



ATROCITY PREVENTION EDUCATION IN SOUTHEAST ASIA

IN-PERSON TEACHER WORKSHOP

PRESENTATION MATERIALS

ATROCITY CRIMES EDUCATION IN SOUTHEAST ASIA

VIRTUAL WORKSHOP

DOCUMENTATION CENTER OF CAMBODIA

AGENDA – Morning Session

REVIEW OF PREVIOUS MATERIAL

- **Definitions & Risk Factors**
- **Review of Nazi Germany**
- **Rwanda**
- **Democratic Kampuchea**

FORMAL PROGRAMME

- **Use of Audio-Visual Materials**
- **Break**
- **Film Screening/ Guest Speaker**
- **Advanced Teaching Methods**

Review of Definitions

Question & Answer



Review of Definition of the Crime of Genocide

Sources of law

- Convention on the Prevention and Punishment of Genocide (1948)

Context

- National, ethnical, racial or religious group

Subjective element / mens rea

- Intent to destroy

Objective element / actus reus

- Killing, causing serious bodily or mental harm, deliberately inflicting on the group conditions calculated to bring about physical destruction, imposing measures intended to prevent births, forcibly transferring children

Review of Definition of Crimes against Humanity

Context

- Committed as part of a widespread or systematic attack directed against any civilian population
- Pursuant to or in furtherance of a state or organizational policy

Subjective element / mens rea

- With knowledge of the attack
- Intent and knowledge as to underlying offence

Objective element / actus reus

- Murder, extermination, enslavement, deportation or forcible transfer, imprisonment, torture, rape & sexual abuse, persecution, enforced disappearance, apartheid, and other inhumane acts

Review of Definition of War Crimes

Sources of law

- Geneva Conventions of 1949; Hague Conventions; customary international law

Context

- Part of a plan or policy or as part of large-scale commission of such crimes
- Grave breaches of the Geneva Conventions of 1949; or other serious violations of laws and customs applicable in international armed conflict

Subjective element / mens rea

- Intent varies on the various actions

Objective element / actus reus

- Acts against persons or property

Review of Risk Factors

Question & Answer



Activity 2 – Part II. Evaluation of Risk Factors

Discussion Question

- What is the most significant risk factor?

Review of Nazi Germany Case Study



Activity 3 – Identifying Risk Factors in History

Part I. Listen/Read/Note-Taking

- What common risk factors do you identify in the case study?

Part II. Discussion

- What kinds of atrocity crimes did you identify?

Procedure:

Step 1: Part I. Reading & Listening Aloud

Step 2: Film

Step 3: Part II. Discussion

Introduction to the Rwanda Case Study



Activity 3 – Identifying Risk Factors in History

Part I. Listen/Read/Note-Taking

- What common risk factors do you identify in the case study?

Part II. Discussion

- What kinds of atrocity crimes did you identify?

Procedure:

Step 1: Part I. Reading & Listening Aloud

Step 2: Film

Step 3: Part II. Discussion

Introduction to the Democratic Kampuchea Case Study



Activity 3 – Identifying Risk Factors in History

Part I. Listen/Read/Note-Taking

- What common risk factors do you identify in the case study?

Part II. Discussion

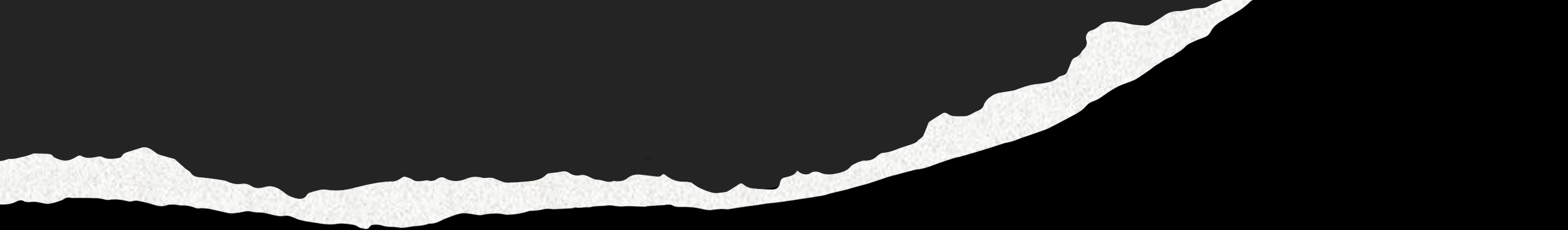
- What kinds of atrocity crimes did you identify?

Procedure:

Step 1: Part I. Reading & Listening Aloud

Step 2: Film

Step 3: Part II. Discussion



Introduction to Educational Theory of Atrocity Crimes Education

Tuesday Morning Session

Introduction to Educational Theory of Atrocity Crimes Education

**What types of skills or knowledge can a student
learn from a picture?**

Movie?

Introduction to Educational Theory of Atrocity Crimes Education

Key Processes

Self Reflection

Critical Thinking/ Inquiry

Empathy

Introduction to Use of Audio-Visual Materials

On a sheet of paper, write down questions that you can ask students about the image?

What questions should students ask about this image?



Write down questions
you would ask?





Guest Speaker

Comparative Study of Atrocity Crimes in World History



Activity

Step 1: Get in groups of 2-3 people.

Step 2: Review the history of Nazi Germany, Rwanda, and Democratic Kampuchea. Prepare a report on similarities and differences between atrocities.

Step 3: Be prepared to report on this to class.

Activity

Groups Report to Class.

Rubric for Similarities/ Differences in Atrocity Crimes

- Categorization on the basis of...
 - Ethnicity
 - Race
 - Religion
 - Nationality
 - Political
 - Social
- Symbolization
 - Names, labels
- Dehumanization
 - Comparison to animals, insects
 - Creation of a pseudo-threat
- Polarization
 - Emphasizing extremes
- Preparation
 - Segregation
 - Public identification
 - Confiscation of property

Rubric for Similarities/ Differences in Atrocity Crimes

- Mass killing
 - Methods
 - Long term goals
- Organization
 - Informal social networks
 - Government
- Values seen during atrocities
 - Resisting evil
 - Protecting loved ones
 - Protecting one's dignity
 - Survival
- Values behind the classifying trait
 - Cultural values
 - Social group empowerment
 - Individual leaders' seizure of power
 - Allocating responsibility for problems to target group
 - Economic gain

Rubric for Similarities/ Differences in Atrocity Crimes

- Effect on mental self
 - Depression
 - Anger
 - Relief
 - Fear
- Effect on physical self
 - Starvation
 - Fatigue
 - Disease
 - Pain from beatings, torture
- Effects on spiritual self
 - Loss of hope
 - Loss of religious belief
 - Apathy toward humanity
- Effects on close relationships
 - Deeper personal relationships
 - Greater need for support
- Effects on community
 - Mistrust in community
- Worldview
 - Distortion of reality
 - Greater appreciation for loved ones

Survey – Post Assessment



Post – Session Review





Transition to
Logistics &
Planning