

## Workshop

### „Sophie Scholl and the difficulty to make the right decision“

teacher: C. Kollinger  
participants: mixed group of 20 students from Greece and Germany  
date: 07.02.2020  
room: R217  
time: 07.55 am - 09.30 am

#### This workshop focuses on following competences and skills

Competence	skills
Communication in foreign languages	<ol style="list-style-type: none"><li>1. Ability to understand and interpret<ol style="list-style-type: none"><li>a) opinions of fellow students in oral form in the course of group discussions,</li><li>b) concepts and facts in written form, presented by the teacher.</li></ol></li><li>2. Ability to express concepts, feelings, facts and opinions in oral form in the course of group discussions.</li><li>3. Ability to interpret the world and relate to others, for example to historical figures like Sophie Scholl or the times of the corrupt NS-moral.</li></ol>
Social and civic competences	<ol style="list-style-type: none"><li>1. Ability to effective interaction with other people on the basis of common values. Reflecting on these values helps to gain confidence and an understanding of cultural diversity.</li><li>2. Ability to adapt to the changing system, being flexible. This means to better understand what influences decision making and decisions. Reflecting the decisions others made helps to gain confidence for future decision making.</li><li>3. Ability to work effectively and collaborate with team members.</li></ol>
Cultural awareness and expression	<ol style="list-style-type: none"><li>1. Awareness of local, national cultural heritage and their place in the world. This means to better understand why German students commemorate to Sophie Scholl and why the „White Rose“ as resistance group play an important role in the historical and cultural memory in Germany.</li></ol>

#### literatur

- <http://mobilitycompetences.com/wp-content/uploads/2016/10/The-8-key-competences-of-European-Union.pdf>
- Key competences for lifelong learning, 2019.

## LESSON PLAN

No.	teacher activity	students activity and/or possible answers
1	<b>welcome</b> - introduction to the topic	listen
2	<p><b>decision making</b> - „a) Write down recent examples of easy or difficult decisions.“ (5 min)</p> <p>b) What makes these decisions easy or difficult? (5 min)</p> <p>c) What make decision a right or wrong decision? (5 min)</p> <p>Comparing/Discussion</p>	<p>single answers</p> <p>a) dress up, school, job, gifts</p> <p>group discussion</p> <p>b) fears, exspectations, hopes, friends, family, arguments, relevance</p> <p>c) rules, regulations, ex-pectations, political circum-stances, political system, va-lues, freedom</p>
3	<p><b>historical research</b> - „a) Find out three instances, when Sophie Scholl or her brother made the right decision.“ (5 min)</p> <p>„b) Discuss reasons for their decisions.“ (5 min)</p> <p>„c) Discuss, whether this have been easy or difficult decisions.“ (5 min)</p> <p>Additum: Think of other forms of resistance</p> <p>Comparing/Discussion</p>	<p>group work</p> <p>a) decision against remaining in NS-organsiation, to partici-pate at the „White Rose“, to distribute leaflets</p> <p>b) family members have been threatened, war and war crimes, end of war</p> <p>c) little support, high risks, eternal justice</p> <p>plausible or historically ap-proved examples</p>
4	<p><b>Teacher info:</b></p> <p>„First to publicly call the war a crime, to inform about the mass murder on Jewish population, em-pathy for victims, denouncing the end and the Germans will be guilty, if they don't resist“</p>	Listen, write from blackboard
5	<p><b>Teacher info:</b> „Why so few?“</p> <p>Introduction to corrupt NS-moral: murder, rubbery, denuntiation, violence, no freedom of speech, oboedience, no political partici-pation, racist war = right, poli-tical moral, good; political sy-tem established in 1933/34; taught in school; overt indoctri-nation as state ideology; overt control and persecution (SS, SA, Gestapo, Police, People's Court)</p> <p>- people had benefits from deci-ding for the system or not deci-ding at all, that is to „just live their lifes“</p> <p>Group discussion: What was at stake if you decide against the system?</p> <p>Group discussion: If your state was threatend: What value must be defended at any cost?</p>	<p>read</p> <p>acting right was wrong, would be punished, even by deporta-tion, death penalty, no way back, oppression and overt per-secution</p> <p>humanistic thinking, de-mocracy, rule of law, equality, secularity,</p>

6	<p><b>Recap:</b> Recall what you have heard and learned and form a final statement on the question</p> <p>a) What makes a right decision?</p> <p>b) What makes the „White Rose“ special?</p>	<p>a) right decision: for example morally good, focuses on values, rules, laws of a rightful state</p> <p>b) opposition against a corrupt society with its education and moral, from inside, calling out crimes, misbehaviour, guilt, shame and telling others to do the same, especially to make the right decision</p>
	<p><b>Additum 1</b> - Zitat von fiance Hartnagel who expressed his wish not to make Sophie Scholl a hero/martyr by saying: „Wir sollten Sophie Scholl in unser Leben holen.“ We should take Sophie Scholl into our own lifes.</p> <p>„Discuss ways to let Sophie Scholl into our every day life!“</p>	<p>trying to make the right decision in every day life, that ist to protect the chance to make a free decision, a right decision, to protect our freedom</p>

Concept and lesson plan have been inspired by the „White Rose“ memorial lecture

„Grenze und Größe. Zum Problem der Entscheidung im Nationalsozialismus“, held by Prof. A. Wirsching at the Ludwig-Maximilian-University, Munich, on 01/27/2015; [https://www.uni-muenchen.de/aktuelles/weisse\\_rose/index.html](https://www.uni-muenchen.de/aktuelles/weisse_rose/index.html)).