

**Theme:**

History of Anne Frank and her time, connection between past and present.

**Aim:**

To learn about the different roles visible in the history of Anne Frank and to identify these same roles in present-day situations; to reflect on the personal experiences of the helpers in Anne Frank's history and why they decided to help; to learn that the freedom of choice of the victims was limited or almost non-existent.

**Materials:**

Flipchart, markers, tape, DVD-player, projector, speakers.

**Description:**

To prepare for this activity, read the chapter on roles in the [LEARN](#) Section. After you have done so, write down one role (victim, perpetrator, helper or bystander) on every sheet of the flipchart, and hang them on the wall.

1. Ask the students to take 2 minutes to write down their associations with each role. Then, read out their responses and elaborate. 5 minutes.
2. These roles can also be applied to the people in the life of Anne Frank. Distribute the worksheet 'Who is who?' [Resource 12](#). Ask each student to identify who played which role. 5 minutes.
3. Then, read out the quote below and reflect on the dilemmas and choices that Miep Gies faced. In her diary, Anne Frank wrote on 11 July 1943: 'Miep has so much to carry, she looks like a pack mule. She goes forth nearly every day to scrounge up vegetables and then bicycles back with her purchases in large shopping bags. She's also the one who brings five library bags with her every Saturday. We long for Saturdays because that means books. We're like a bunch of little kids with presents.' Make a list of what it took to help the people in hiding.

## 7 TEACH

### Roles - past and present

4. After the war, Miep stated 'It is always better to try something than to do nothing. If you do nothing, things are sure to go wrong.' Invite a student to read the quote and ask the rest of the group to reflect on it. Do you agree with this quote? Ask them to explain. 10 minutes.
5. Go on to split the group into subgroups and ask them to think of everyday situations in which the four roles occur today. For example, in the classroom or in the schoolyard. You can also give an example from your own life in which you played one of these roles.
6. Reflect with the group on the various situations and how they felt. Would they have do things differently if it happened again? What would that be? End the workshop stating that roles can change and that it is up to each of us to decide what role we want to play in a specific situation.

## 7 TEACH

 45 MIN  
UP TO 30 PEOPLE 

### Contemporary themes – Discrimination, stereotypes and prejudice Position Game: what do you stand for?

#### Theme:

Discrimination, Prejudices.

#### Aim:

To identify and reflect on situations involving prejudice and discrimination today. The students will learn about making choices in each situation and how to argue their positions. The group will end by reflecting on how these situations can be painful for those involved.

#### Materials:

Flipchart, markers, tape, 6 sets of the Position Game, [Resource 14](#) for every subgroup.

#### Description

1. Divide the group into subgroups of 5 students and give each subgroup a set of cards dealing with situations of discrimination and prejudice. 5 minutes.
2. Ask the groups to discuss each situation and come to an agreement on how painful and serious the situation is. The scale of seriousness is an imaginary line on the floor or on the table gradually moving from *offensive/serious* to *very offensive/serious*. They must position their cards in such a way that it reflects the offensiveness and seriousness of the situation. 20 minutes.
3. Then, they share their findings with the group and all cards are placed on one table or on the floor. Invite the group to stand around. You will have as many lines as there are subgroups. The idea is to compare and discuss the different lines and why some groups place the same card on a different point on the line.
4. You could ask them some of the following questions:

- When I compare these lines, I notice that this card is placed on different spots along the line. Can the two groups discuss the difference and report back why they chose this placement?

- Do you find any of these quotations offensive?

## 7 TEACH

### Position Game: what do you stand for?

5. Back in the whole group, summarise the main insights you have gleaned from the activity. You could reflect on whether the students debated in a respectful way and listened to each other, and on some opinions and feelings concerning a specific situation (experience, media, parents, friends.)
6. Read out the following situation and ask the students to come up with a scenario describing how they would act. Each group is invited to write their reaction on the board.

- You are waiting in line to get into the dance club with your friends. A famous DJ is playing and you absolutely want to join the party. Then something awkward: the bouncer refuses to let one of your friends in on the grounds that he is wearing sneakers. Later on, you see the bouncer wave through two boys in sneakers. It's clear: your friend is discriminated against because he is Muslim/dark skinned/poor. What do you do?

- Discuss this situation in small groups. What would they do and how would they react and why?

7. Back in the whole group, collect all the responses and reflect on how important it is to take a position in a specific situation and emphasise the power and strength that you have in yourself to make the right decision... In the end, it is up to you!



## Contemporary themes – Discrimination, stereotypes and prejudice What would you do?

**Theme:**

Discrimination, Prejudice.

**Aim:**

To identify and reflect on situations of prejudice and discrimination today. Participants will learn about making choices in any situation and how to respond. They will also gain confidence on how they can intervene and provide arguments for their choices and positions.

**Materials:**

Situation cards [Resource 15](#), flipcharts, paper, pen/markers.

**Description:**

It would be ideal to do this activity after another exercise in which the topic of discrimination was introduced.

1. Divide the group into subgroups of 5 participants and give each subgroup one of the situation cards dealing with discrimination and prejudice. 5 minutes.
2. Ask the subgroups to discuss each situation and agree on how they would respond in this particular situation. If this happened to them: what would they do and how would they react and why?
3. Back in the whole group, collect all the responses. Ask the students to report on the situation they were presented with and how they would respond. Then, ask the rest of the group if they would respond differently and if so, how?
4. After collecting all the responses, reflect on how important it is to take a stand in a specific situation. Reflect on this with the group: what other ways can you think of to confront discrimination?

## Contemporary themes - Human Rights

### Reading newspapers through the lens of human rights

**Theme:**

Human rights.

**Aim:**

To introduce the participants of the group to the Universal Declaration of Human Rights (UDHR) in an interactive way. To ultimately analyse and reflect upon the basic principles underlying the human rights.

**Material:**

Flipcharts, markers, local newspapers, printouts of the simplified version of the Universal Declaration of Human Rights, [Resource 16](#).

**Description:**

1. Distribute printouts of the UDHR to all students and ask every participant to read out one Human Rights clause. It is important to mention that all Human Rights are universal, inalienable (cannot be taken away), indivisible, interdependent and interrelated. They are universal because everyone is born with, and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background. This will take 10 minutes.
2. Then, split the group into subgroups and give them a few newspapers each. Their task is to find articles, photographs, letters from readers, advertising, announcements and other print on the following issues:
  - Respect for human rights;
  - Situations that improve the human rights of individuals;
  - Violations of human rights. They will then be asked to refer to one or more articles of the UDHR. (20 min).
3. Back in the whole group, participants will present their findings on a flipchart to the rest of the group (20min).

## Contemporary Themes - Anti-Discrimination Organising an International Day for the Elimination of Racial Discrimination at your school

### Theme:

Anti-Discrimination

### Aim:

To organise an International Day for the Elimination of Racial Discrimination at your school.

### Description:

The following description focuses on components of organising an International Day for the Elimination of Racial Discrimination at your school. The International Day for the Elimination of Racial Discrimination is observed annually on 21 March. On that day in 1960, police opened fire and killed 69 people at a peaceful demonstration against the Pass Laws in Sharpeville, South Africa. Proclaiming the day in 1966, the United Nations General Assembly called on the international community to redouble its efforts to eliminate all forms of racial discrimination. Organising an International Day for the Elimination of Racial Discrimination may involve a single class or the entire school. It can be a one-day event or a week-long, month-long or even year long event at the school. Ideally, and for it to have maximum impact, the latter will be the case. Moreover, organising an Anti-Discrimination Day may appeal to educators of all age groups.

When considering International Day for the Elimination of Racial Discrimination (usually on 21 March) the key starting points are:

1. Such a day should not be an isolated event. Organising an Anti-Discrimination Day takes preparation time and, ideally, involves the entire school community. Also, offering opportunity for feedback and reflection afterwards will strengthen the impact of such a day.
2. The more students have a voice and are engaged from the beginning, the higher the impact and the more educationally rewarding such a day will be. Other stakeholders, however, should also be involved (teachers, directors, parents, and other members of the community).
3. To make the day relevant to students it should not remain abstract. The local community or even the school should make the day 'real' to students.
4. Organising an Anti-Discrimination Day cuts across the curriculum. Therefore, it is useful to involve teachers from different disciplines.
5. Here are some components of an International Day for the Elimination of Racial Discrimination that can serve to educate and inspire:

## 7 TEACH

### **Organising an International Day for the Elimination of Racial Discrimination at your school**

- Publicise the UDHR at the school and in the community.
- Invite a guest speaker (e.g. from Amnesty International or an anti-discrimination organisation) to talk to students about the history and importance of combating Discrimination.
- Invite other guest speakers – especially local guest speakers – who have been involved in anti-discrimination campaigns. Consider parents or local community members you could invite! This can help to extend the scope of the day's activities and make the day more relevant.
- Organise a small anti-discrimination film festival, ideally followed by a discussion. Prepare a 'what to see' list for any forthcoming film or television programme which has an anti-discrimination dimension.
- If there is a drama club in school, organise a performance of a Human Rights related play, such as *The Diary of Anne Frank*, ideally followed by discussion.
- Think about other art-related activities to accompany the International Day for the Elimination of Racial Discrimination, such as designing a poster, playing Human Rights-related music or theatre, etc.

## 7 TEACH

 45 MIN  
UP TO 25 PEOPLE 

### Closing: feedback & respond activity Closing & feedback

#### Aim:

To round up the workshop and gather feedback and impressions from the group.

#### Materials:

None.

#### Description:

##### Strategy 1: What will I take with me?

- Ask the group to sit down in a circle, and ask them individually to express in one word what they will take home with them after participating in this workshop: what do you take with you? What have you learned? They can express their impressions, reflections, and everybody can share their reflections, including the facilitator (right at the end).
- This is the opportunity for the facilitator to share what he/she has learnt about the experience and about the group, and also what they have learnt in the workshop (i.e. we learned about the history of the Holocaust through the voice of a girl who wrote a diary, this led us to reflect on discrimination today. You as a group, have an important role to play in disseminating the message of Anne Frank).



##### Strategy 2: Draw a line

You could use this strategy to review a workshop.

- Hang a flipchart on the wall, and ask the participants to draw a line. The higher the horizontal line is drawn, the better the workshop.
- Ask all participants to draw their line. This allows you to quickly assess the day and the mood of the participants.

## 7 TEACH

 10 MIN  
UP TO 25 PEOPLE 

### Closing: feedback & respond activity Time to respond!

#### Aim:

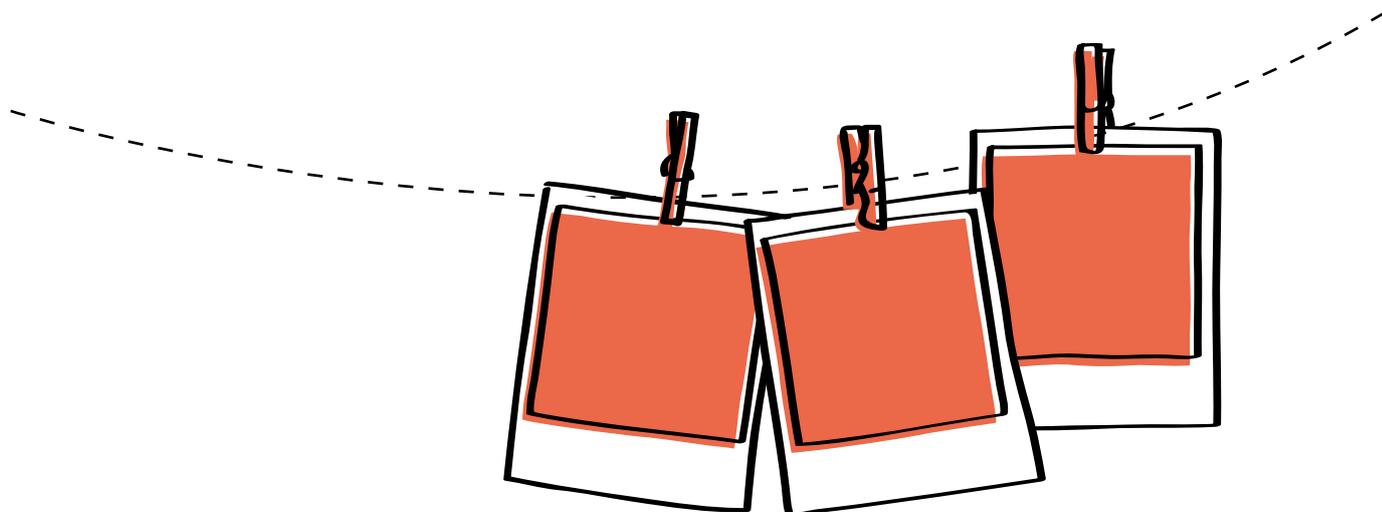
To get the group together and ask them to share their experiences with their fellow peers worldwide.

#### Materials:

None.

#### Description:

- Give each participant a piece of paper. Instruct them complete the sentence, "To me, Anne Frank means..." Take a group photo of everyone holding their photos!
- Once you have taken the picture and completed the poster, you can share them on the Anne Frank Youth Network channel with Google hangouts. Please send a copy of the picture to [youth@annefrank.nl](mailto:youth@annefrank.nl), to have us share it on all Anne Frank House social media channels
- The idea behind this is to make an online banner with all the youth actions of the Anne Frank network worldwide! Help us to make this unique!



## 8 RESPOND

### a Evaluating an educational activity and reporting back



The final stage of your project is to look back on what you have done. Take some time to evaluate your project and to learn from it.

The first evaluation is for your yourself, to reflect and to learn from what you have achieved. It is personal and there is no need to share it.

The second evaluation is about what you have accomplished with this activity.

#### Evaluating your journey (Private)

**Look back at your action plan and the goals and results you set yourself. Were your expectations met? Where there any changes? What have you achieved?**

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## 8 RESPOND

### a Evaluating an educational activity and reporting back

What is the main thing you take away from this project?



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What were the main challenges? And how did you tackle them?



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What would you do differently next time? Maybe you would pick other activities?



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.....

Complete the following sentence:  
Now that I have carried out the action plan, I know I can...



.....

.....

.....

.....

## 8 RESPOND

### a Evaluating an educational activity and reporting back



International Youth Conference 2014

#### Reporting back to the network

We would really appreciate it if you could fill out this form and send it to Anne Frank House partner/coordinator and email it to [youth@annefrank.nl](mailto:youth@annefrank.nl)

Your report should be 1 to 2 pages long and include the following:

- Name of the project
- If you had partners/ a group to work with: names of the other organisers/ trainers
- A brief description of your project
- Where the event took place (venue as well as city and country)
- Date of activity/ activities
- How many people participated
- Your reflection:
  - how did the activity go?
  - how did the participants respond?
  - what topics were discussed?
  - most interesting points raised, etc.
  - Could you share an **anecdote/quote(s)** from any of the participants and/or any of the interventions?
  - Complete the following sentence and add it to your report:  
Now that I have carried out the action plan, I know that I can.....
- 2-3 pictures
- If you did an evaluation with the participants, add a few words about how it was received.



facebook.

You Tube

## 8 RESPOND

### b Professional conduct and ethical responsibility

You'll have a great time preparing for the workshop with your team and you'll take fun pictures; you'll learn and discover a lot that you will want to share with you friends and followers – and please do!

But since we are an international organisation in the spotlights, you can be sure that everything you do and everything you post about Anne Frank will get back to us, so it had better be good!

In order to guide you on this sensitive stuff, we have developed a code of conduct with all the information you will need about volunteering with us.

#### Anne Frank House code of conduct in short

The Anne Frank House (hereafter referred to AFH) is an independent organisation entrusted with the care of the Secret Annex, the place where Anne Frank went into hiding during the Second World War and where she wrote her diary. It brings her life story to the attention of people all over the world to encourage them to reflect on the dangers of anti-Semitism, racism and discrimination and the importance of freedom, equal rights and democracy. This is our mission statement and it reflects the reputation, value and spirit of the AFH.

The AFH is active on different social media with its own official platform: [The AFH Facebook](#), [AFH YouTube](#), [AFH Twitter](#), [AFH Instagram](#)

As a member of the Anne Frank Youth Network, you are an ambassador for the organisation, and responsible for its reputation. Our basic principle: always act in accordance with the spirit and values of the organisation. As a member of Anne Frank Youth Network, we expect you to behave and act professionally. Some things to consider:

1. **Transparency:** Use your real name, identify that you volunteer for the Anne Frank House, and be clear about your role there.
2. **Respect** and care for the people and the world around you. No discrimination, no name-calling.
3. Take **care** of the Anne Frank House and yourself: Make sure none of that transparency violates the Anne Frank House spirit and values.
4. Use your **common sense:** Add value in social conversations, but keep it cool and let the Anne Frank House know if something goes wrong.

You can read more tips in the complete AFH code of conduct Resource 5

## **9 Glossary**

### **ANTI-SEMITISM**

Literally 'against Semites'. Prejudice against or hatred of Jews. The Holocaust is history's most extreme example of anti-Semitism.

### **AUSCHWITZ-BIRKENAU**

A concentration and extermination camp functioning between 1940 and 1945, near Oświęcim in Nazi-occupied Poland. More than 1.1 million people lost their lives in Auschwitz-Birkenau, including approximately 1 million Jews, 75,000 Poles, 21,000 Sinti and Roma, and 15,000 Soviet prisoners of war. The camp was liberated on the 27th of January of 1945 by the Red Army (Army of the Soviet Union).

### **BERGEN-BELSEN**

A concentration camp in north-western Germany, originally established in 1940 for prisoners of war. Tens of thousands of Jewish prisoners were evacuated from Auschwitz to other camps such as Bergen-Belsen in late 1944 and early 1945, leading to catastrophic overcrowding, starvation and a typhus epidemic. The camp was liberated by the British army on the 15th of April of 1945.

### **CONCENTRATION CAMP**

A prison camp in which inmates were often forced to do hard labour. Some well-known Nazi concentration camps were Dachau, Sachsenhausen, Buchenwald and Mauthausen. Most inmates were political opponents of the Nazis or so called 'a socials' (such as homosexuals, beggars and habitual criminals).

### **D-DAY**

On 6 June 1944, the allied troops landed on the beaches of Normandy in order to liberate the occupied countries in Europe. This day is called Decision Day, or D-Day.

### **DISCRIMINATION**

Discrimination is unjustified, unfair and unequal treatment. It is against the law. Discrimination based on race, ethnicity, sexual orientation, gender, religion, nationality, or marital status is illegal in several countries.

### **EXTERMINATION CAMP**

Also known as death camps: Nazi camps set up specifically for the mass murder of Jews, primarily by poison gas. Four camps were created in occupied Poland in 1941-42 with the sole purpose of murdering Jews: Bełżec, Chełmno, Sobibór and Treblinka. Two concentration camps were extended with extermination functions: Majdanek in 1941, and Auschwitz-Birkenau in the spring of 1942.

## **9 Glossary**

### **FIRST WORLD WAR**

The First World War was a world war that took place mainly in Europe; it started on 28 July 1914 and lasted until 11 November 1918. 15 million people were killed.

### **GESTAPO**

Geheime Staatspolizei: the Nazi secret state police.

### **GHETTO**

A selected section of a town or city where Jews were forced to live in separation from non-Jewish people. We can find examples of ghettos in Europe as early as the Middle Ages. During the Second World War the Nazis and their collaborators surrounded the ghettos by walls that prevented any attempts to leave. These territories were characterised by overcrowding, dire hygienic circumstances, famine, diseases, and epidemics.

### **HITLERJUGEND (HITLER YOUTH)**

The National-Socialist youth movement in Germany. The Bund Deutscher Mädel, an organisation for girls, was part of the Hitlerjugend.

### **HOLOCAUST**

The word Holocaust comes from the Greek word holókaustos, and its meaning is: burnt whole. The Hebrew (a language spoken by Jews) term for the holocaust is Shoah, which can be translated as: catastrophe. The most often known context of the term today regards the directed genocide conducted under the rule of Nazi Germany during the Second World War, causing 6 million Jewish victims across Europe.

### **KILLINGS SQUADS (EINSATZGRUPPEN)**

Mobile SS killing squads made up of members of the Gestapo and other police units. Their special duty was to track down, persecute and murder political opponents, like partisans, or those deemed 'racially inferior', such as Jews, Poles, Roma and Sinti throughout the Nazi-occupied Soviet territories. The Einsatzgruppen squads murdered approximately 2 million people (1.3 million of whom were Jews), no matter what of age or gender.

## 9 Glossary

### **KRISTALLNACHT (NOVEMBER PROGRAM)**

An anti-Jewish pogrom, staged by the Nazis in the night of 9 November 1938. The 'Crystal Night' was in retaliation for the murder of a German diplomat serving in France. It was planned and managed nationally. Nearly a 100 Jews were killed, more than 250 synagogues were set on fire, 7,500 windows of Jewish businesses were smashed in, hundreds of homes were ravaged and looted, yet the police did not intervene. It got its name from the shards of glass falling from shop windows. During the riots, some 30 thousand Jews were arrested and sent to concentration camps.

### **MEIN KAMPF**

Adolf Hitler's autobiography (in translation: My Struggle) published in two volumes in 1925-26, in which he formulated his extreme political and ideological anti-Semitic views.

### **NSB (NATIONAAL SOCIALISTISCHE BEWEGING)**

Abbreviation of the Dutch National Socialist Movement. This movement was founded in 1931 by Anton Mussert and largely shared the Nazi ideas.

### **NSDAP (NATIONALSOZIALISTISCHE DEUTSCHE ARBEITERPARTEI)**

The National Socialist German Worker's Party (NSDAP) also referred to as the Nazi party.

### **NUREMBERG LAWS**

These were the anti-Jewish laws that were promulgated in September of 1935 during the Nuremberg Nazi Party Conference. The law deprived the Jews of German citizenship and the rights it entailed and banned sexual relationships and marriage between Jews and non-Jews. These laws divided people into categories that determined who qualified as a Jew, a German, or who was from mixed descent. Because of these provisions they are also called the 'racial laws'.

### **NUREMBERG TRIALS**

During the Nuremberg Trials (20 November 1945 to 1 October 1946) 24 prominent members of the Nazi leadership were judged and convicted. In October 1946, a number of those convicted were put to death. 12 of them received a death penalty based primarily on crimes against humanity that they had committed. 7 people had to serve prison sentences and 3 were acquitted. The NSDAP, the SS, the SA, the German army command, the SD, the Gestapo, and other Nazi organisations were also put on trial, found guilty, and declared criminal organisations.

### **PREJUDICE**

Prejudice is an often negative judgment based on stereotypes about a person or group of people.

## **9 Glossary**

### **ROMA AND SINTI**

'Gypsies' is a commonly used term, often considered pejorative, to describe Romani people. The principal Romani groups are Roma and Sinti. The Nazis regarded this group as racially inferior and dangerous to the 'Aryan society'. During the Second World War approximately one million Roma and Sinti lived in Europe. Historians calculate that the number of Roma and Sinti murdered by the Nazis and their collaborators lies between 220,000 and 500,000. The Roma term for the Holocaust is 'Pharrajimos' (cutting, fragmentation, destruction), its remembrance day is 2 August (the date on which the Nazis eradicated the Roma and Sinti camp in Birkenau).

### **SA (STURMABTEILUNG)**

(Stormtroopers) Formed in 1921, it consisted of members of the NSDAP who had volunteered to organise into paramilitary units that played a key role in the party's access to power. They defended the party's political assemblies from its opponents' attacks and actively prevented other events, often through violence. Until 1934 the organization operated as a kind of auxiliary police, but after the Night of the Long Knives – when some of its key figures were assassinated – its significance waned.

### **SOVIET UNION**

Union of Soviet Socialist Republics (USSR). It was founded in 1922 after the Russian revolution, and consisted of fifteen republics. In 1991, the Soviet Union was dissolved.

### **SS (SCHUTZSTAFFEL)**

Nazi party organisation that was originally created as Hitler's bodyguard. It was partly responsible for the killing squads that murdered political opponents and 'racial' minorities. They were responsible for the systematic murder of millions of people in the death camps.

### **STEREOTYPES**

Stereotypes are generalisations. They are general notions and images of people and groups that are lurking at the back of our brains.

### **STAR OF DAVID**

This is a symbol of identity of the religious Jewish people. It is named after Jewish king David. During the Second World War, the Nazis and their collaborators twisted its original meaning. Jews were forced to wear the Star of David on their clothes in Germany and most countries under Nazi control, beginning with occupied Poland in 1939.

### **SYNAGOGUE**

The synagogue is a hall for assembly or prayer, the Jewish place of worship. Members of the religious Jewish communities gather here to pray, celebrate and study the Torah.

## **9 Glossary**

### **TRANSIT CAMP**

Camp in which Jews were held prior to their deportation to concentration and extermination camps. Transit camps were founded primarily in Western-Europe: Drancy (France), Mechelen (Belgium) and Westerbork (the Netherlands).

### **TREATY OF VERSAILLES**

The Treaty of Versailles (1919) was a treaty concluded between Germany and the Allied Forces that formally concluded the First World War. According to the Treaty, Germany had been primarily responsible for all the loss and damage of the First World War. As a consequence, Germany lost part of its territory and was forced to pay large amounts to other countries that had suffered from the war.

### **UNIVERSAL DECLARATION OF HUMAN RIGHTS**

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights which arose directly from the experiences of the Second World War. Drafted by representatives from different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948. It sets out, for the first time, the fundamental human rights that are to be universally protected. The Declaration consists of a preamble and thirty articles about all civil, economic, cultural, political and social rights to which all human beings are inherently entitled.

### **WANNSEE CONFERENCE**

Meeting of senior Nazi leaders and officials in a villa outside of Berlin on 20 January 1942 to discuss the 'Final Solution'. The aim of the meeting was to discuss the murder of the European Jews, its organisation, logistics and material requirements.

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