

RACISM, PREVENTION AND JUSTICE

Instructional Tool for Teaching About Genocide

Student's Booklet

1.

EXCERPT OF AN ACCOUNT

What event is this person talking about?
What do their words make you think about?

Write down some key words:

.....

.....

.....

.....

2. BIG QUESTIONS

Note your ideas for answers to these questions in the following table:

Note :

After completing this lesson, you will be able to answer these three questions:

- // What is racism and where does it fit in the continuum leading to genocide?
- // What are the possible actions and measures to prevent genocide?
- // What role does justice play when a genocide is committed?

Big question	What I know/think	What I would like to learn or know	What I learned during this learning sequence

3. UNDERSTANDING RACISM

Read the Racism analysis tool, then fill out the first two columns of the following table for your chosen stage of the genocide being studied:

Genocide being studied:

Period during which the genocide took place:

Country or countries involved:

Victim populations(s) of the genocide:



Stage of the genocide	Elements of racist discourse	Concrete actions that express racism	Possible preventive actions and measures
To classify			What actions and measures were taken? What actions and measures could have been taken?
To dehumanize			What actions and measures were taken? What actions and measures could have been taken?
To polarize			What actions and measures were taken? What actions and measures could have been taken?
To organize			What actions and measures were taken? What actions and measures could have been taken?
To persecute and to murder			What actions and measures were taken? What actions and measures could have been taken?
To deny			What actions and measures were taken? What actions and measures could have been taken?
Justice (obtained or yet to be obtained)			

4. DEFINING GENOCIDE

4.1 Write down what you think a genocide is:

I think a genocide is:

.....

This word resembles other words like:

.....

Synonyms:

.....

Examples of genocides:

.....

Similarities between these genocides:

.....

Differences between these genocides:

.....

4.2 Read the definition of the word “genocide” in the analysis tool, which is taken from the *Convention on the Prevention and Punishment of the Crime of Genocide* (1948). How does this definition differ from yours?

4.3 Using the UN definition of genocide, complete the following table, which will also serve as a memory aid for you.

Categories used to define the victim groups	Different actions that can lead to genocide	What can happen to States that are guilty of genocide?



4.4. According to the UN, the five distinct actions that characterize a crime of genocide are committed with intent to destroy. Find evidence in the background document or elsewhere to prove this intent.



5. PREVENTING RACISM

Using the Prevention and Resistance information sheet and the Genocide Process Grid, fill out the third column of the table in Question 3 for your stage by identifying the preventive actions and measures that were taken and those that could have been taken.

6. SYNTHESIS

Prepare to present to the class what you learned about the genocide being studied, and complete the table (for the other stages) based on the information provided by your classmates

7. JUSTICE

Did you know that genocide survivors often have to fight for justice and for the world to recognize the perpetrators' guilt? Did you know that, even today, the survivors of many genocides and their descendants are still demanding justice? Read the section on justice for the genocide being studied and write down the key information in the table for Question 3. Discuss the issues raised with the class. Can you think of any other contemporary issues related to justice?

