

Activity program for special education students:

Plan, implementation, and assessment

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General aims: (categorized according to domains)

- Cognitive domain: Understanding the significance of lighting a Our6Million memorial candle on the Holocaust Memorial Day.
- Emotional domain: Becoming acquainted with someone who perished during the Holocaust, and understanding that we are all responsible for one another.
- Social domain: Expanding the circle of memory.

Sources for preparing the lesson:

On the students' level: a video from the Our6Million organization, watching short videos

On the student-teacher's level: the Our6Million organization's website to understand the rationale.

Aims (operative goals)	Learning opportunities				Criteria for assessment
	Content and concepts	Activities	aids	methodology	
The student will get to know the concept of memory and will understand that personal memory is connected to emotion and significance for the one who remembers.	Memory	Start of the lesson: Ask the students about a meaningful personal memory, and what arouses the memory (smell, sound, a picture, taste, emotion). E.g. the first day of first grade; a special experience with grandparents/ parents; my first memory	The classroom whiteboard	Class discussion	Participation during the discussions and activities
The student will understand the similarities and differences between personal memory and collective, social, and national memory. The student will learn of different uses of candles in the public space.	Personal memory, collective memory, social memory, national memory	Main part of lesson: <u>Activity A</u> —How do we share a personal memory? (story, writing, picture, song, video) The students will share a personal memory through drawing, song, a written story, etc. <u>Activity B</u> — How do we express, share and impart a collective, social, or national memory? (festivals, ceremonies, books — Passover Haggada, movies, websites.)	Arts and crafts materials Paper Writing equipment Computer / iPod Classroom board	Class discussion; individual work expressing a significant memory using different means Class discussion	Creating a personal finished product about memory — expressing a personal memory through drawing, song, picture, etc.
The student will understand how a memorial candle enables one to remember someone who perished in the Holocaust, both in the private space and in the public space with a social, national and collective memory	Identifying the name of someone who perished in the Holocaust, and learning about his story.	<u>Activity C</u> — What is the significance of the candles in the movie? (the audience lights candles in a performance) How is this different from the use of candles in the following videos? (Shimon Peres, Yitzhak Rabin) The groups will present their insights to the class. The teacher will help them list their insights on the board.	Videos: ✓ The audience lights candles in a performance ✓ Students lighting candles for Shimon Peres, ninth President of Israel ✓ Children lighting candles in the square after the assassination of	Group discussion after watching the different videos. Identifying and remembering through lighting candles. Presenting their insights concerning the significance of	Expressing the insight that candles have a role and significance in expressing personal mourning, and in expressing identification and mourning in the public

		<p>The students will sit in groups and the teacher will distribute a candle to each child.</p> <ol style="list-style-type: none"> 1. The teacher will ask the students to look at other students' candles and to find the similarity and difference between the candles. 2. The groups will present their insights to the class — every person has a name and every person has a story. 3. The teacher will take one candle and will scan it with an iPod or telephone to show the students that each person has his own life story. 4. The students will scan their barcodes themselves and will see that each candle presents a different person with his name and information about his life (reading the text will be done in accordance with the level and potential of each student.) 5. Mature students will be asked to examine the website and present the possibilities that are suggested there (adding a name, printing a wrapper for the candle, etc.) 	<p>Smartphones and iPods to scan the QR</p>	<p>Group work or individual work</p>	
		<p>Conclusion:</p> <ol style="list-style-type: none"> 1. The teacher will ask the students about what they have learnt in the unit and how they can expand their circle of memory 2. The students will take the candle home and light it with their family on Holocaust Memorial 			

Day.

3. **Recommendation:**on returning to school the teacher will allow them to tell about the experience of lighting the candle at home.