

**МІЖНАРОДНИЙ
ПРОЕКТ
«CORAGEOUS PEOPLE»**

- CENTROPA BORDER JUMPING
- EDUCATIONAL COMPLEX №141 "ORT", KYIV, UKRAINE
- JEWISH SCHOOL, SEATTLE, USA

COURAGEOUS PEOPLE

Ціль: Формування комунікативної компетенції, що тісно пов'язана з країнознавчою, лінгвістичною, культурознавчою компетенцією.

Objective: Development of communicative competence, closely related to historical, linguistic, and cultural competence.

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6-7 (класи)

Такі питання учні обговорюють на уроках англійської мови.

Тема - "Герой нашого часу"

«Що таке хоробрість? Чи є відважні люди в реальному житті?
Коли настає момент подвигу? Хто особисто готовий проявити
свою сміливість? За яких обставин? .»

(6-7 grades)

Students discuss these questions at English lessons.

The theme - "A Hero of Our Time."

"What is courage? Are there brave people in our real life? When is
the time for a heroic deed? Who personally can show their courage?
Under what circumstances? "

Що таке хоробрість?
Чи є відважні люди в реальному житті?
Коли настає момент подвигу?



**Коли настає момент подвигу?
Хто особисто готовий проявити свою сміливість?
За яких обставин?**

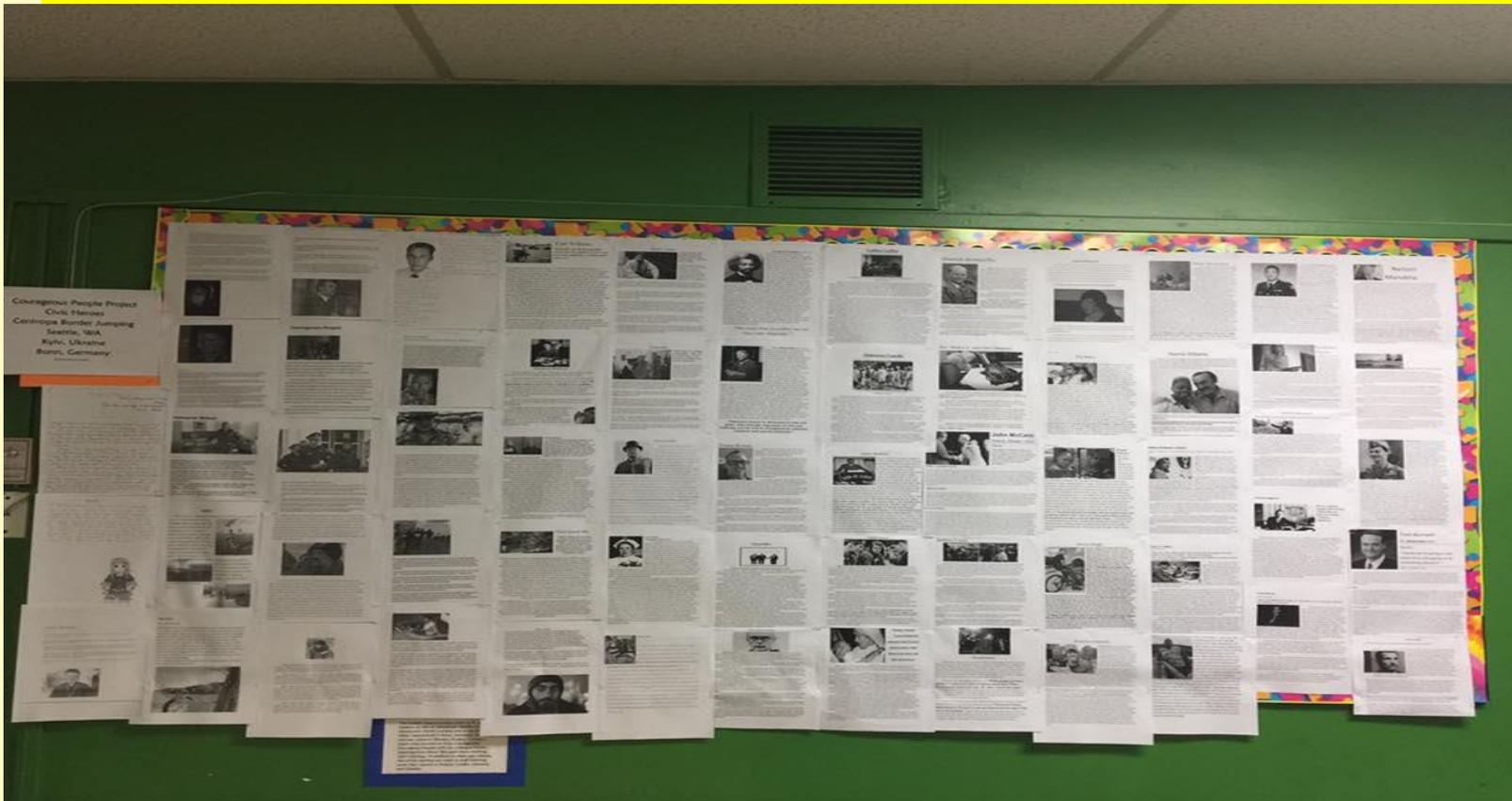


НВК №141 «ОРТ»

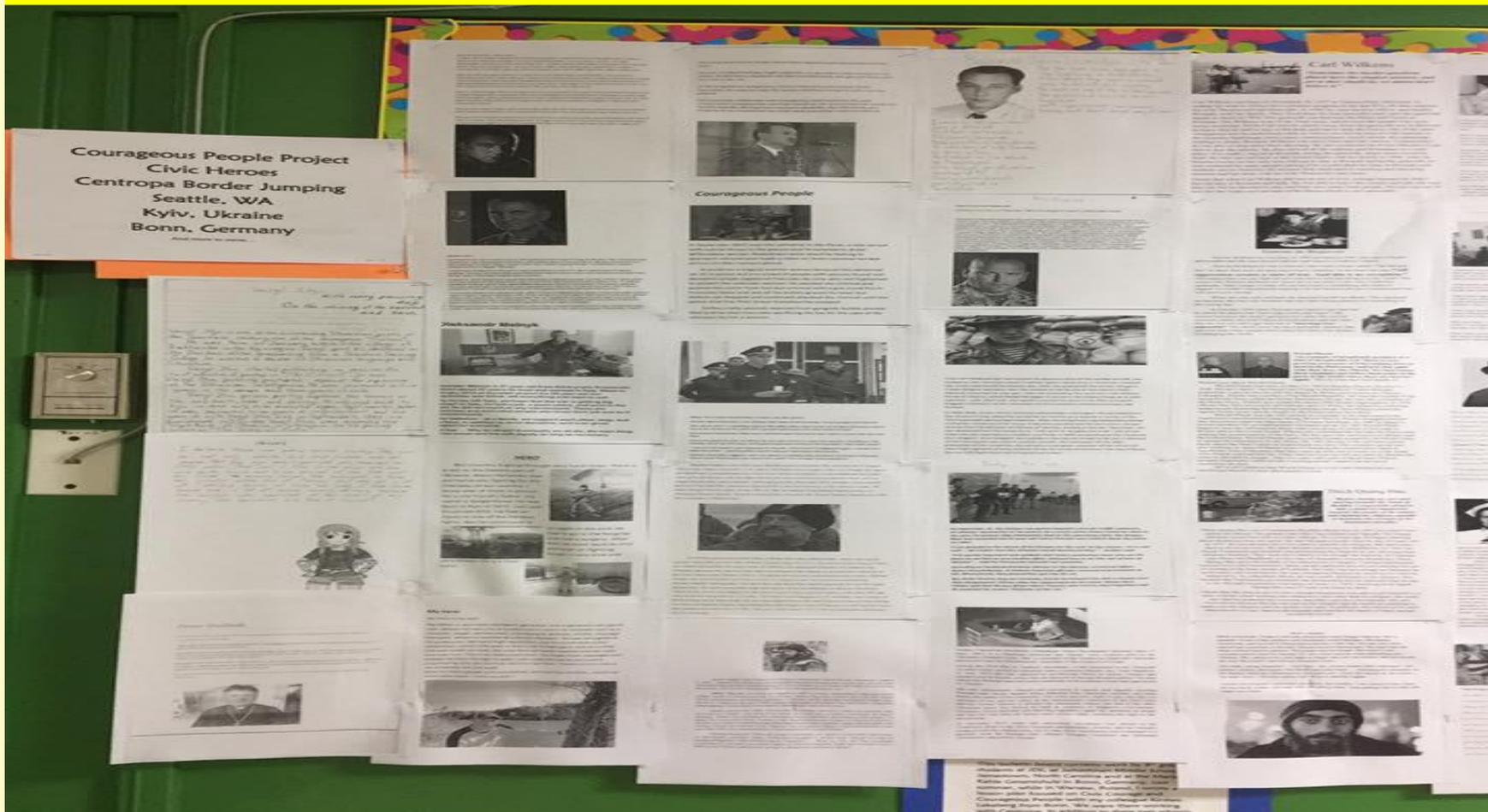
Тема - "Герой нашего часу".»
(6-7 клас)



Сієтл, WA, США



Сієтл, США



Courageous People Project
Civic Heroes
Centropa Border Jumping
Seattle, WA
Kyiv, Ukraine
Bonn, Germany

With every person
On the way of life



Alexander Shalyga

Courageous People



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Carl Williams



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Сієтл, США

- Nance Morris Adler to Marina Pysanets - I just printed out all of your posters - they are an impressive group of courageous people - i was so moved by the one poster for Sergei Nigoyan - there are two - this is the one with the larger picture of him - even though the English is not quite right - it actually makes the whole thing more powerful. It moved me to tears. I especially was moved by the student's reflection at the end. Well done!



WORLD NEWS

COURAGEOUS PEOPLE

"Dear Sisters and brothers, we realize the importance of light when we SEE darkness."
- Malala Yousafzai



WASHINGTON DC
UNITED STATES CAPITAL

Virginia is for lovers.

BEST DAY EVER

TIGERS WRESTLING

JUST DO IT

WORLD

**COURAGE
PEOPLE**

"Dear Sisters of
we realize the imp
light when we see
- Malala Yousaf



BENCH FOR THE STAIRS
STAIRS SCHOOL OF LEADERSHIP

TIGER FOOTBALL

NH

Manan, Puffer



Main body of text for Manan, Puffer, containing several paragraphs of a testimonial.



Mother, Fatima
"I never forget the
memories that of a
month of death, when
there is no death, but
only, almost, pain."

Main body of text for Mother, Fatima, containing several paragraphs of a testimonial.

Wahneema Lubiano



"I don't think I did
anything special, but
I did better than
I did before."

Main body of text for Wahneema Lubiano, containing several paragraphs of a testimonial.



Main body of text for the man with glasses, containing several paragraphs of a testimonial.



Tulja Hai



"What I did was nothing
extraordinary. After all,
it was my duty to take
care of my neighbors in
the time of distress."

Main body of text for Tulja Hai, containing several paragraphs of a testimonial.



Wahneema Lubiano

Main body of text for Wahneema Lubiano, containing several paragraphs of a testimonial.



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LESSON PLAN: TAKING A STAND (10-11 GRADES)

- [Centropa](#)
- **AUTHOR:**
- **MARYNA PYSANETS**
- **Centropa film: Return to Rivne: a Holocaust Story**
- **Student's project: A Human being is a Human being**
- **Teacher: Maryna Pysanets**
- **School: Educational Complex #141 "ORT"**
- **Overview information**
- **Type of school:** Public secondary school
- **Subject taught:** English
- **Grade level of students:** 10th -11th grade (aged 15-17)
- **Total durations:** One 45 minute lesson

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- **Lesson aims/objectives:**

- - To define the terms *Racism* and *anti-Semitism*
- - To increase students' awareness of the conditions when their rights are violated
- - To identify the circumstances/reasons that put human into religious conflict
- - To understand that the Holocaust is a systematic destruction of human life and the worst example of basic human rights
- Violation
- To study and practice new vocabulary: to aggrieve, to offend, to incite people to carry out acts of, to restrict, to undermine the rights, intolerance, to conceal, to incite violence, to reject any opinions that are clearly wrong,

- **Resources**

- - Centropa web page www.centropa.org
- - Link for the Centropa film **Return to Rivne: a Holocaust Story**
<http://www.centropa.org/centropa-cinema>

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HELLO

I AM...

I am 15 years old. I used to live in London and now I live in Kiev. My best friend is my mate.

NO ONE WHO

is. I am 15 years old. I am an atheist. It doesn't mean that I treat believers badly. I can argue with people, because religion is not a science. Also you shouldn't impose the opinion to other people.

A human being is a human being

Racism and Anti-Semitism

I think that...

Kate:

Fortunately, I didn't face anti-Semitism manifestation. I have familiar Jews, but we always have good relations.

Alice:

As for anti-Semitism regarding the basis of stereotypes about the white people imposed...

What is the antisemitism?

Kate:

I faced a racism in Donetsk in 2014. It was shown in the disrespectful attitude towards people of other nationalities, generally to Ukrainians. Some of my friends began to consider themselves superior than others only because they were of other nationality. I don't consider it true. It's only primitive desire of the person not to accept people around.

Alice:

I don't support racists and among my friends those aren't presented. But I saw how residents of my city abused Afro-American tourists. I think that racism arises as people don't agree that human with other colors are same.

I think that...

What is the racism?

is prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior. Modern variants are often based on perceptions of biological differences between people.



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Lesson

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- **Introduction**
- **Activity 1:** Teacher discusses with the students the conditions when people having extremely strong religious opinions sometimes even prepare to use violence
- **Main part**
- **Activity 1:** The student introduces the project **A human being is a human being**
- Students are involved into the discussion of the questions appeared in the project.
- - Expanding racism and anti-Semitism in our country;
- - Racial superiority and exclusivity of one proclaimed into force of the ruling nation;
- - Intolerance and discrimination towards other nations and national minorities;
- Denial of democracy and human rights.

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- **Activity 2:** The teacher introduces the film **Return to Rivne: a Holocaust Story** –the lesson we must learn from history. The lesson is: to be intolerant to intolerance.
- **Activity 3:** The students watch the film
- **Activity 4:** The students work in groups discussing topic **Racism/anti-Semitism should not be tolerated.**
- **Conclusion**
- Activity 1: Make placards, posters.
- Each group presents the group work (posters, placards)
- **Homework:** Students write a short essay for the local/school newspaper on the topic observed in student's project using Centropa web site and films/interviews concerning the topic
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Never
Give Up!