

- How do students understand the concept of human rights? Together, investigate and discuss the history of the Universal Declaration of Human Rights and of the Convention on the Prevention and Punishment of the Crime of Genocide, as well as their content. You can find it on the website of the United Nations and The Office of the United Nations High Commissioner for Human Rights at:



[http://www.ohchr.org/EN/  
ProfessionalInterest/Pages/  
CrimeOfGenocide.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CrimeOfGenocide.aspx)



[https://www.un.org/en/about-us/  
universal-declaration-of-human-rights](https://www.un.org/en/about-us/universal-declaration-of-human-rights)

- Can the students give examples of genocides or human rights violations? What were their responses when they first found out about it? How did the people around them respond to the news about genocide or human rights violations?
- Have your students read any first-hand accounts pertaining to the Holocaust or other genocides, e.g., diaries, memoirs, letters? What facts about the authors' lives do they remember and would like to share with the rest of the class? Has reading those accounts affected the way they perceive themselves and others around them? Discuss those responses with students.
- How do students understand the concept of resistance? Have they heard about armed (e.g., uprisings; sabotage operations; partisan units) and unarmed resistance (e.g., clandestine schooling; medical assistance; soup kitchens; cultural life; religious life) during the Holocaust or other genocides? Can they give examples?
- Work with your students on preparing questions that they would ask a Holocaust survivor. Is there something in particular they would like to know? If you have a live meeting with a survivor, spontaneous questions after the survivor's presentation are also welcome.

**The FHM's Speakers Bureau:**

