



**Michigan Learning Channel**  
A Public Media Partnership

**Media Activity Deck:**  
***Shoah Ambassadors***

[MichiganLearning.org/LABS](https://MichiganLearning.org/LABS)



# LABS



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## ***Welcome to the MLC LABS media activity deck for Shoah Ambassadors!***

We are grateful to Producer/Director Keith Famie and Visionalist Entertainment Productions for this meaningful film which highlights youth voice while preserving necessary truths about The Holocaust.

These activity cards are not intended to be a historical curriculum to replace teaching the events and significance of the Holocaust. Please visit [michiganlearning.org/resource/the-us-and-the-holocaust](http://michiganlearning.org/resource/the-us-and-the-holocaust) for historically-aligned instructional resources. Please use these cards to initiate conversation and inquiry after viewing the film, and to help students understand their role in bearing witness to these histories as well as ensuring that atrocities like The Holocaust never happen again.

**However you choose to use this deck, we want to hear from you! Share what you're practicing with us and other MLC LABS teachers so that we can grow together.**

# VIEWING

Use the **viewing** cards to facilitate dialogue among students in small groups or as a class. These prompts may invite students to reflect on themes and information from the film, to confront biases or misinformation, or to think deeply about openings for inquiry. Some prompts will require a viewing of the entire film, while some may be used after viewing a specific clip or segment.

As always with difficult and potentially triggering topics, please remember that students come from a variety of backgrounds and experiences with a variety of skills and capacity for inquiry and dialogue. It is important to support all students and ensure safety and respect during discussions about The Holocaust.

# PRODUCING

Use the **producing** cards to invite students to create their own media, either as part of a larger project or as a short and informal opportunity.

Each card features a prompt with some ideas for application or further development. Depending on how you use the prompt, you may need to develop rubrics and assessments and support students with additional instruction and resources (we can help!).

These are opportunities for students to be ambassadors like Hailey and Curtis - encourage them to be open to the ways their talents and interests can help them learn and share truths and stories that can heal, teach, and impact.

Ensure that students take care as they conduct interviews and prepare media, and provide space in class for reflection around feelings that may come up during the process.

# VIEWING

🔍 **Learn**



What is something you learned about The Holocaust from the film?



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# VIEWING

🔍 **Learn**



What elements make this film an effective opportunity to learn history?



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# VIEWING

🔍 **Learn**



What is a powerful fact or data point that you recall from the film?



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# VIEWING

🔍 **Learn**



What did you learn about  
art, symbolism, and  
storytelling from the film?



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# VIEWING

🔍 **Learn**



What do you want to learn more about after watching the film?



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# VIEWING



***Reflect & discuss***



What does it mean to be an ambassador in the context of a historical event like The Holocaust?



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# VIEWING



***Reflect & discuss***



Why is it important to continue listening to and recording survivor stories from The Holocaust?



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# VIEWING



***Reflect & discuss***



How can art help people bear witness to events in their lives and throughout history?



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# VIEWING



***Reflect & discuss***



How do objects - like signs and symbols, or a teddy bear - impact how we think about history?



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# VIEWING



***Reflect & discuss***



Why is it important to learn about and bear witness to The Holocaust?



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# VIEWING



***Reflect & discuss***



Hailey and Curtis both challenge us to "never forget" in the film. What does this mean?



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# PRODUCING

## 🔍 **Share knowledge**



Identify a topic from the film that you want to research and learn about more deeply. Create a short video segment where you present the information and stories you find, similar to the moments in the film when Hailey or Curtis shared their own learnings with viewers. Think about what visuals you would include and craft your own segment that contains *b-roll* and *voiceover*.



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# PRODUCING

## 🔍 **Conduct interviews**



Practice interviewing someone about their knowledge or experiences around The Holocaust. Identify someone that you have a close relationship with and put time into preparing quality interview questions and setting up a comfortable space. Record the interview and prepare either a written article that highlights what they have to say or a video that includes clips of them speaking to a camera, similar to the featured survivors in the film.



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# PRODUCING

## 🔍 ***Make art***



Choose a form of art that is meaningful to you, and express your own learnings just like how Hailey and Curtis did. You should focus on an aspect, event, or detail that you learned in the film or through additional research, and represent it in a way that is meaningful, expressive, and impactful for audiences. Perform or display your creative work as part of a class- or school-wide event, and include a description to describe your purpose and reflection as an artist.



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# PRODUCING

## 🔍 **Compose**



Compose something that allows you to share a meaningful statement about The Holocaust - through speech, music, poetry, or other written form. In the film, we saw Curtis perform several songs that both educated and activated audiences to respond. Your work can do the same.

Identify a topic or purpose and use language, rhythm, and sound to share your learnings and engage audiences. Share your creation as part of a live event or on social media.



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# PRODUCING

## 🔍 ***Make a documentary*** ✕

Work with a team to produce your own documentary that may be similar or different from *Shoah Ambassadors*. Work to include expert, survivor, and learner voices, and try to highlight local significance and impact around The Holocaust and the historical time period before and after. Feature a local landmark or memorial site or work to create and showcase your own. Be clear about your purpose and the impact that you want to have with your work, and then identify a way to share it with your community.



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# PRODUCING

## 🔍 ***Produce a virtual field trip*** ✕

Plan a visit to a local memorial site or museum commemorating the events of the Holocaust. Arrange to speak with museum educators or other experts that are available. Respectfully take photos and video (if allowed) to record your experience and what you witness as a visitor. Create an educational "field trip" video which gives viewers the experience of visiting the site from wherever they are. Include visuals, educational information, and prompts for reflection and discussion.



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# PRODUCING

## 🔍 ***Advocate for change***



Use some of the lessons in the film (dehumanization, separation, racism and bias, etc) to identify a current local or national issue that you want to advocate for or against. Research to learn more about the perspectives and experiences that people are having, and then craft a print, audio, or video piece to help audiences understand what they can do to make things better. Use stories to help audiences learn and reflect, and provide concrete ideas for how they can be a part of positive change.



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# RESOURCES

## Tips for watching film or video:

- Watch the film or video all the way through with no discussion or interruptions and record initial responses.
- Watch the film or video more than once with a different focus each time.
- Offer students specific things to look for during a particular viewing.
- Be aware of the film's context (where and when it was produced, who played a role, what the intended purpose is).
- Balance time for individual reflection, pair and small group dialogue, and large group discussion after viewing.
- Watch "around" the film - watch other projects from the same director or organization and watch other projects that examine the content from a different perspective.



# RESOURCES

## Tips for producing film or video:

- Don't be afraid to let students lead - many of them already create content and are just looking to be seen and celebrated.
- Don't get too hung up on content looking polished - learning still happened!
- Do your research to find great equipment, but recognize that smartphones, ordinary lamps, and natural backdrops can do a lot!
- Watch several different kinds of videos to get a sense for style and technique.
- Spend time planning so that you don't have to spend as much time recording or editing.
- Think about audience and what will be engaging and impactful.
- Lighting, sound, placement - learn the vocabulary of production and check all of your boxes before turning on the camera or the microphone.

# RESOURCES

## Tools for basic video creation:

- Canva ([canva.com](https://canva.com))
- Adobe Express ([adobe.com/express/create/video](https://adobe.com/express/create/video))
- Flip ([info.flip.com](https://info.flip.com))
- WeVideo ([wevideo.com](https://wevideo.com))
- Vimeo Create ([vimeo.com/create](https://vimeo.com/create))
- Animoto ([animoto.com](https://animoto.com))
- Loom ([loom.com/education](https://loom.com/education))
- Screencastify ([screencastify.com](https://screencastify.com))
- Screencast-o-matic ([screencast-o-matic.com](https://screencast-o-matic.com))
- Green Screen by Do Ink (iOS app)
- iMovie (iOS app)
- Explain Everything (iOS app)

# RESOURCES

## Tools for basic podcast creation:

- Soundtrap EDU ([soundtrap.com/edu](https://soundtrap.com/edu))
- Anchor FM ([anchor.fm](https://anchor.fm))
- Audacity ([audacityteam.org](https://audacityteam.org))
- Synth ([gosynth.com](https://gosynth.com))
- Squadcast ([squadcast.fm](https://squadcast.fm))
- GarageBand (iOS app)

# RESOURCES

## For more media and learning:

- StoryMaker ([story-maker.org](http://story-maker.org))
- KQED Learn ([learn.kqed.org](http://learn.kqed.org))
- NPR Student Podcast Challenge
- Common Sense Education ([commonsensemedia.org](http://commonsensemedia.org))
- Edutopia ([edutopia.org](http://edutopia.org))
- ISTE ([iste.org](http://iste.org))
- PBS Learning Media
- [pbs.org](http://pbs.org)

# RESOURCES

## For publishing and sharing:

- Youtube
- Soundcloud
- Anchor
- Vimeo
- iTunes
- Spotify
- Flip
- Social media