

LESSON PLAN

# WORKSHOP: REMEMBERING OR REWRITING?

Remembrance Culture, Holocaust  
Distortion and Contemporary  
Antisemitism

 English

 Germany

 Memory Culture

 15-19

 240 min

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**LESSON PLAN**

# **Workshop: “Remembering or Rewriting?**

## **Remembrance Culture, Holocaust Distortion and Contemporary Antisemitism”**



English



Germany



Memory Culture



15-19 years



240 min

### **OBJECTIVES**

Students will:

- define and reflect on the concept of remembrance culture and how to participate and shape it
- analyse various examples (online and offline) of Holocaust Distortion,
- recognize and critically engage with conspiracy narratives and their links to Holocaust Distortion,
- develop critical thinking regarding the use of historical symbols and narratives,
- understand the boundaries between freedom of expression and respect for historical memory
- understand how social media is used to spread ideologically charged content,
- develop and articulate their own positions on remembrance culture and the challenges it faces. Enhance moral reasoning and empathy towards affected communities.

This lesson links critical media literacy with historical-political education. It invites discussion on the misuse of Holocaust memory as a form of modern antisemitism and misinformation. It encourages empathy, critical thinking, and moral judgement.

## LESSON PLAN

### 1. Silent Discussion

 20 min

#### Prompt written on a flipchart:

- “What does remembrance mean to you? “
- “Why is it important to remember crimes of the past? “

Students walk around and write down their thoughts, associations, or questions.

### 2. Group: “Is it okay, to...? “

 60 min

#### Group work:

Students form groups of 3-5.

Further information (in German): <https://www.anders-denken.info/agieren/darf-man-das-o>

**Scenarios** related to the Nazi era (e.g., taking selfies at Auschwitz, creating Instagram accounts for Holocaust victims, using former camps as asylum centers).

#### Group Work:

In small groups, students evaluate one scenario each by:

- Listing three arguments in favor
- Listing three arguments against
- Using colored cards to distinguish between pro and con arguments

#### Guiding Questions:

Encourage students to consider:

- Is the behavior legally permissible?
- How might others perceive this behavior?
- Does the identity of the person involved matter?
- Is the behavior protected under freedom of expression or art?
- Does morality or decency prohibit this behavior?

**Presentation:**

Groups present their findings, discussing the rationale behind their arguments and engaging in a class-wide debate.

**Conclusion:**

Facilitate a discussion to synthesize the evaluation criteria and reflect on the importance of respectful engagement with history.

**Break**

 15 min

**3. Discussion**

**Watch the TikTok video together**

**Method: Fishbowl or carousel discussion**

**Initial reactions:**

- What stood out to you?
- What confused, shocked, or moved you?

(Collect thoughts using post-its or a digital board)

**Discussion with guiding questions:**

- What does the “Judenstern” symbolize for Holocaust survivors?
- Why do some groups use Nazi-era symbols to portray themselves as victims?
- How might survivors or descendants feel about this appropriation?
- Which role does antisemitism and dehumanization play?
- How should we respond when encountering such imagery in protests or online?
- What does the term **“Holocaust Distortion”** mean in the context of this video?

**Break**

 20 min

## 4. Media Detectives: Spotting Holocaust Distortion on Social Media

60 min

### Introduction:

10 min

Briefly explain Holocaust distortion and how it can appear on social media—misuse of symbols, false comparisons, conspiracy narratives.

### Research in Teams of two Students:

15 min

Students use their own devices or provided resources to search social media platforms (e.g., Twitter, TikTok, Instagram) for examples of posts or content that distort Holocaust history or memory.

Emphasize safe and respectful searching, the usage of provided devices is better. Every team should find 1 or 2 examples.

### Analysis:

30 min

Students then share and analyze the examples they found by discussing:

- What is distorted or misrepresented?
- Which symbols or narratives are used?
- What emotions or reactions does the content try to provoke?
- What could be the intention behind the distortion?
- How credible or influential might the post be?

### Counter-Narrative Development:

15 min

Students create a response strategy or educational message to counter the distortion, emphasizing accurate facts and respectful communication, which will be the foundation for the upcoming creative task.

## 5. Group: Creative Task

30 min

Group work: Students form groups of 3-5.

### Assignment:

Create a short TikTok concept or storyboard that either:

- Describes a form or explicit example of Holocaust distortion
- Counters the misuse of Holocaust remembrance, or

- Explains the concept of Holocaust Distortion

## 6. Reflection and Feedback

 15 min**Presentation of group work:**

If possible, watch or share some of the created TikToks or storyboards.

**Guiding questions:**

- Which ideas were most effective?
- What made certain approaches more powerful or respectful?
- What did you take out of this workshop? What was new/interesting/\_ for you?

**Optional Extension / Homework****Resources for further exploration:**

- Reports from RIAS Germany on antisemitism during COVID protests
- Statements by memorial institutions on misuse of Holocaust symbols
- Interviews with Holocaust survivors or historians
- Media analysis: How do news outlets report on conspiracy symbolism?
- IHRA Toolkit: Practical methods to counter Holocaust distortion

**LINKS: SHORT FORM VIDEO**

Keine.erinnerungskultur

[https://www.tiktok.com/@keine.erinnerungskultur/video/7290080873586691361?refer=player\\_v1&referer\\_video\\_id=7290080873586691361&referrer\\_url=https%3A%2F%2Fwww.tiktok.com%2Fplayer%2Fv1%2F7290080873586691361%3Fre%3Do%26autoplay%3Do%26autoplay%3Do%26autoplay%3D1&utm\\_campaign=&utm\\_source=unknown](https://www.tiktok.com/@keine.erinnerungskultur/video/7290080873586691361?refer=player_v1&referer_video_id=7290080873586691361&referrer_url=https%3A%2F%2Fwww.tiktok.com%2Fplayer%2Fv1%2F7290080873586691361%3Fre%3Do%26autoplay%3Do%26autoplay%3Do%26autoplay%3D1&utm_campaign=&utm_source=unknown)