

DORA LOVE PRIZE 2019-20

"Don't be content in your life just to do no wrong, be prepared every day to try and do some good."

(Sir Nicholas Winton, British humanitarian who organised the rescue of 669 children, mostly Jewish from Nazi occupied Czechoslovakia in 1938-39)

STAND TOGETHER – FOR WHOM WILL YOU BE A WITNESS?



**Induction Day at the University of Essex
for year 7–10 students from Essex and Suffolk**

#DoraLovePrize

Thursday, 26 September 2019

Programme of the day:

- 9.00 **Arrival and Registration** (Foyer of the LECTURE THEATRE BUILDING - LTB)
- 9.30 **Welcome and Introduction** by Professor Rainer Schulze (LTB 6)
- 10:15 Walk to the Tony Rich Building for the workshops
- 10.30 **Workshops – session I** (TONY RICH TEACHING CENTRE)
- 11.15 Break
- 11.30 **Workshops – session II** (TONY RICH TEACHING CENTRE)
- 12.15 Lunch Break (there are various options available on campus)
(optional campus tours will run at 12.20 and 12.45, depending on demand)
- 13.15 **Work in School Groups** (TONY RICH TEACHING CENTRE)
- 14:30 Break and walk back to LTB
- 14.45 **Holocaust survivor Frank Bright in conversation with students from Northgate High School** (LTB 6)
- 15.30 Close

Organisation of the Day:

All students are expected to attend two of the 16 workshops: one more content-based (1 to 8), and one more arts-based (9 to 16). After the workshops, students will return to their school groups. They have around 75 mins with their teacher(s) to talk about their morning experiences and have a first brainstorming about what kind of project they want to undertake in the coming two months. Some of workshop leaders will be available for further advice, moving from group to group. At the end of the afternoon, all groups should have sketched out a preliminary plan.

Projects can come from any area, ranging from the creative and performing arts to history, religious studies and politics and including projects based in the local community – reflecting and taking up the official theme for the Dora Love Prize 2019-20: Stand Together – For Whom Will you be a Witness?

The structure of the day is deliberately such that students will have a great deal of freedom in what they ask and what they discuss and produce, and I hope that this will be both inspiring and lead to some powerful outcomes. It is all about communication and cooperation.

Workshops (all workshops run parallel in sessions I and II):

Workshop 1: New Beginnings and Old Wounds: How did Holocaust survivors start a new life and cope with the past? (Dr Nadine Rossol)

What problems did Holocaust survivors face at the end of the Second World War, and how did they start a new life when the memory of the past was so overpowering? Where did they go when their Jewish home communities had been completely destroyed? And how did they talk about the fact that so many of their family and friends had not survived? By looking at these questions, we want to explore how Holocaust survivors re-built their lives and what it means to start anew in a challenging environment.

Workshop 2: Reality versus Perception: Why is there so much prejudice against Islam and Muslims in general? (Mohammed Mainul Alam)

In Western societies, there is a fear of or prejudice against the Islamic religion or Muslims generally which is fuelled by populist politicians on the right. What is the cause of this Islamophobia; how much of it is based on historical evidence, and how much is irrational? In this workshop we will look at some examples of Islamophobia, explore the realities of Islam and challenge some of the misconceptions that exist in our society.

Workshop 3: Jewish Refugees from Hitler Germany: working with testimonies (Bea Lewkowicz)

In this workshop we will explore the practice of oral history and the importance of testimonies. We will work with interviews from the AJR Refugee Voices Archive, and students will learn more about the experiences of the German Jews who were forced to leave Germany and settled in Britain. We will also discuss the interviewing process, and the workshop includes a short training on how to become a good oral history interviewer.

Workshop 4: Refugee Tales (Ellie Roberts)

Do you want to learn more about refugees and asylum seekers globally, the UK and in East Anglia? Are you interested in hearing actual refugee stories? In this workshop we will explore some of the stories of asylum seekers and refugees who came to the UK and explain ways in which we can all help them integrate into their new communities.

Workshop 5: How Ordinary Germans Witnessed the 'Vanishing' of Their Neighbours (Dr Felix Schnell)

During the Second World War thousands of German Jews were deported from their homes and subsequently murdered. Many Germans witnessed the deportations directly, were told about it, or noticed the 'vanishing' of their Jewish neighbours at a certain point of time. This workshop will explore the way ordinary Germans viewed the deportation of their Jewish neighbours in their private correspondences, and ask whether the reactions of ordinary Germans to these deportations can be compared to reactions today to acts of discrimination and marginalisation.

Workshop 6: Pre-War Jewish Life (Cat Kirkland)

Amidst the horror of the Holocaust, it can be easy to forget the individuality and humanity of its victims. Shocking and significant as the figure of six million murdered undoubtedly is, it is equally important to remember that it represents individual men, women and children, as well as communities and cultures which were destroyed. This workshop will focus on re-humanising the victims of the Holocaust through study of their lives before they became victims of persecution and extermination. At the same time, we will gain a better understanding of pre-war Jewish culture in Europe.

Workshop 7: Overlooked and Unacknowledged: The Genocide of the Roma and Sinti during the Nazi Period (Sherrie Smith)

Roma and Sinti were regarded as 'undesirables' by the Nazis and became targets of persecution and extermination policies throughout Nazi-occupied Europe. The workshop will explore the experience of Roma and Sinti before, during and after the Nazi period, and ask why we know so little about their fate and why it took so long for Roma to be recognised as victims of Nazi persecution. The workshop will also look at modern-day anti-Gypsyism and ask why Gypsies, Roma and Travellers continue to be one of the most rejected ethnic groups in Britain and all across Europe, and what we can do to combat the persistent prejudices and discrimination

Workshop 8: Gender, Trauma and Genocide: did men and women experience genocide differently? (Lewis Smith)

Genocide devastates the lives of everyone who survives it, but did men and women experience it in different ways? In this workshop we will discuss what is meant by 'gender' and what this term means for our discussion of genocide. We will look at personal testimonies to examine how people experienced life during and after a genocide, to see whether men and women were affected differently, and how this 'gender' perspective can help us highlight injustices in today's society.

Workshop 9: Symbols of Solidarity (Clare Sams)

This is a workshop on ideas of unity and solidarity, love and peace, looking at how people can collaborate to overcome adversity and stand up in solidarity with oppressed groups. Activities will focus on how we can communicate positive messages without words, for example positive hand gestures such as hearts and the raised fist of solidarity. We will look into the practice of the enforcement of wearing the Star of David during Nazi rule as a way to ostracise Jews from society. We will then create positive symbols and messages with felt and stitch which can be worn on the sleeves as a symbol which could foster social cohesion, support and solidarity.

Workshop 10: Power & Prejudice (Owen Jones)

Racism/sexism/homophobia are all 'bad', and young people know that. But aside from the core themes, do they really understand how prejudice impacts on a day-to-day level? This workshop develops our understanding of how inequality often starts from birth, and explores embedded historical power structures in society that prevent genuine equality. We will also explore how we could even (unwittingly) be contributing to these inequalities or prejudices without realising it.

Workshop 11: 'Stand Together – For Whom Will You Be A Witness?' A Creative Writing Workshop (James McDermott)

Participants of this workshop will be taught tools and techniques to help them generate and structure stories which explore themes of discrimination, marginalisation and personal responsibility; focusing on questions such as how the events of the Holocaust link to modern life; and how we can stand together and be a witness for others.

Workshop 12: Powerful imagery and conceptual art (Alison Stockmarr)

In this workshop we will explore the idea of Conceptual Art and its visual, political power, starting out with images of conceptual art, the Banksy stab vest worn by Stormzy etc., that in an instance illustrate a point. We will in a creative way demonstrate how individuals can collectively show strength. By taking the humble empty toilet roll we will carefully decorate the exterior with slogans promoting strength and solidarity. By customising one roll each the individual's voice is represented. These are then bound together, creating a stronger honeycomb structure. Students will be invited to stand on the structure, demonstrating how as a collective standing together they demonstrate strength.

Workshop 13: Take my hand – I will be your witness (Jane Frederick)

In this fast-paced creative workshop participants will develop a strong graphic style icon that can be used to deliver the message 'I will be your voice in times of need'. We will explore creative practical ideas inspired by contemporary artists who make art as form of activism. Participants will develop a practical tool kit which they can take back to their schools and in turn encourage others to express positive awareness and promote change.

Workshop 14: Who are you? (Darren Carr)

In this workshop we will be using a number of drama techniques and activities to explore the theme 'standing together'. We will discuss and actively explore how this could happen and then look at who has the power to challenge it. All participants in the session will imagine, examine, investigate and then create.

Workshop 15: Introduction into professional smartphone photography (Jamie Weston)

Using their smart phones participants will split up into groups of two. Starting with learning basic photography skills and using a handout given to them, the groups of two will have 30 mins to find interesting backgrounds and take photos of each other looking strong with their hands out like they are holding someone's hand. These images will be uploaded onto a Google drive or Dropbox where they then can be uploaded onto a project Instagram so the end image will look like loads of people linked hand in hand due to the platform's display style.

Workshop 16: Imprint (Jacqueline Davis)

This workshop invites participants to stand together and make their mark by helping create a large group artwork. This creation will be a one-colour printed piece inspired by the theme of 'Stand Together - For Whom Will You Be A Witness?' Everyone can join in by leaving an impression of printed pairs of shoes starting with a single pair and spiralling out. Stamping with boots and footwear provided or your own shoes or even your feet, let's all stand together and create a strong statement.

Speakers and Workshop Leaders

Rainer Schulze is Professor Emeritus of Modern European History at the University of Essex. In 2000-2007 he was one of the project leaders involved in preparing a new permanent exhibition at the *Gedenkstätte* Bergen-Belsen and a member of their international advisory board. He has worked as a historical consultant for Holocaust/Bergen-Belsen related exhibitions and documentary films. From 2017 to 2019 he programmed and presented the weekly film programme *Tales from the Margins* with films about LGBTIQ rights and the situation of LGBTIQ people across the world, shown on Latest TV Brighton. For 10 years. Rainer coordinated the annual Holocaust Memorial Week at the University of Essex (2007-2016), and in 2012 he set up the Dora Love Prize for schools in Essex and Suffolk.

Frank Bright was born in Berlin into a Jewish family. They fled to Prague in June 1938 where the Germans caught up with them again when they invaded Czechoslovakia in March 1939. His parents were killed in the Holocaust. Frank survived and has lived in England since June 1946, working as a civil engineer. Since his retirement, he has dedicated much of his time to tracking down what happened to his Jewish classmates during the Holocaust, and sharing their stories with History students of all ages. He regularly talks at schools, providing students with invaluable insight and support for their studies of the Holocaust.

Mohammed Mainul Alam is Project Manager at the Bangladeshi Support Centre based in Ipswich, Suffolk, an award-winning community organisation which has worked towards community development and social inclusion for more than a decade in Ipswich and Suffolk.

Cat Kirkland is a former history teacher and museum educator who has been working for the Holocaust Educational Trust since 2012, first as a freelance educator and, since 2016, as an Education Officer. She is currently leading the Trust's teacher training programme and has conducted her own research into how young people make sense of the Holocaust when they learn about it in their history lessons.

Bea Lewkowicz is a social anthropologist and oral historian, and she is currently the director of two oral history projects, the AJR Refugee Voices Audio-Visual Testimony Archive and Sephardi Voices UK. She directed and produced many testimony-based films and has curated several exhibitions, among them Continental Britons, Double Exposure and Sephardi Voices.

Ellie Roberts is Operations Manager at Suffolk Refugee Support, a charity based in Ipswich which provides practical help and advice to asylum seekers and refugees living in Suffolk. With over 20 years of experience, our staff and volunteers work hard to make life bearable again for those individuals who have been given a fresh start in Suffolk. Our aim is to help our clients successfully integrate into their new life in the UK.

Nadine Rossol teaches twentieth-century German history at the University of Essex. She currently works on an edited volume of school essays by German pupils who wrote shortly after the end of the First World War 1918 about the political changes of the time.

Felix Schnell teaches European and Russian/Soviet history at the University of Essex. He is particularly interested in issues of war, violence and revolution in nineteenth- and twentieth-century Europe, and he is currently editing a collection of letters from a German Police Battalion's member from the front to his wife (1941-1942).

Lewis Smith is an AHRC PhD student at the University of Essex. His research focus is on Modern British History, particularly looking at post-war British decline, industry, gender and advertising. He also teaches on the first-year History module 'Making of the Modern World' in the Department of History and works regularly with Education Outreach to teach across Essex and Suffolk.

Sherrie Smith is a Romany Gypsy Activist and Campaigner for equality and inclusion. She was born and raised in a traditional family of Romany Gypsies, growing up in Hertfordshire. She has a BA in social science, community development and youth work from Goldsmiths, University of London. She founded her own consultancy organisation, delivering training, advice, mentoring, cultural awareness and consultancy to a wide variety of public and private services. She also works part time for both for Gypsy and Traveller empowerment in Hertfordshire, and as a community researcher for London Gypsy Travellers. She has a special interest in raising awareness of the Roma Holocaust.

Darren Carr is a facilitator, practitioner, mentor and youth motivator. He has been igniting young minds of all ages and abilities for over 16 years delivering a vast amount of topic-based projects around inner London, outer London and Essex, and he has worked with a number of different companies and theatres.

Jacqueline Davis is a painter, printer, and maker of things. With a passion for pattern and all things mid-century her work is often described as happy. The work, though whimsical and inventive, is researched and translated for a contemporary culture and has a deep rooted appetite for all things vintage. Jacqueline's client list spans from The National Theatre, Channel 4, ATOMIC Vintage Festival to Weatherspoons. When she's not designing she shares her skills in education for the likes of Firstsite, Suffolk Art Link and Orchard Barn Kindergarten.

Jane Frederick is a professional artist who has over 25 years' experience working in Arts Education and was formerly Head of Fine Art at Colchester Institute. She regularly works with children and adults of all abilities to support their creative development and promote the cross curricular potential of Art & Design.

Owen Jones is a member of the HOPE not hate campaign which was founded in 2004 in response to the rise of the BNP in order to provide a positive antidote to their politics of hate. It has since become one of the largest and most successful political action groups in the UK.

James McDermott is a playwright and poet. His plays include 'Fast Food' (starring Jude Law, Lyric Hammersmith), 'Street Life' (Norwich Theatre Royal) and 'Rubber Ring' (Pleasance Islington; UK Tour) which has been published by Samuel French. James's debut poetry book 'Manatomy' is being published by Burning Eye Books in 2020. James is Diversity Consultant at Norwich Arts Centre and teaches scriptwriting at Norwich Theatre Royal, Marina Theatre Lowestoft and New Wolsey Ipswich.

Clare Sams is a fine artist, producing soft sculptures and textile narratives with wry wit and dark undertones of social commentary. Clare collects stories of the world around her, then interprets them using knit, crochet and stitch. Alongside her arts practice, Clare lectures on contextual studies on the Textiles BA at Norwich University of the Arts. She has exhibited her work nationally and internationally, and currently holds the world record for the largest crochet hook.

Alison Stockmarr is a successful practising artist and experienced workshop tutor with an ethos of recycling and storytelling at its heart. As a materials-led artist working with paper and found materials, much of her work deals with hidden narratives and storytelling.

Jamie Weston is an award-winning feature film director and photographer. His work has been distributed by Lionsgate, Sony Home Entertainment, Sky Movies and China Nebula. His photography has been displayed around galleries across the UK and published in articles and online across the world for a variety of media companies. Jamie divides his time between working with Signals, an arts and education charity in Colchester, Dystopia Studios, a start-up VR business, and his own film company which produces high-end shorts and commercials.

Induction Day organisers:

Jenna Gifford (j.gifford @ essex.ac.uk) is an Education Outreach Officer at the University of Essex and works with schools across Essex, Suffolk and North London to help students make an informed decision about Higher Education. She organises the arts based workshops for the Dora Love Prize.

Hannah Onslow (hannah.onslow @ essex.ac.uk) is Student Administrator for the Department of History at the University of Essex. Her main responsibility with the induction day is to act as the first point of contact for schools.

Rainer Schulze (rainer @ essex.ac.uk) has the organisational and academic oversight over the Dora Love Prize

If you are tweeting about the day, or indeed the progress of your project, please use the hashtag **#DoraLovePrize !**