

EDUCATOR'S GUIDE

THE STORY OF EVA



“Try to make your
world better.”

Be the
best you
that you can be.”

– EVA KOR

TheStoryofEva.com



EVA EDUCATION PROGRAM
PRESENTED BY

DEBORAH SIMON AND  KATZ
SAPPER
& MILLER
AND OTHER GENEROUS SPONSORS



A FILM BY TED GREEN, MIKA BROWN
AND WFYI PUBLIC MEDIA, INDIANAPOLIS



WELCOME MESSAGE



Hope • Healing • Humanity

JOIN #TEAMEVA!

WATCH

- Look for broadcasts of “Eva: A-7063” on your local PBS member station. The film is also available on Amazon Prime, Apple TV, Roku and on other Smart TVs.

SHARE

- Follow @TheStoryofEva on Facebook, Twitter & Instagram
- Join the conversation with our #TEAMEVA Facebook group
- Post photos and messages from your classroom and share how Eva’s message has inspired your students

SIGN UP

- Host a screening event in your school or community

SOW THE SEEDS

“The road to happiness is paved with acts of kindness and goodwill.”

– Eva Kor

What will you do to make the world a better place?

Start simple and grow.

THESTORYOFEVA.COM



“The Story of Eva” captures the remarkable legacy of Eva Mozes Kor. It will carry her critically important message to future generations and show, most of all, the power for good that one dedicated person can have.

We hope it will inspire you
and your students.

About the Guide

The education guide provides lesson plans surrounding 12 themes from the film. The themes and activities correspond with Indiana’s Social-Emotional Learning Competencies, the Emotional Health Education Standards from the Centers for Disease Control and Prevention and Indiana’s Employability Skills Benchmarks.

Teachers have the option to watch the 1-hour film in advance, and then select appropriate themes and activities to use. [You know your class – select appropriate lesson plans and activities to resonate with your students.](#)

Each lesson plan has the following elements:

- Quote corresponding to the theme
- Photo directly linked to video clip
- Definition of the theme
- Discussion Questions – students explore how they think and feel about the theme
- Activities – students learn how they can take action
- Development of a conscious emotional vocabulary

Themes may be used to encourage whole-class discussion, to lead teacher-guided reading groups, or to provide structure for students working either in cooperative small groups or independently. The guide is not meant to be assigned to students in its entirety.

Tips for teachers and how to foster discussion can be found on pages 13-14.



Eva Mozes Kor

At 10, she survived experiments by Nazi doctor Josef Mengele. At 50, she helped launch the biggest manhunt in history. Into her 80s, after decades of pain and anger, she traveled the world to promote what her life journey taught: HOPE. HEALING. HUMANITY.

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A Letter From Eva Mozes Kor

Dear Friends,

I came to Terre Haute, Indiana, in 1960 and settled into a traditional American lifestyle with my husband, Michael Kor, who had already become an American citizen. We eventually had two children who were raised with full knowledge of our backgrounds as Holocaust survivors. I became a United States citizen in 1965. Back then, my idea of a legacy was to make sure that our children understood the truth of our experiences in the Holocaust and lived their lives with a respect for and understanding of their history. Nobody ever really understood the pain and isolation I often felt.



Eva Kor with her son Alex.

In 1984, I founded the organization CANDLES, and with the help of my twin sister, Miriam Mozes Ziegler, we located 122 individuals who were survivors of Nazi Dr. Josef Mengele's experiments on twins. These surviving twins were spread across four continents and 22 countries. At that point I feel my new legacy began, as this action gave the Mengele Twins a new identity, and a seldom discussed chapter of the Holocaust became more publicly known. It also gave me an intense purpose in my life and became a method by which I could do more than merely exist. In 1995, the museum opened at its current physical location, 1532 South 3rd St. in Terre Haute, Indiana. Through the museum, I wanted to educate the world about forgiveness and work to prevent future genocides.

In my lifetime, I have met with former Nazis, forgiven those Nazis and others who have caused me such pain, documented the existence and operation of the gas chambers as a matter of historical record for the world to see, traveled to Auschwitz more than 25 times leading educational groups on tours, participated in the filming of multiple documentaries, written three books, delivered lectures for 40 years to approximately 1.5 million people (mostly youth), and spread my message of forgiveness as a way of personal healing and empowerment. Each and every day, I receive emails and letters from individuals sharing how they were inspired to act in their own lives because of my life experiences and personal forgiveness. I believe my legacy has grown from Holocaust education to include providing people with ideas that will allow them to be happy and free.

Above all, I want those who hear my story to always remember and try to live by four important life lessons:

- 1) Never give up on yourself or your dreams.
- 2) Treat all people with respect and fairness.
- 3) Forgive your worst enemy and everyone who has hurt you. It will heal your soul and set you free.
- 4) Think of one thing you can do to make the world better.

Eva Mozes Kor

Founder, CANDLES Holocaust Museum and Education Center

“Forgive your worst enemy. It will heal your soul and it will set you free.” – Eva Kor, Auschwitz survivor



Eva's Legacy

A letter from Ted Green

Dear Friends,

I started my story at the end.

Couldn't help myself. When your story is about a Holocaust survivor, a survivor of Auschwitz, the largest and most diabolical Nazi death camp, and when your fascination for drone footage is still in its breathless stage, you know the ending. I would have Eva Mozes Kor stand on the selection platform, where nearly all of her family had been torn away from her to be slaughtered, and slowly fly the drone up overhead to take in the breadth of the camp as Eva became a solitary, solemn speck below, swallowed, as was her life, by the evil vastness.

(Of course, we had to redo it because the first time she smiled and waved at the drone. "Solemn!" I cried out. "Solemn!" Hard to get too annoyed with a Holocaust survivor, but boy I was at that moment. At least we finally got it right.)

So I knew I had my end. But as I discovered over the next two years, following Eva around the world or just hanging out with this famous figure in her modest house and museum, there was so much I didn't know. Pretty much no one knew, until now, other than her family.

The main thing I didn't know is that Auschwitz represented only the beginning of Eva's struggles. I didn't know about the hateful antisemitism she faced as a funny-sounding immigrant in Indiana. I didn't know about the pain she harbored for decades, how she felt she was a bad mother because of it, how her confused rage in the days before the Holocaust was openly discussed nearly consumed her with a fire all its own. These are the things outsiders don't see, that don't find their way into the perfectly lit museum displays.

I didn't know that this one little woman, somewhere south of 5 feet, launched the biggest international manhunt in history. Nor, perhaps most important, did I understand how her devastation with how the manhunt ended, coupled with those decades of pain and anger and cemented by the death of her twin Miriam, how all of that laid the groundwork for the beauty to follow: Eva's forgiveness, which would define her and make her an international spokeswoman for hope, healing and humanity.

Turned out I didn't even have the end right. I hadn't gotten it at all.

So back to Auschwitz we went. And this time when the drone rose over her, and she spread her arms out and smiled, I did too. "When I come back here," Eva would explain in our interview to follow, "I don't come back as a victim. I come back as a victorious survivor."

Auschwitz is indeed where Eva's story starts and ends. But what started in tragedy ends in triumph. Not a perfect triumph, because this is real life; but the triumph of a woman who through sheer will and hope and love overcame the worst of the worst and ended up an inspiration to us all.

This is the story of Eva Mozes Kor.

Ted Green
Producer, writer, director



Mika Brown, Eva Kor and Ted Green.



Praise for "Eva: A-7063"

"'Eva: A-7063' is a powerful film that so accurately portrays Eva Kor's powerful life, her tenacity, her veracity and her inspiring personality. In a broken world she has brought healing, in a divided world she has fought for unity. At four score and four her work is not done. The power of her message embodied in her very essence of her being is not merely undiminished by the passage of time but made for ever more urgent by the time in which we live."

— **Dr. Michael Berenbaum, world's foremost Holocaust scholar**

"'Eva: A-7063' is a bold and poignant film that is a moving testament to an extraordinary survivor and her journey to self-liberation and empowerment. The movie attracted and engaged a large museum audience and delivered an important story and message."

— **Susan Abrams, Executive Director, Illinois Holocaust Museum and Education Center**

"We cannot recommend this documentary, along with the accompanying educational toolkit and discussion guide, with more enthusiasm to both Jewish and non-Jewish audiences of all ages."

— **Debra Barton Grant, CEO, Jewish Federation of Greater Indianapolis**

— **Lindsey B. Mintz, Executive Director, Indianapolis Jewish Community Relations Council**

"Incredible and inspiring!"

— **American Public Television**

"Moving, impactful and emotional."

— **South Florida Sun-Sentinel**

"Eva Kor as we've never seen her. ... The most complete portrait yet."

— **Indianapolis Star**

"This documentary is an example of how all the elements of the craft somehow come together to create a work of extraordinary power and feeling. Excellent use of archival footage. Well known narrator. Incredible testimonies. Important and impactful program of a great woman. One of the best documentaries I've seen in the competition for some years."

— **Judge in the national Gabriel Award contest ("Eva: A-7063" won first place in Human Dignity)**

"An exceptionally well-crafted tribute to a remarkable life. Bravo!"

— **David Marwell, principle author of the Justice Department's report on the Mengele investigation, and later the director at the Museum of Jewish Heritage in New York City**



Eva Kor takes the stage following the world premiere of "Eva: A-7063" at Clowes Memorial Hall at Butler University in Indianapolis.



Ted Green, Jessica Chapman and Mika Brown at the Gabriel Awards.



Praise for the Eva Educational Toolkit and Eva Virtual Reality Experience

"The (Eva Educational) toolkit really helps teachers design engaging lessons and activities, supported with the best instructional practice around the powerful themes of Eva's story. Just as importantly, teachers use it to create meaningful and authentic conversations about these themes that are student-centered. That makes this toolkit so unique, blending excellent curriculum support with a powerful guide map for connecting the profound meaning of Eva's story to students' lives."

— **Eric Heagy, Curriculum and Instruction Social Studies and World Language Coach, Indianapolis Public Schools**

Learn more about
the Eva Virtual
Reality Experience
and how you can
bring it to your
classroom on
Page 90.



"Eva Kor is a true inspiration to the students at Marjory Stoneman Douglas High School. The students were mesmerized watching the documentary as Eva Kor exemplifies such strength and resilience after all she's been through. Pain must not be wasted – we must learn from one another and share our stories in order to make this world a better place."

— **Ivy Schamis, Holocaust Education teacher at Marjory Stoneman Douglas High School in Parkland, Fla., site of a tragic school shooting in 2018**

"Anyone who has gone through Birkenau with Eva Kor had an experience they can never forget. Alas, Eva is no longer. Yet thanks for the blessings of virtual reality and the skill of Ted Green, that experience is available to us. We can hear her voice and be with her virtually in the places that were so formative. It is an unforgettable experience now available for eternity."

— **Dr. Michael Berenbaum, world's foremost Holocaust scholar**

"The overarching topics in the Educational Toolkit like 'resilience,' 'impactful action,' and 'determination' are deeply important to provoke thoughtful discussion and awareness in classrooms. The curricular impact to social-emotional learning concepts seems limitless."

— **Catherine Pangan, Butler University, Associate Professor of the College of Education**

"The VR tour of Eva Kor's experiences brought the story to the students in a way we could never have imagined possible. By hearing her voice and traveling to Auschwitz with Ms. Kor, students were able to visualize what they have been reading about and could feel the impact of being on the selection platform and in the crowded barracks. After the VR tour, students reported understanding the personal story of Ms. Kor in ways they could not have by just reading a textbook. Their discussions and reflections on her message of forgiveness were thoughtful and showed that they began to understand why Ms. Kor chose to forgive the Nazis, but never to forget. It is a lesson that my students will take with them well after this experience."

— **Emily Wleklinski, sixth grade Humanities teacher, Zionsville (Ind.) Middle School**



About the Producers

TED GREEN

Writer | Director | Producer

In 2010, Ted switched to filmmaking after 20 years as a newspaper journalist. Since then he has produced seven documentaries, most recently "Eva: A-7063."

Ted's work has won 21 regional Emmys, including Best Documentary four times; the Fourth Estate Award from the national American Legion; the Dick Schaap Award of Excellence from the Center for the Study of Sports in Society at Northeastern University; and the Servant Leadership Legacy Award from the Indianapolis Urban League.

Ted's documentaries, all co-produced by WFYI, Indianapolis' PBS affiliate, have screened in film festivals worldwide and at the Naismith Memorial Basketball Hall of Fame, and have been featured in the New York Times and Forbes.com. Ted holds a BA from Princeton University and a Masters from the Medill School of Journalism at Northwestern University.



MIKA BROWN

Co-Producer | Cinematographer



A Hoosier with a passion for social justice, Mika co-produced "Eva: A-7063." She covered five of Eva's trips to Auschwitz, earning a Telly Award for Best Documentary and a regional Emmy for Best Documentary.

As a news photojournalist, Mike has won many honors from the Indiana Society of Professional Journalists, including Best Documentary, Best News Videography and Best Coverage of Government. She works as a camera operator for ESPN, NBC Sports, CBS Sports, Fox Sports, Turner Sports and the Big Ten Network.

WFYI PUBLIC MEDIA, INDIANAPOLIS

Producer

WFYI Public Media's mission is to empower, educate, entertain and connect our community through impactful journalism, inspiring stories and lifelong learning. Since 2004, WFYI has received 295 Emmy nominations and 124 Emmys for its productions. The Eva project is WFYI's seventh collaboration with Ted Green Films, and with each film, the scope has broadened. We expect "Eva: A-7063," with its international scope and timely message, to inform and inspire youth and adults across the globe. We are actively engaging our community and encouraging people to take action in response.



About the Guide

Beth Nairn

Guide Co-Creator | Teacher

Beth Nairn created this guide in 2018. She has taught 6th grade in public school for over 25 years with the Spencer-Owen Community School Corporation. She was a member of the CANDLES Holocaust Museum Board of Directors for seven years, and now serves the museum in a volunteer capacity, planning its excursions to Auschwitz and Romania.



Epha Riche

Guide Co-Creator | WFYI

Epha Riche spent more than 20 years in newspapers as a reporter, copy editor, design director and marketer before joining the staff of WFYI in 2017 as the Distribution and Impact Manager for the Eva project. She oversaw the education and outreach efforts for the project, and created this guide and the discussion guide for the feature-length documentary. She now serves as the Marketing Manager for WFYI.



Jessica Chapman

"Eva: A-7063" Distribution and Impact Manager | WFYI

Jessica works to spread Eva Kor's message and inspiration through broadcasts of "Eva: A-7063," screening events, the Eva Educational Toolkit and the new Eva Virtual Reality Traveling Exhibit. You can contact Jessica at jchapman@wfyi.org.

CANDLES Holocaust Museum and Education Center

Impact & Education Partner

CANDLES Holocaust Museum and Education Center shines a light on the story of the Holocaust and Eva Kor to illuminate the world with hope, healing, respect and responsibility. Visit candlesholocaustmuseum.org.

Peace Learning Center

Impact & Education Partner

Peace Learning Center educates, inspires and empowers people to live peacefully. Our vision is to build a community of peace where respect is primary and justice is real. Through the modeling of behaviors, community collaboration, and by providing services, we value peaceful resolution of all conflicts, strength of diversity in our community, the potential of youth, and responsible stewardship of the environment and community resources.



Our Sponsors

Deborah J. Simon

Deborah J. Simon has championed educational initiatives for decades, including as Chairperson of the Simon Youth Foundation. The SYF works nationally to assure that all youth, no matter their personal circumstances, have the opportunity to pursue their dreams through education.

Katz, Sapper & Miller

Katz, Sapper & Miller is a proud supporter of the Eva Outreach and Education Program. For over 75 years, we have met the accounting, tax, and consulting needs of our clients by putting people first. Hiring the best and the brightest. Fostering a culture of collaboration. Investing in the communities we serve. We ensure every client's greatest success by not losing sight of what has allowed us to achieve ours – caring about the work, caring about who we work for, and caring about each other. For more information, visit ksmcpa.com.



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and other generous sponsors

Impact Partner

Jim Bisesi

Jim is the president of Ascent XR, which creates Augmented Reality (AR), Mixed Reality (MR) and Virtual Reality (VR) applications for businesses that want to lead the way with technology.

Jim helped create the Eva Virtual Reality Tour, a complementary piece to the Eva Education Program. To learn about the Eva VR Tour, go to www.thestoryofeva.com/education/vr





This guide is an invitation to dialogue. To listen. To discover our shared struggles even when our stories differ. To explore the fullness of forgiveness and the possibility of peace. To celebrate the human spirit.
To make the world a better place.

Introduction to the film and conversation

This guide is an invitation to discover the power of human connection. It is specifically designed for educators who want to engage students, colleagues or communities in conversation. It uses Eva Kor – and the themes that emerge from her life's work – as home base.

In contrast to conversations that foster debates in which participants try to convince one another that they are right, this guide fosters a spirit of openness, where students try to understand one another and expand their own thinking.



Film Synopsis

As a child, Eva Mozes Kor fought through and survived some of the worst the Holocaust had to offer – being experimented on as one of the Auschwitz “Mengele twins.” After decades of internal torment and pain, often resulting from living through the unimaginable, she forgave the Nazis. Eva later emerged as arguably the best-known and most-active Holocaust survivor in the world. Until her passing at age 85, she urgently circled the globe to deliver a message of self-empowerment. While her early advocacy work zeroed in on the atrocities of the Holocaust, she came to believe her message of healing could help anyone living through difficult circumstances, including discrimination and bullying. Youth and young adults have taken her message to heart.

The film captures this remarkable legacy, carries Eva's critically important message to future generations and shows, most of all, the power for good that one dedicated person can have. It serves as a tool to discuss difficult history – for those who lived through it, for loved ones and younger friends who heard their stories, and for those who can't fathom that such a world once existed. It helps viewers discover shared values. It encourages peace and kindness.

The film's goal, and the goal of this discussion, is to engage as many viewers as possible in a big-picture conversation about discrimination – from genocide and racial hatred to everyday playground politics that plague so many children today – and how to heal from it. It hopes to engage viewers in connecting with the themes of the film. It raises questions about our personal responsibility to “be the change” we each want to see in the world, and whether to “hate back” or to “extend love” in difficult times.

For Eva, this film was as much a legacy as her advocacy work. Because of its importance to her, she shared difficult feelings, including her own pathos while struggling for acceptance and how lonely her journey often felt. She was vulnerable to viewers as she publicly shared some memories and emotions for the first time.



How Students Might Benefit from this Discussion

Stories like “Eva: A-7063” are important to tell, but why? As the youngest Holocaust survivors reach their later years, new audiences need to hear their voices. Their stories can help students explore the deep complexities behind forgiveness, discrimination and survival; can inform how we respond to and live with our own personal histories; and can help us explore how easy it might be for any past to become the present. And they let us answer the question: Can one person, doing small things every day, actually change a tide?

“Eva: A-7063” has something for everyone.

Our Hope for your Discussion

This guide helps people actively listen to each other, incubate ideas and explore challenging topics. It supports reflection. It invites positivity and curious attention.

Takeaways will be as varied as the people viewing. Both adults and youth will connect Eva’s story to their own personal stories. Some will walk away emotionally connected to the terror faced by millions of European Jews. Others may walk away questioning what they have done or could do to take a stand on current issues or add more positive value to the community around them.

Eva’s specific story is the story of a young Jewish girl whose life was dramatically altered at the hands of a culture that dehumanized her. But her broader story and experience is the story of suffering, personal redemption and healing that all humans wrestle with.

The film does not prescribe a right individual or collective response to terror, brutality, racism or genocide, but does invite viewers to consider what might be gained or lost by any one response. More than anything, it chronicles a lifelong journey of one person to find the response that helped her the most.

As students find their own meaning in the film, we hope they link intellect and heart. We hope your discussion offers space for viewers to find their own answer to “What next?”



As students find their own meaning in the film, we hope they link intellect and heart. We hope your discussion offers space for children to find their own answer to “What next?”



Teacher Tips and Guidance

This section will help you lead an active and interesting dialogue. In it, you'll find tips from expert facilitators. In the Additional Resource section, you will find background information and an eclectic mix of activities your class can do after the conversation. These ideas can help people leave the room feeling energized and optimistic, even if your conversation was difficult or heavy.

Facilitating any Film-Based Conversation

Before showing the film to your class, clarify in your own mind what you want out of the discussion.

Why are you showing this film? Why do you want to talk about it? What do you hope will be gained from it? Choose themes that achieve this hope. Become familiar with your goals and plan.

Balancing Time and Good Questions

- **Keep your goals in mind.** *How much time do you have for this conversation and activities? Is it reasonable for the conversation you want to have?* Choose themes and activities that will best achieve your goals within your allotted time. A few excellent questions will often bring forth better discussion than many questions.
- **When time is very limited, a group of five offers better conversation than a group of 15.** If you only have 20 minutes and a large group, divide into small groups of four or five viewers. Ask each group the same questions. (Mixing small groups is ideal.)
- **How much time do you want to devote to each question?** If you have three great questions, you may want 15 minutes for each. You might prefer two easy questions that pave the way for one or two deep questions.

Managing the Quality or Tenor of Film-based Conversation

- **Take special care not to push students too far on self-disclosure.** Some audiences, including youth, may have little experience talking publicly about their own ideas or connections with the film. People from some

Before showing the film to your class, clarify in your own mind what you want out of the discussion.

Why are you showing this film? Why do you want to talk about it? What do you hope will be gained from it?



cultural or religious backgrounds may worry about retaliation or embarrassment from judgment by someone from a different background. Answers may be short and sweet.

Try re-framing questions to allow viewers to make an observation about their peer group, not themselves. (For example, ask what scares most of their neighbors rather than what scares them.) The tone of your voice and the way you present yourself will let viewers know it's a safe space for being honest and kind to one another.

- **Don't force every viewer to respond to every question. Work toward hearing from everyone sometime during the conversation.**

Watch for those who are always the first to respond or dominate. Watch for those who seem afraid to share, but also seem to have a thought. They may be waiting for your gentle invitation. Over the course of the discussion, invite each person to share at least once.

- **Create and share a few non-verbal rules ahead of time if you worry about losing control of the conversation.**

Establish a non-verbal cue like hand-to-heart when someone empathizes with something said. This allows children to connect without someone repeating a similar comment. Or, agree that when someone raises his or her hand, the group will take a collective deep breath.

- **Create an atmosphere in which students feel safe, encouraged and respected.** Controversial topics often make for excellent discussions. But they can also give rise to deep emotions and the expression of strongly held beliefs. If you set the right tone, students will likely be willing to share their ideas openly and honestly – and move past difficult moments with grace.

How to Segment the Film and Conversation

Common Screening Options

Some classes will prefer to watch the 1-hour screening edition of the film and discuss it in one session. The film has three distinct parts, so you also could watch it over two or three days with very natural pauses. Please note that the three parts are not equal length. Set reasonable expectations for the conversation and activities based on how much time you have.

Exploring Themes

A theme may be used to encourage whole-class discussion, lead teacher-guided reading groups, or to provide structure for students working either in cooperative small groups or independently. The guide is not meant to be assigned to students in its entirety.

The education guide provides lesson plans surrounding 12 themes from the film. Each lesson plan has the following elements:

- Quote corresponding to the theme word
- Photo, which links online to a brief, 1-3 minute video excerpt from the film
- Definition of the theme word
- Discussion Questions – Students explore how they think and feel about the theme
- Activities – Students learn how they can take action
- Development of a conscious emotional vocabulary

Teachers have the option to watch the film in advance, and then select appropriate themes and activities to use. You know your class – select appropriate lesson plans to resonate with your students.



Your Brain and Emotions

As a child, Eva Kor experienced traumatic events that even into adulthood caused the part of the brain called the amygdala to react. One such event took place in the U.S. Capitol Rotunda at a ceremony for Holocaust Remembrance Day in 1986. When approached by Capitol Police Officer David Wells, Eva began screaming and slumped to the ground, causing Wells and an undercover officer to remove her. Wells later said it seemed that Eva had a flashback and thought he was part of the Gestapo, the Nazis' secret police. Clearly, to those present, Wells was not a member of the Gestapo, but Eva's amygdala had received the "fight or flight" command, and fear had taken over.

It was not until 2017 when Eva met Mr. Wells that she was able to face this dark chapter of her life and deal with the emotions it presented.

How does our brain participate in our social/emotional self?

Liberman et al, 2017 states that simply naming feelings begins to soothe the amygdala (a set of neurons isolated deep within the brain's temporal lobe) and reduce emotional reactivity.

Stimuli, especially fear, can reach the amygdala before an individual can be consciously aware that it has happened. This can explain an individual's immediate reaction in a dangerous situation.

In addition, the amygdala seems to be an important part of the brain regarding memories associated with fearful or highly emotional life events. It has also been suggested that an overactive amygdala is associated with anxiety and depression.

Recent studies also indicate that the amygdala plays an important role in positive emotional experiences.



Things students need to understand about their emotions:

- More than one emotion can be felt at a time.
- Some people experience emotions at different levels than other people.
- You might not always be able to describe your emotions.
- It is important to talk about your emotions with someone you trust.
- Emotions are a response to situations and sometimes those situations have significant impact on the individual.

Things teachers/adults need to understand about emotions:

- A child's learning is affected by unmanaged emotions.
- Emotions can raise a child's stress level, inside or outside of the classroom.
- Research over several decades has shown that children excel academically if they've learned positive social and emotional skills.
- When you make children in your classroom aware of the social/emotional expectation and then model those skills, you set a clear standard for behavior.
- A positive social/emotional learning environment isn't free from conflict.



My Personal Strength Pre-Evaluation

Evaluate your level of personal strength in each category, 1 being the lowest indicator and 5 being the highest.

	1	2	3	4	5
HOPE	☆	☆	☆	☆	☆
ACCEPTANCE	☆	☆	☆	☆	☆
RESPECT	☆	☆	☆	☆	☆
EMPATHY	☆	☆	☆	☆	☆
SENSE OF BELONGING	☆	☆	☆	☆	☆
BRAVERY & COURAGE	☆	☆	☆	☆	☆
DETERMINATION, PERSEVERENCE & TENACITY	☆	☆	☆	☆	☆
HEALING, EMPOWERMENT & EMOTIONAL FREEDOM	☆	☆	☆	☆	☆
FORGIVENESS	☆	☆	☆	☆	☆
AMBITION	☆	☆	☆	☆	☆
RESILIENCE	☆	☆	☆	☆	☆
INSPIRATION	☆	☆	☆	☆	☆
CONFLICT MANAGEMENT	☆	☆	☆	☆	☆
I feel empowered to advocate on behalf of myself and others.	☆	☆	☆	☆	☆
I believe that my decisions have an impact on others.	☆	☆	☆	☆	☆



My Personal Strength Post-Evaluation

Evaluate your level of personal strength in each category, 1 being the lowest indicator and 5 being the highest.

	★ 1	★ 2	★ 3	★ 4	★ 5
HOPE	★	★	★	★	★
ACCEPTANCE	★	★	★	★	★
RESPECT	★	★	★	★	★
EMPATHY	★	★	★	★	★
SENSE OF BELONGING	★	★	★	★	★
BRAVERY & COURAGE	★	★	★	★	★
DETERMINATION, PERSEVERENCE & TENACITY	★	★	★	★	★
HEALING, EMPOWERMENT & EMOTIONAL FREEDOM	★	★	★	★	★
FORGIVENESS	★	★	★	★	★
AMBITION	★	★	★	★	★
RESILIENCE	★	★	★	★	★
INSPIRATION	★	★	★	★	★
CONFLICT MANAGEMENT	★	★	★	★	★
I feel empowered to advocate on behalf of myself and others.	★	★	★	★	★
I believe that my decisions have an impact on others.	★	★	★	★	★



“I was a little girl looking up to the sky. And you gave me hope to live one more day.”

– Eva Kor speaking of the time she witnessed an American airplane flying over Auschwitz



A rainbow shines over Auschwitz in 2017.

DEFINITIONS BY MERRIAM-WEBSTER:

HOPE – v. To cherish a desire with anticipation; to want something to happen or be true.

HOPELESSNESS – n. Having no expectation of good or success.

Discussion Questions:

- When you hear the term “hope,” what does it mean to you?
- When you hear the word “hopelessness,” what does it mean to you?
- What is it about today’s world that gives you the most hope?
- What is it about today’s world that makes you long for hope?
- In what ways do human beings give one another hope in their everyday lives?



HOPE For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on page 20.

Create two columns on a piece of paper. In one column, list things or situations that instill a sense of hope in your life. In the other column, list things that cause you to feel a sense of hopelessness.

Then, choose a collaborative partner and pick one of the things causing you a sense of hopelessness. Discuss this situation with that partner, develop a plan of action for how you are going to turn hopelessness into hope, and set a goal for yourself in terms of turning that plan into reality.

Write your goal on a piece of paper that you carry with you as a reminder about your plan to find hope in something.

Activity 2

If needed, a blackline master for use with this activity can be found on page 64.

What impactful action can you perform to instill hope in yourself or someone else?

Reflect upon how these actions impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words could you use to describe the feelings of hope or hopelessness?

What "emotional vocabulary" can be added to your chart for hope?



HOPE For more ideas and grade-level question suggestions, visit pages 80-84.

WHAT GIVES
YOU HOPE?

WHAT CAUSES YOU
HOPELESSNESS?

OTHER IMPORTANT THOUGHTS:

MY GOAL:



“The kids started calling us names, Miriam and me, ‘Dirty Jews.’ And I was very shocked to hear that from them – these were kids I played with in the village! Then they began spitting on us, taunting us and beating us in the face...”

- Eva Kor, recalling acts of discrimination in her village school



Family photo of Eva and Miriam (far right), and their siblings and cousins in 1943.

DEFINITIONS BY MERRIAM-WEBSTER:

ACCEPTANCE – n. The quality or state of being accepted.

DISCRIMINATION – n. A prejudiced outlook, action or treatment.

Discussion Questions:

- Despite obvious differences, do you think people are generally the same?
- Have you been subjected to racism or discrimination? When? How?
- Are you a member of a religious or other community? How do the members of your community view, discuss or treat members of other communities?
- When someone around you makes a racist/discriminatory joke or comment, are you comfortable speaking out or do you remain silent? Why?
- Is racism present in your community? What have you noticed that would be considered racist or discriminatory?
- What are other ways people are different? In what other ways might people be uncomfortable because they are different?
- Is there a specific group that you believe suffers from the least amount of targeted discrimination/racist acts? Are you part of that group? If not, do you have feelings of jealousy or resentment toward them?
- Is the level of racism/discrimination in today's society increasing or decreasing? What leads you to this conclusion?
- Where do you feel most accepted? Why?



ACCEPTANCE For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on page 23.

Purpose: To consider issues of "insiders" and "outsiders" and how social groups are formed.

Time it takes: 30 minutes

What you need: About five sets of round stickers in assorted colors, sizes

How it's done:

1. Have participants close their eyes and place one or more stickers on each person's forehead.
2. Choose 1-2 people to receive a sticker that's a different color or size from anyone else in the group. Give everyone else a dot that matches the dots of at least two others in the group. The size of the color groups can vary.

3. Have participants open their eyes. Tell participants to arrange themselves as they think best, without talking. Do not use the word "group" or refer to the color of their dots.

4. **Debrief:** When the groups have formed, debrief with questions:

How did you decide to arrange yourselves?

How did you feel about the arrangement?

For the ones who were unique, how did you feel when you could not find a group?

How did you resolve the issue of where to belong?

Did it occur to anyone to invite the "different" ones into their group? Why or why not?

Does this have anything to do with real life?

How can the existence of different groups or cliques lead to violence?

When are groups good, and when are they harmful?

What is good about belonging to a group?

Activity 2

If needed, a blackline master for use with this activity can be found on page 64.

What impactful action can you perform to help someone feel accepted? Reflect upon how these actions impact you and others.

Activity 3

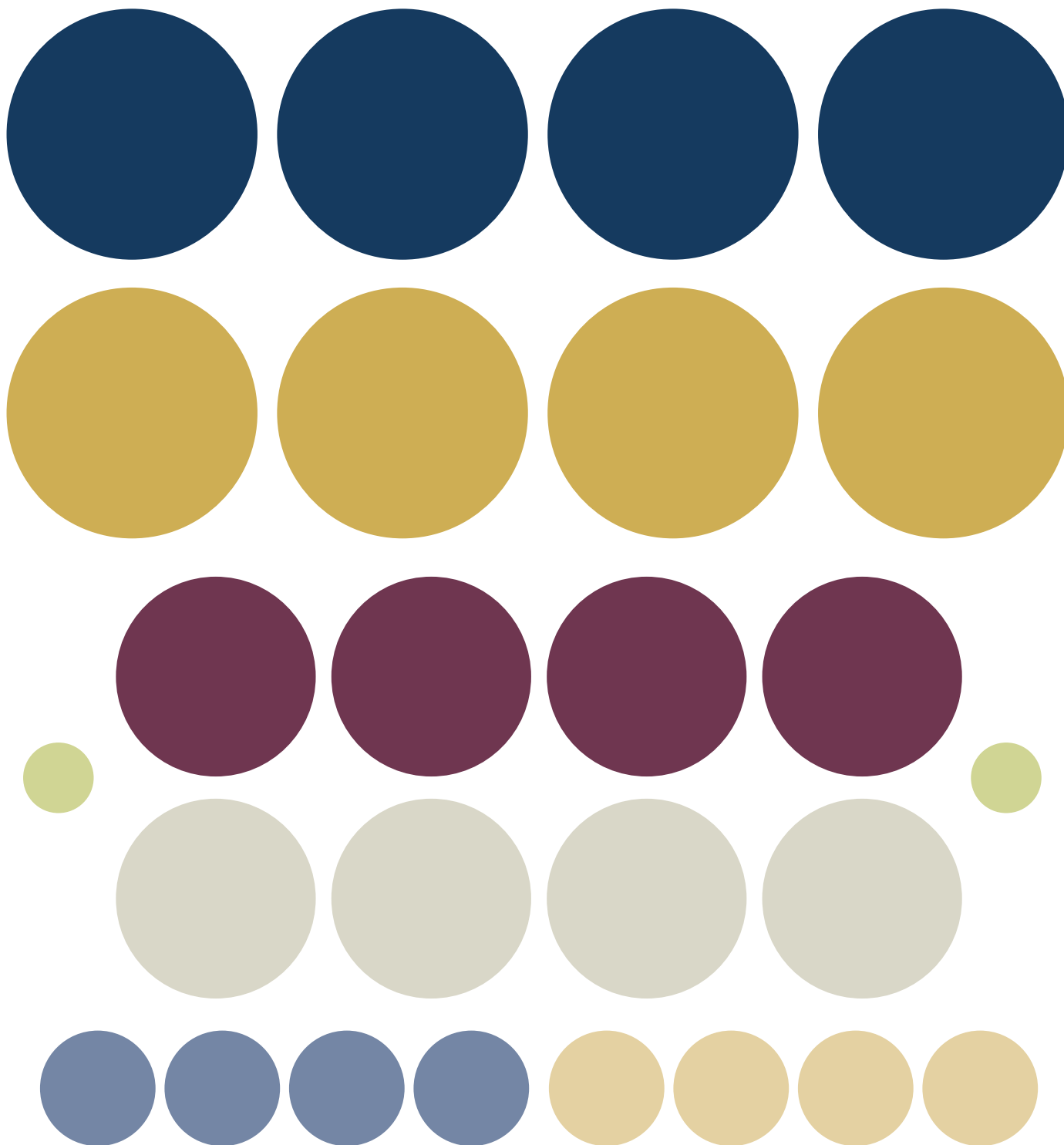
If needed, a blackline master for use with this activity can be found on page 68.

What words can you use to describe how it feels to be accepted?

What "emotional vocabulary" can be added to your chart for acceptance?



ACCEPTANCE For more ideas and grade-level question suggestions, visit pages 80-84.





“She was made fun of, nobody respected her, and I think she didn’t feel a sense of purpose, a sense of value.”

- Alex Kor, son of Eva Kor, speaking about some of his mother’s darkest times



Eva Kor is disconsolate at a meeting in Israel in 1989.

DEFINITIONS BY MERRIAM-WEBSTER:

RESPECT – n. High or special regard.

DISRESPECT – n. To lack special regard or respect for.

Discussion Questions:

- What does it feel like to be respected?
- What does it feel like to be disrespected?
- What are some respectful behaviors?
- Is respect something to be earned or given freely?
- Think about a time someone disrespected you. How did it make you feel?
- How do you think respect/disrespect affects your community?
- How do you think respect/disrespect affects the world?
- Is it hard to respect someone who is very different from you?
- What are the advantages to treating someone with respect?
- Do you show respect to family differently than you do to strangers?



RESPECT For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on page 26.

Complete the self-evaluation about respect on page 26. Evaluate your answers for which response surprised you the most and which surprised you the least.

Then, challenge yourself to change a behavior that is not as helpful or useful.

Activity 2

If needed, a blackline master for use with this activity can be found on page 64.

What impactful action can you perform to make someone feel respected?

Reflect upon how these actions impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What other words could you use when describing how it feels to be respected?

What “emotional vocabulary” can be added to your chart for respect?



RESPECT For more ideas and grade-level question suggestions, visit pages 80-84.

Self-Evaluation for Respect

True	False	
_____	_____	I speak up when someone says something disrespectful.
_____	_____	I do not ridicule people or make them feel shame.
_____	_____	I treat people with courtesy and dignity.
_____	_____	I believe that all people deserve respect.
_____	_____	I do not like it when I feel someone has been disrespectful toward me.
_____	_____	I talk about people behind their backs.
_____	_____	If someone is disrespectful to me, it is OK to be disrespectful to them.
_____	_____	I can disagree with someone and still respect them.
_____	_____	If I am polite and considerate, I am respectful.

The answer that surprised me the most was:

The answer that surprised me the least was:

The behavior I want to change about myself in order to become more respectful is:



RESPECT For more ideas and grade-level question suggestions, visit pages 80-84.

Historical photo for Respect



Eva Kor often consoled students, instilling the lessons and hope she learned along her journey into their lives.



“Even if she was disruptive, even if it was somewhat abnormal and discomforting for everybody there ... she’s a Holocaust survivor.

At the Holocaust memorial event, in the nation’s capitol.”

- Stephen D. Smith, Executive Director of the USC Shoah Foundation, on Eva’s arrest in 1986
in the Capitol Rotunda



Eva Kor is dragged from the Capitol Rotunda after attempting to hold up a protest sign in 1986.

DEFINITIONS BY MERRIAM-WEBSTER:

Empathy n.

The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.

DISCUSSION QUESTIONS:

- How is empathy different than pity? Than sympathy?
- How do you learn empathy?
- How do people benefit from empathy?
- In what ways is empathy missing in our society?
- Is there a time when you found it difficult to empathize with someone?
- Where have you witnessed empathy?
- Can you think of times when it’s possible to be too empathetic?
- In what jobs are empathy necessary?



EMPATHY For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on page 30.

Using the organizational chart “Considering Empathy When Making Decisions” on page 30, think about a recent choice you had to make. Then, consider the consequences of this decision on yourself and others.

Which was the most difficult part of this chart to complete? Why was it difficult?

Activity 2

If needed, a blackline master for use with this activity can be found on page 65.

What impactful action can you perform to show empathy for someone?

Reflect upon how these actions impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What other words could you use when you realize someone needs you to be empathetic?

What “emotional vocabulary” can be added to your chart for empathy?



EMPATHY For more ideas and grade-level question suggestions, visit pages 80-84.

Considering Empathy
when Making Decisions

What is a choice you recently had to make? What were you trying to choose between?	
What was your choice/decision?	
What were the consequences of this decision for yourself?	
What were the consequences of this decision for others?	

Which was the most difficult part of this chart to complete and why?



“The emotional isolation that we as survivors had ... One would think that we would commiserate together. There was no such thing.”

- Eva Kor, explaining how isolated she felt in dealing with her trauma



Russian propaganda photo of children taken after the liberation of Auschwitz in 1945. Eva Kor is pictured at far right.

DEFINITIONS BY MERRIAM-WEBSTER:

SENSE OF BELONGING n. A close or intimate relationship.

ISOLATION n. To set apart from others.

DISCUSSION QUESTIONS:

- What are ways that people develop a sense of belonging?
- When people are isolated how might they feel?
- Can you think of times when you felt isolated?
- Has anyone made a significant impact on you when you were experiencing isolation? How?
- What could you do to help someone who feels isolated?
- What could you do to help someone fit in and feel like a part of your social circle?



SENSE OF BELONGING

For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on pages 33 and 34.

THE WRITE AROUND

(From <https://positivepsychologyprogram.com> and <https://www.edutopia.org/blog/kindness-lesson-plan-rebecca-alber>)

Using sentence starters, students will write positive things about other students in their cooperative learning group. See specific directions on page 33.

Activity 2

If needed, a blackline master for use with this activity can be found on page 65.

What impactful action can you perform that would give someone a sense of belonging?

Reflect upon how these actions impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words can you use to describe how it feels to belong and be accepted by others?

What "emotional vocabulary" can you add to your chart for sense of belonging?



SENSE OF BELONGING For more ideas and grade-level question suggestions, visit pages 80-84.

Directions for Activity 1 - The Write Around

(From <https://positivepsychologyprogram.com> and <https://www.edutopia.org/blog/kindness-lesson-plan-rebecca-alber>)

Pass out the handouts on page 34 and ask each student to write only his or her name at the top of the paper. Collect the handouts and pass them out again, randomly this time. Make sure each student receives a different student's handout.

Instruct the students to be silent for a few minutes while they write something about the person whose handout they received. They can respond to just one sentence stem or several, if they have more good things to say about their person.

After the few minutes are up, have each student pass the handout to another student (not the handout's owner, yet). Encourage the students to complete whichever sentence stem resonates with them, whether another student has completed it or not.

After doing a few rounds of this, pass all of the papers back to their owners and give them a chance to read all of the nice things their peers have written about them.

If you'd like to continue the good feeling, you can ask for volunteers to share one or two of the positive things on their handout. It will make the reader and writer feel good, and encourage everyone to be a little more positive.



SENSE OF BELONGING For more ideas and grade-level question suggestions, visit pages 80-84.

The Write Around

Complete these sentence starters (Alber, 2017) by writing about the person whose name is written below.

Name _____

One idea I've gotten from you is...

I really like your personality because...

I know I can count on you when...

I really appreciate when you...

Some adjectives that describe you are...

I am impressed by the way you...

I look forward to seeing you because...



“And when you see somebody like Eva extending forgiveness in this way, or people in South Africa in the wake of apartheid, or murder victims in the U.S., it challenges us, because no longer can we say it’s unimaginable. We have to say, ‘I don’t have that courage.’”

– L. Gregory Jones, author of “Embodying Forgiveness”



During a trip to Auschwitz, Eva Kor shares her message of hope, healing and forgiveness with German girls.

DEFINITIONS BY MERRIAM-WEBSTER:

BRAVERY n.

Quality or state of having or showing mental or moral strength to face danger, fear, or difficulty.

COURAGE n.

Mental or moral strength to venture, persevere and withstand danger, fear or difficulty.

COWARDICE n.

Lack of courage or firmness of purpose.



BRAVERY & COURAGE

For more ideas and grade-level question suggestions, visit pages 80-84.

DISCUSSION QUESTIONS:

- How do people show courage?
- Are courage and bravery the same thing, or different things?
- Is it easier to be brave or courageous when in a group of friends or alone?
- What are the different types of courage? (Moral, Intellectual, Spiritual, Emotional, Social, Physical, etc.)
- How do the types of courage differ from one another? How are they alike?
- In what situation might you need a different type of courage than you are usually called upon to have?
- How does courage, cowardice or bravery affect your decision-making?
- Do courage and bravery mean there is an absence of fear?
- Do strong people experience cowardice? How? Why? When?

Activity 1

If needed, a blackline master for use with this activity can be found on page 37.

Students will complete the self-assessment activity on page 37 regarding courage, bravery, and cowardice. It is important to help students realize that answering no to any question doesn't make them a coward.

Activity 2

If needed, a blackline master for use with this activity can be found on page 65.

What impactful action can you perform that would help someone find their own courage?

Reflect upon how these actions impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words could you use to describe how you feel when you are brave or courageous?

What "emotional vocabulary" can be added to your chart for courage?

Activity 4

If needed, a blackline master for use with this activity can be found on page 38.

TYPES OF COURAGE

Using the chart on page 38 describe a situation where a different type of courage might be needed. Switch papers with a neighbor. After reading their responses, discuss how your answers are alike and how they are different.



BRAVERY & COURAGE For more ideas and grade-level question suggestions, visit pages 80-84.

Do I have what it takes?

True	False	
_____	_____	Will I take a stand for something, even if I'm alone?
_____	_____	Do I respond differently to situations, depending on who is with me?
_____	_____	Will I publicly defend my beliefs?
_____	_____	Do I often succumb to peer pressure to avoid conflict?
_____	_____	Do I stand up to bullies in defense of others?
_____	_____	Will I be OK if my friends turn their backs on me for taking a stand for a cause they don't believe in?
_____	_____	Am I willing to put myself at risk of physical harm to help another human being in a time of peril?
_____	_____	Am I willing to challenge a peer in conversation as a way to encourage him or her to think differently or more inclusively?
_____	_____	Does making a decision requiring courage or bravery cause me to sometimes experience fear?



BRAVERY & COURAGE For more ideas and grade-level question suggestions, visit pages 80-84.

MORAL COURAGE	
EMOTIONAL COURAGE	
PHYSICAL COURAGE	
SPIRITUAL COURAGE	
SOCIAL COURAGE	
INTELLECTUAL COURAGE	
OTHER COURAGE	



BRAVERY & COURAGE For more ideas and grade-level question suggestions, visit pages 80-84.

Historical photo for Bravery & Courage



Eva Kor goes on a hunger strike in Israel to protest the disregard for the investigation of Dr. Mengele.



“I mean, how many letters did she write to how many journalists until one picked up the phone and called her? I don’t know! Most people would have given up. Or most people actually wouldn’t even have tried.”

–Lucette Lagnado, author of “Children of the Flames” and a longtime Wall Street Journal reporter



Eva Kor protests at a survivor conference in Philadelphia in 1985.

DEFINITIONS BY MERRIAM-WEBSTER:

DETERMINATION n. Firm or fixed intention to achieve a desired end.

PERSEVERANCE n. Continued effort to do or achieve something despite difficulties, failure, or opposition.

TENACITY n. The quality of being persistent in maintaining, adhering to, or seeking something valued or desired.



DETERMINATION, PERSEVERANCE & TENACITY

For more ideas and grade-level question suggestions, visit pages 80-84.

DISCUSSION QUESTIONS:

- How does indifference undermine perseverance, tenacity or determination?
- How does failure foster determination, perseverance or tenacity?
- What are characteristics of determined people?
- What are characteristics of tenacious people?
- When is it right to quit something? What have you quit and do you think it was the right thing to do?
- What proves most helpful when you are inclined to give up instead of persevering? Why?

Activity 1

If needed, a blackline master for use with this activity can be found on page 42.

STRENGTHS AND WEAKNESSES

Students will use the T-chart on page 42 to list their top three strengths and weaknesses. Then they will choose their strongest strength and weakness and evaluate why they believe these to be the situation.

Activity 2

If needed, a blackline master for use with this activity can be found on page 66.

What impactful action can you perform that would help someone find their determination to persevere in a difficult situation?

Reflect upon how these actions impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words could you use to describe how you feel when you are determined?

What "emotional vocabulary" can be added to your chart for determination, perseverance and tenacity?

SKILLS ASSESSMENT

THINGS I DO WELL

THINGS TO IMPROVE

How can you make progress toward the things you want to get better at?



“Most of all, Eva’s forgiveness is about self-healing and self-empowerment — shedding the emotional and psychological burden of what happened to her, and with that, the Nazis’ control over her as well. This way, she says, she is free to resume her life without anger or pain.” – “The Story of Eva”



Eva Kor leads a tour group to reenact the liberation walk at Auschwitz.

DEFINITIONS BY MERRIAM-WEBSTER:

HEALING adj.

The process of getting well.

EMPOWERMENT n. The state of being empowered to do something; the power, right or authority to do something.

EMOTIONAL FREEDOM n. DEFINITION BY JUDITH ORLOFF, MD.: How to liberate yourself from negative emotions and create a positive life.



HEALING, EMPOWERMENT & EMOTIONAL FREEDOM

For more ideas and grade-level question suggestions, visit pages 80-84.

“And then she said, forgive – not for them, but for you. And, it made all the difference. Just forgiving, like all this weight on my shoulders just went away.

And she did that for me, and it's the biggest thing anyone's ever done.”

- Catrinna Wimsatt, student, speaking of Eva Kor's impact on her own path to emotional freedom

DISCUSSION QUESTIONS:

- Does someone have the right to be free from the emotional pain inflicted upon them by someone else? Why or why not?
- Is emotional freedom a choice? Why or why not?
- How does society contribute to your emotional freedom and healing?
- How does being powerless over your own situation make you feel?
- Does someone who feels self-empowerment have a better chance to heal emotionally? Why or why not?
- What is the most effective thing for you to focus on to ensure your own emotional freedom from a difficult situation?
- How do negative people affect your emotional health?

Activity 1

If needed, a blackline master for use with this activity can be found on page 45.

Students will use the dove templates on page 45 to create their own set of Doves of Healing, Empowerment and Emotional Freedom. These can be put on a loose-leaf ring to create a set. As an extension to the activity, students can compare their needs for comfort in a similar situation.

Activity 2

If needed, a blackline master for use with this activity can be found on page 66.

What impactful action can you perform that would help someone become empowered or find healing/emotional freedom? Reflect upon how these actions impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words could you use to describe how it feels to be healed, empowered and emotionally free?

What “emotional vocabulary” can be added to your chart for healing, empowerment and emotional freedom?

Activity 4

If needed, a blackline master for use with this activity can be found on pages 60-61.

Write an I-message that addresses a conflict you've recently had with someone.



HEALING, EMPOWERMENT & EMOTIONAL FREEDOM

For more ideas and grade-level question suggestions, visit pages 80-84.

DOVES *of* Healing, Empowerment and Emotional Freedom

Sometimes people don't know what to do when someone is feeling sad, helpless, overwhelmed by emotions or emotionally damaged by the actions and events in their lives. Use these doves of healing, empowerment and emotional freedom to help express how people can help you with a tough situation.

WHEN I _____

I AM FEELING _____

I NEED _____

EXAMPLE:

WHEN I __ CRY,

I AM FEELING __ SAD.

I NEED __ SOMEONE TO TELL ME
THAT EVERYTHING WILL BE OK.

WHEN I _____

I AM FEELING _____

I NEED _____



“I went home, closed the door, picked up a dictionary, made a list of 20 nasty words which I read clear and loud to that make-believe Mengele in my room. And then I said, in spite of all that, ‘I forgive you.’”

- Eva Kor, speaking about how she began her forgiveness process.



Eva Kor returns to Auschwitz with former Nazi doctor Hans Munch for the 50th anniversary of the liberation on Jan. 27, 1995. Eva announces that – in her name only – she forgives the Nazis.

DEFINITIONS BY MERRIAM-WEBSTER:

FORGIVENESS n.

Release from the guilt or penalty of an offense.

Discussion Questions:

- What is your initial reaction to the concept of forgiveness and why?
- Why do you think it is difficult to forgive those who have hurt you?
- What “events” in your life might be indications that you haven’t fully forgiven past hurts?
- Does the unwillingness to forgive make a person a victim?
- How might the feelings of being unforgiving affect a person’s emotional wellness?
- Are there people who you feel have so deeply hurt you, that you feel it is impossible to forgive them?
- How are forgiving and forgetting two different concepts?
- On a scale of one to 10, with 10 being totally patient and kind, how would you rate your ability to forgive? What keeps you from rating yourself higher on the scale?
- Does it matter if the person you are forgiving will never alter his or her behavior? Why or why not?



FORGIVENESS For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on page 48.

LETTER OF FORGIVENESS

Each student should write a letter of forgiveness to someone against whom he or she is harboring bad feelings. Stress that this letter is only for the person writing the letter. It should not be given to the person to whom it is addressed. It is symbolic only.

Activity 2

If needed, a blackline master for use with this activity can be found on page 66.

What impactful action can you perform that would help someone forgive his or her perpetrator? Reflect upon how these actions can impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words do you think of when you hear "forgiveness"?

What "emotional vocabulary" can be added to your chart for forgiveness?



FORGIVENESS For more ideas and grade-level question suggestions, visit pages 80-84.

DIRECTIONS:

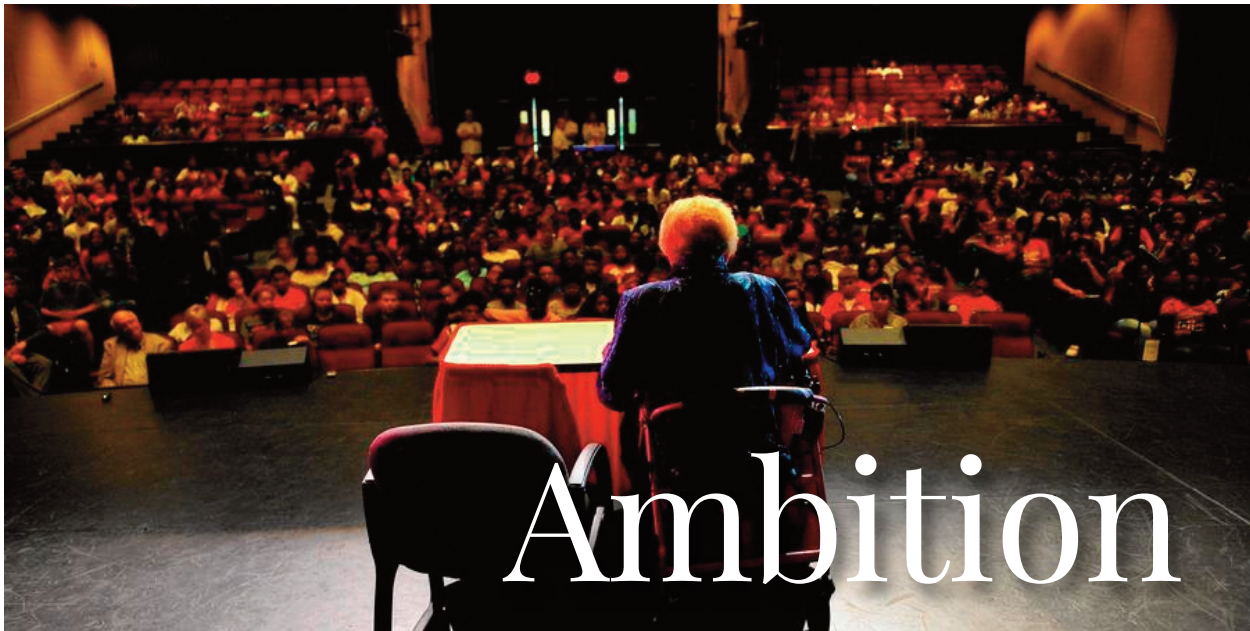
Use this space to write a letter of forgiveness to someone you feel has wronged you. **Remember that this letter is only for you and should never be given to the person you are addressing it to.** Read your letter aloud when you are finished, and end with this statement, "In spite of all of that, I forgive you." And, mean it.

My Letter of Forgiveness



“At the same time she’s raising two teenagers, my sister and I, going to college trying to get a degree and working as a real estate agent – she’s obviously very ambitious.”

- Alex Kor, speaking about his mother’s work ethic



Eva Kor speaks to a group about her message of forgiveness as a way of personal healing and empowerment. Eva delivered lectures for more than 40 years to approximately 1.5 million people, mostly youth.

DEFINITIONS BY MERRIAM-WEBSTER:

AMBITION n. The desire to achieve a particular end.

Discussion Questions:

- What do you think of when you hear the word “ambition”?
- Is it important to have ambition?
- How do people show ambition?
- What’s the difference between a dream and an ambition?
- What character traits does an ambitious person have?
- How can too much ambition be a negative thing?



AMBITION For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on pages 51-52.

I CAN DO IT! MAKE A PLAN OF ACTION.

Students will complete the blackline master on pages 51-52 regarding an ambition they possess. This will help students identify an ambition and assess the skills needed or already possessed, as well as any outside sources of support needed to fulfill their plan of action.

One page should be used for an academic goal and the other page for a personal goal.

Activity 2

If needed, a blackline master for use with this activity can be found on page 67.

What impactful action can you perform that would help someone discover an unrecognized ambition?

Reflect upon how these actions can impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words can you use to describe how you feel when you are working to achieve something?

What “emotional vocabulary” can be added to your chart for ambition?



AMBITION For more ideas and grade-level question suggestions, visit pages 80-84.

ACADEMIC GOAL

I can ~~'t~~ do it

What do I need to achieve my academic goal?

What personal qualities or character traits will I need to achieve my academic goal?

Do I need anyone to help me?

What about me?

What dream or academic goal do I have?

My reasons for this academic goal:

- 1.
- 2.
- 3.

Are there any skills I will need to develop?



AMBITION For more ideas and grade-level question suggestions, visit pages 80-84.

PERSONAL GOAL
I can ~~'t~~ do it

What do I need to achieve my life goal?

What personal qualities or character traits will I need to achieve my life goal?

Do I need anyone to help me?

What about me?

What dream or life goal do I have?

My reasons for this life goal:

- 1.
- 2.
- 3.

Are there any skills I will need to develop?



“When I come back here, I don’t come back as a victim.
I come back as a victorious survivor.”

- Eva Kor, speaking about her annual trip to Auschwitz



Eva Kor returned to Auschwitz annually to lead tours and to teach. It was at Auschwitz where Eva felt most alive.

DEFINITIONS BY MERRIAM-WEBSTER:

RESILIENCE n.

An ability to recover from or adjust easily to misfortune or change.

Discussion Questions:

- Can you recall a movie or story you’ve read in which you were physically or emotionally sickened by a difficult situation? If you were in the story, how would you have handled the situation differently and with more resilience?
- How can failure foster resilience?
- What characteristics do resilient people possess?
- What role does positive self-esteem play in the ability of someone to be resilient?
- What causes a person to be resilient?
- Could someone who is labeled a “victim” also be resilient? How? Why?
- When times are difficult and tough, what gives you strength? How does that strength foster resilience?



RESILIENCE

For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on page 55.

IF YOU REALLY KNEW ME

From: <https://positivepsychologyprogram.com>

A great way to build resilience is to have healthy, meaningful relationships. The game on page 55 can be played with several pairs of children and some space. If there is an odd number of children, the teacher can play with them to make an even number.

To play, separate students into pairs and designate one of them student A and the other student B. Instruct student A to listen to student B for a specified amount of time, perhaps 15 seconds for very young children or a minute for older children. Instruct student B to finish the sentence, "If you really knew me, you would know that..." They can finish this sentence with any information about themselves, whether it's their family structure, the classes they like best in school, their hobbies, their pets, their favorite or least favorite things, or anything else they'd like to share. Student B repeats this sentence several times, completing it with a new piece of information each time.

When the time is up, have students A and B switch roles, so A speaks while B listens.

Activity 2

If needed, a blackline master for use with this activity can be found on page 67.

What impactful action can you perform that would help someone be more resilient?

Reflect upon how these actions can impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words would you use to describe someone who is resilient?

What "emotional vocabulary" can be added to your chart for resilience?



RESILIENCE

For more ideas and grade-level question suggestions, visit pages 80-84.

A great way to build resilience is to have healthy, meaningful relationships. Pair up with someone you do not know well, and complete the following sentence starter:

"If you really knew me....."

IF YOU REALLY KNEW ME.....

IF YOU REALLY KNEW ME.....

IF YOU REALLY KNEW ME.....

IF YOU REALLY KNEW ME.....



“And so for me, if one person finds inspiration and solace in Eva’s story, and it helps them to move on? Then how can that not be a great thing?”

- Karen Jungblut, Director of Global Initiatives for the USC Shoah Foundation



The Peace Learning Center in Indianapolis added Eva Kor to its “Hall of Peacemakers” in 2018.

DEFINITIONS BY MERRIAM-WEBSTER:

INSPIRATION n. The action or power of moving the intellect or emotions.

Discussion Questions:

- What is the meaning of being inspired?
- How do you inspire others?
- What kinds of actions do you find the most inspiring?
- How can you use inspiration to fuel ambition?
- Can you find inspiration in people, things, or both?
- Does seeing evidence of your ability to inspire people make you want to be better? Why?
- What impact does an inspirational person have on your life?
- What life lesson inspired you the most? Why?
- If you could inspire one new trend, what would it be and why?



INSPIRATION For more ideas and grade-level question suggestions, visit pages 80-84.

Activity 1

If needed, a blackline master for use with this activity can be found on page 58.

DAILY INSPIRATIONS

Starting today, keep a calendar on which you list one thing each day that inspired you in some way. It could be something that inspired a selfless action, a kind word, a smile, a pat on the back, etc. At the end of each week, choose someone to share these inspiring events with. Are there similarities? Differences? What does that say about how you and someone else view inspiration?

Activity 2

If needed, a blackline master for use with this activity can be found on page 67.

What impactful action can you perform that would inspire you in some way?

Reflect upon how these actions can impact you and others.

Activity 3

If needed, a blackline master for use with this activity can be found on page 68.

What words could you use to describe a person who is inspirational?

What “emotional vocabulary” can be added to your chart for inspiration?

THE STORY OF EVA



EDUCATOR'S GUIDE

INSPIRATION For more ideas and grade-level question suggestions, visit pages 80-84.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Conflict Resolution

Eva Kor often found herself in conflict with others, and sometimes she did not have the level of emotional understanding or conflict-resolution skills to help her through these difficult experiences.

Once students have a greater understanding of the elemental themes of these educational materials, that understanding can support their need to practice positive conflict resolution in their lives.

What do students need in order to practice effective conflict resolution?

- Empathy
- Respect for self and others
- Empowerment for individuals on both sides of the situation
- Positive communication





Some terms to know:

I-message

An I-message is a statement about someone's feelings, beliefs, values, etc., that begins with the pronoun "I". The goal of the I-message is for the speaker to take ownership and gain a feeling of personal empowerment and then communicate his or her feelings effectively. These types of statements assist in conflict resolution and the development of skills used in conflict resolution.

Example:

"I feel sad when someone is rude to me because it hurts my feelings. I like playing with friends who treat me with kindness."

Restorative Practices:

A restorative approach is one that tries to resolve conflict and prevent further harm. It empowers those who have been harmed to be able to communicate with the person who harmed them and for those responsible for the harm to acknowledge their actions and the impact of the actions and make every attempt to "make it right."

It requires high accountability and high support but can have a lasting impact on a positive growth mindset.

Additional resources for Restorative Circles to use in the classroom:

<http://www5.esc13.net/thescoop/behavior/2017/06/19/restorative-circles/>

<https://mstowerp.wordpress.com/2014/12/31/fishbowls-solution-focused-circles/>



Activity 1 - Conflict Resolution

I-message sentence starters worksheet

Scenario:

You entrusted your friend with a secret but discovered that your friend shared your secret with at least four other people, who are now treating you differently and gossiping. How do you reflect in a positive way to settle this conflict? What do you say to your friend? Finish these I-messages:

I WANT...

I NEED...

I WOULD APPRECIATE IT IF...

I FEEL...

I WOULD LIKE IT IF...



Activity 2 - Conflict Resolution

What are they "saying"?

Role play at non-verbal messages

Cut apart these actions and place them folded in a container. One at a time have students draw a piece of paper out of the container and perform the action.

Have the "audience" do the following:

- Identify the non-verbal action.
- Discuss what message that non-verbal action has for the listener.
- Discuss how the listener might respond.

Tapping fingers or feet	Eye rolling
Clock watching	Not making eye contact
Constantly checking phone messages	Smiling kindly
Yawning	Smirking
Leaning back in chair with folded arms	Rubbing forehead
Writing notes during a presentation	Texting during class
Sitting as far away from others as possible	Nodding
Slouching	Sitting up straight
Frowning and shaking head from side to side	Running hand through hair
Stroking chin	Putting head down
Covering face with hands	Firm handshake
Weak handshake	Doodling



Impactful Actions

What can you do to make the world a better place? How can you make sure that you are showing empathy and kindness to others in difficult situations? What action do you take?

The answer is simple: DO SOMETHING. There is power in doing something. Don't wait for someone else to be the leader. Change does not happen by watching. Start simple and grow.

It's like Eva's "ripple effect." Ripple touching ripple. Eventually, everyone is affected by that first ripple. Having an impact isn't about fixing anything, it's about being a contributor to something better than yourself and having the way it makes you feel as a person be the only reward you need.

"I want you to do me a favor. Think of one thing that you can do to make the world a better place."

– Eva Mozes Kor

- Practice random acts of kindness.
- Sit with the student at lunch who seems alone.
- Volunteer to pick up trash in your community.
- Make it a point to say one nice thing every day to a person you believe needs to hear a kind word.
- Start a "pay it forward" action and encourage the chain of actions to continue without breaking.
- Put down the phone. Communicate with someone IN PERSON. Make someone feel important by taking the time to connect with him or her.
- Show interest. It's not enough to say you're interested. BE interested. Listen. Make someone feel loved.
- Be a mentor to another student.
- Talk with someone you think might be in distress. Be THAT friend.
- Smile at someone new every day just because you can. Smiles are infectious.
- Volunteer at a food pantry or homeless shelter.
- Give blood.
- Do you play the piano? A musical instrument? Volunteer to teach someone your skill!
- Visit a neighbor who is a shut-in. Take cookies. Talk and laugh.
- Plant a tree. Create a forest.
- Tell someone he or she looks beautiful and mean it.
- Say "Thank you" or "I love you" to 10 people every day.



My ideas for Impactful Actions

For use with Activity #2 of each section.

Hope

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Acceptance

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Respect

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?



My ideas for Impactful Actions

For use with Activity #2 of each section.

Empathy

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Sense of Belonging

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Bravery & Courage

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?



My ideas for Impactful Actions

For use with Activity #2 of each section.

Perseverance, Determination & Tenacity

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Healing, Empowerment & Emotional Freedom

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Forgiveness

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?



My ideas for Impactful Actions

For use with Activity #2 of each section.

Ambition

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Resilience

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?

Inspiration

MY IDEA FOR
IMPACTFUL ACTION

HOW CAN THIS
ACTION HELP ME?

HOW CAN THIS ACTION
IMPACT OTHERS?



My Emotional Vocabulary Chart

For use with Activity #3 of each section.

HOPE	
ACCEPTANCE	
RESPECT	
EMPATHY	
SENSE OF BELONGING	
BRAVERY & COURAGE	
DETERMINATION, PERSEVERENCE & TENACITY	
HEALING, EMPOWERMENT & EMOTIONAL FREEDOM	
FORGIVENESS	
AMBITION	
RESILIENCE	
INSPIRATION	



Eva's Kortyard example

By Andy Mizell | Margaret Allen Middle Prep | Nashville, TN | <https://www.evaskortyard.com/>

When we started this school year, we began with the essential question: At what point would you grant forgiveness? Then we read a true story about Holocaust survivor Eva Kor.

Eva, as well as many other Holocaust survivors, lost family members and much more while enduring the worst possible living conditions at the hand of the Nazis.



Even though this happened to her, she taught us how to stay determined during life's worst possible storms and to never give up. At the end of Eva's book, she teaches three life lessons, and the third one stood out to us: "Forgive your worst enemy. It will heal your soul and set you free."



Eva did this herself many years after the Holocaust when she met with a former Nazi doctor. After he admitted to living with nightmares for the crimes that he had committed, Eva decided that there was only one thing she could do to free herself and no longer remain a victim: FORGIVE...and so she did. She wrote

a formal letter of forgiveness and shared it at the 50th anniversary of the liberation of the Auschwitz Concentration Camp.

This was so inspiring to us that we wanted to carry on Eva's message while also educating others about the Holocaust. Now that Eva had changed our hearts about granting forgiveness, our essential question transformed into: How can we spread the idea of forgiveness in our own lives while also acknowledging that conflict will always be present?

We thought...if Eva can forgive after this extreme level of conflict, then can't we be inspired to handle our own life conflicts in a better way?...No matter how big or small?

Ironically, our school is designated as a Restorative Practices school, which means we follow a positive systematic approach for handling conflict. When we have conflicts...big or small...we have what is called a Restorative Circle.

Therefore, we created Eva's Kortyard.



ROCKS OF REMEMBRANCE

Our Rocks of Remembrance have butterflies on them because butterflies are a symbol for hope.

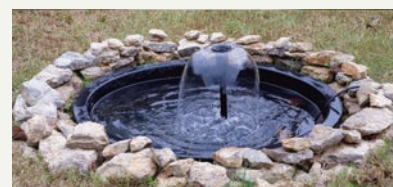


RAILROAD TO RESTORATION

During the Holocaust, railroads were used to hurt and change people's lives for the worst.

Our Railroad to Restoration is a reminder about this tragedy.

Today, we cross these railroad tracks with a hope to carry our current life conflicts to an area of hope for restoration.



FOUNTAIN OF FORGIVENESS

The Fountain of Forgiveness is an area designed to conduct Restorative Circles. Students and teachers will bring their conflicts around the fountain to have difficult conversations.



Outlook on College and Career Readiness

Supplemental questions for Grades 10-12 for connection to college and career readiness.

1. Has a particular theme from this material changed your level of confidence or created a more positive outlook with regards to your ability to learn or communicate with others? If so, how?
2. Has your experience with a particular theme from this material affected your outlook regarding future or career plans? If so, how?
3. Has your experience with a particular theme from this material helped create a personal awareness of the consequences of your behavior and action on others? If so, which one and how?





Cast Biographies

MICHAEL BERENBAUM - Holocaust historian

EDITH BERNSTEIN - Holocaust survivor

WOLF BLITZER - CNN News Anchor and grandson of Holocaust victims

KEVIN BOLINGER - Indiana State University professor and former CANDLES Board chair

LEA AND YEHUDIT CSENGERI - Holocaust survivors and Mengele twins; daughters of Rosalia

Csengeri, the Romanian woman who accepted responsibility for Eva and Miriam after liberation

ELLIOTT GOULD - Academy Award-nominated actor

EMMANUEL HABIMANA - Survivor of Rwandan genocide

BRISTENA HETEA - Student at Eva's former Romanian school

BRIELLE HILL - Traveled to Auschwitz with Eva

ERIC HOLCOMB - Governor of Indiana

L. GREGORY JONES - Author of "Embodying Forgiveness" and former Dean of the Duke Divinity School

KAREN JUNGBLUT - Director of Global Initiatives, USC Shoah Foundation

SUSAN KAUFMAN - Eva's former Indiana State University professor

ALEX KOR - Eva's son

MICHAEL "MICKEY" KOR - Eva's husband and a Holocaust survivor from Riga, Latvia

LUCETTE LAGNADO - Author of "Children of the Flames" and a Wall Street Journal reporter

DAVID MARWELL - Former researcher, U.S. Justice Department

BETH NAIRN - CANDLES' Volunteer Excursions Coordinator and former Board member

HENRY OSTER - Holocaust survivor

DYLAN PARENT - Traveled to Auschwitz with Eva

LUCI PASCA - Eva's childhood friend and witness to the family's deportation in 1944

GERALD POSNER - Author of "Mengele: The Complete Story"

LAUREN REMENIH - Butler University graduate

RABBI DENNIS SASSO - Congregation Beth-El Zedeck, Indianapolis

RABBI SANDY SASSO - Congregation Beth-El Zedeck, Indianapolis

STEPHEN SMITH - Executive Director, USC Shoah Foundation

GABRIEL TIERNEY - Traveled to Auschwitz with Eva

PEGGY TIERNEY - Publisher of Eva's book, "Surviving the Angel of Death" and former CANDLES Board chair

DAVID WELLS - Longtime U.S. Capitol policeman; involved in Eva's arrest at the Capitol Rotunda

CATRINNA WIMSATT - Traveled to Auschwitz with Eva

MARY WRIGHT - Former Education Director at CANDLES



Eva Mozes Kor Timeline

1934 - Eva and twin sister Miriam are born in the tiny village of Portz, Romania.

1940 - Portz is occupied by Hungarian Nazi armed guards.

1944 - Mozes family is transported by overcrowded cattle car to the regional ghetto in Simleu Silvaniei, then to the Auschwitz Nazi death camp located in Nazi-occupied Poland, where Eva and Miriam, at age 10, are separated permanently from their family.

1944-1945 - Eva and Miriam become two of Mengele's twins, a group of children who are used as human guinea pigs in medical experiments under the direction of Dr. Josef Mengele.

1945 - Auschwitz is liberated by the Soviet army; Eva and Miriam Mozes spend the next nine months in three different refugee camps under the care of Rosalia Csengeri.

1946-1950 - Eva and Miriam live with their aunt in Romania.

1950 - Eva and Miriam immigrate to Israel with their aunt.

1950-1960 - Eva and Miriam attend agricultural school and then are drafted into the Israeli Army. Eva attains the rank of Sergeant Major in the engineering corps and becomes a draftsman. Miriam becomes a registered nurse.

1960 - Eva meets and marries Michael "Mickey" Kor, a Holocaust survivor and American tourist, and relocates to Terre Haute, Indiana.

1961 - Son Alex is born.

1963 - Daughter Rina is born.

1965 - Eva becomes a United States citizen.

1978 - Eva watches "The Holocaust" (NBC miniseries) and wonders about other surviving twins. She begins searching for them and enlists Miriam's help.

1984 - Alone, Eva returns to Auschwitz for the first time since liberation.

1984 - Eva founds the organization CANDLES, Children of Auschwitz Nazi Deadly Lab Experiments Survivors, in Terre Haute, Indiana, and names Miriam as Vice President for Israeli Survivors.

1985 - Six Mengele twins meet at Auschwitz II-Birkenau to observe the 40th anniversary of the liberation, and continue on to Jerusalem for a mock trial for Mengele, where 80 twins participate. Worldwide publicity is generated, which helps locate more Mengele twins.

1985 - Because of Eva's initiative, an international manhunt for Mengele is launched.

1985 - Eva protests at a Holocaust gathering in Philadelphia.

1985 - News reports declare that the bones of Dr. Josef Mengele have been found in South America.

1985 - There is mock trial for Mengele in Terre Haute.

1986 - Eva protests at a Holocaust remembrance event held at the Capitol Rotunda and is arrested.

1985-1987 - CANDLES reconnects 122 individual Mengele twins living across ten countries and four continents.

1987 - Eva donates a kidney to Miriam.

1989 - An angry Eva speaks at a Yad Vashem event, demanding justice.

1992 - Eva appears in a "60 Minutes" segment.



Eva Mozes Kor Timeline

1992 - Bones found in South America are officially declared those of Josef Mengele.

1995 - Eva's book "Echoes from Auschwitz" is published.

1995 - Eva returns to Auschwitz with Dr. Hans Munch, a Nazi doctor who knew Dr. Mengele but didn't work with him. Eva reads Dr. Munch's signed witness statement on the operation of the gas chambers, until that point unverified, to contradict those who denied the Holocaust. She then announces that - in her name alone - she forgives the Nazis. To Eva, it is an act of empowerment and self-healing, but it results in mixed reactions and controversy.

2003 - An arsonist burns down CANDLES museum. It is rebuilt and reopens in 2005.

2005 - Eva is honored with her first Sagamore of the Wabash Award by Indiana Governor Joe Kernan.

2005 - The documentary "Forgiving Dr. Mengele" is released.

2007 - Eva works with state legislators to gain passage of an Indiana law requiring Holocaust education in secondary schools.

2009 - Eva's book "Surviving the Angel of Death" is published.

2014 - Eva is awarded the Community Global Engagement Award by Indiana State University.

2015 - Eva is awarded a Wabash Valley Woman of Influence Award and the Indiana Hero Award from Indiana Wesleyan University.

2015 - Eva receives an Honorary Doctorate of Humane Letters from Butler University.

2015 - CNN's "Voices of Auschwitz" features Eva's story in commemoration with the 70th anniversary of the liberation.

2015 - The Mike Vogel Humanitarian Award as well as the Honorary Eagle Award from Florida Gulf Coast University are presented to Eva.

2015 - Eva receives the Anne Frank Change the World Award from the Wasmuth Center for Human Rights.

2016 - Eva and CANDLES receive the WTHI Make a Difference Award.

2016 - Testimony Films releases the documentary, "The Girl Who Forgave the Nazis."

2017 - Eva receives the Sachem Award, Indiana's highest civilian honor.

2017 - Eva is named a Distinguished Jewish Hoosier by the Indiana Jewish Historical Society.

2017 - Eva is the Grand Marshal of the Indianapolis 500 Parade.

2018 - Ted Green Films and WFYI release the documentary, "Eva: A-7063."

2018 - Eva is added to the Hall of Peacemakers at the Peace Learning Center in Indianapolis, IN.

2018 - Eva is honored by the Anti-Defamation League at the John F. Kennedy Center's Concert Against Hate.

2019 - "Eva: A-7063" was broadcasted more than 1,000 times across the United States on PBS stations.

2019 - Eva is named a Living Legend by the Indiana Historical Society.

2019 - Eva passes away at the age of 85 during her annual trip to Auschwitz.



Resource Page

Indiana Standards for Health and Wellness

http://www.doe.in.gov/sites/default/files/standards/health-and-wellness/2010_health_education_standards_literacy.pdf

Indiana Department of Education: Social, Emotional, and Behavioral Wellness

www.doe.in.gov/sebw

"Surviving the Angel of Death" Educator's Guide

<http://www.tanglewoodbooks.com/wp-content/uploads/2017/06/Surviving-the-Angel-of-Death-Educators-Guide.pdf>

Centers for Disease Control and Prevention Health Education Standards

https://www.cdc.gov/healthyyouth/hecat/pdf/hecat_module_meh.pdf

"Eva: A-7063" film website

<https://www.thestoryofeva.com/>

Candles Holocaust Museum and Education Center

<https://candleholocaustmuseum.org/>

Ted Green Films

Email: tedgreeniv@gmail.com
tedgreenfilms.com

Peace Learning Center

<https://peacelearningcenter.org/>

WFYI Public Media, Indianapolis

<https://www.wfyi.org/>



INDIANA WORKFORCE EMPLOYABILITY SKILLS Benchmarks Correlation

Indiana's Employability Skills Benchmarks describe a set of workplace skills recommended for success in today's competitive workforce. Formerly referred to as "soft skills," these are identified as essential, in-demand skills for all jobseekers regardless of experience or occupation. The term "soft skills" may give the appearance that these skills are of less value, but in fact they are crucial to finding employment and succeeding in the workforce. Indiana's Employability Skills Benchmarks were vetted statewide by Hoosier employers and establish a common language across all Indiana workforce sectors.

The skills identified by Indiana employers as essential for success in the workplace fall into five categories of mindset, self-management skills, learning strategies, social skills and workplace skills.

<https://www.in.gov/dwd/employabilityskills.htm>

Of Indiana's Employability Skills Benchmarks found here: http://www.in.gov/dwd/files/IN_Employability_Skills.pdf, we believe the following are best addressed within this Educator's Guide.

MINDSETS

Intellectual Risk Taking - Develops a healthy balance of mental, social/emotional, and physical well-being.

Appreciation of Diversity - Embraces diverse views and varying perspectives; demonstrates empathy and respect for others.

Self-Confidence - Possesses belief in own ability to succeed.

Sense of Belonging - Demonstrates a sense of belonging in the job environment.

LEARNING STRATEGIES

Initiative - Applies self-motivation and self-directions to learning.

Problem-Solving - Applies critical thinking skills to complex problems; evaluates causes, problems, patterns or issues and explores workable and innovative solutions to improve situations.

Decision-Making - Utilizes critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals.

SELF-MANAGEMENT SKILLS

Perseverance - Delays immediate gratification for long-term rewards; demonstrates endurance, follow-through and capacity to complete tasks.

Integrity - Trustworthy, honest, and comprehends the ethical course of action.

Professionalism - Uses appropriate judgment, demonstrates empathy and respect for others.

SOCIAL SKILLS

Self-Advocacy - Asserts self when necessary.

Teamwork - Creates positive and responsive relationships with peers, while using effective collaboration and communication skills.

Leadership - Guides, encourages and supports groups of diverse teams; sharing knowledge and skills when possible.

Conflict Management - Negotiates to resolve.



Indiana Social-Emotional Learning Competencies:

LATE ELEMENTARY (3-5 GRADE)

<https://www.doe.in.gov/sites/default/files/sebw/grade-band-3-5final.pdf>

2. Insight: Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

2A. Students identify a wide range of emotions. "I am aware of my emotions."

2B. Students recognize personal strengths. "I am aware of my strengths."

2C. Students demonstrate self-efficacy. "I am capable of learning."

3. Regulation: Regulation refers to the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

3A. Students demonstrate self-control. "I can control my actions and manage my feelings."

3C. Students practice personal responsibility. "I can take responsibility for my actions."

4. Collaboration: Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

4A. Students demonstrate communication skills. "I will develop positive and healthy relationships with others."

4B. Students understand teamwork and work with others. "I will use active listening skills to communicate with others."

4C. Students apply conflict management skills. "I will use assertive communication to resolve conflicts cooperatively."

5. Connection: Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

5A. Students treat others fairly and respectfully, are able to see multiple perspectives and are open-minded. "I build respectful and positive relationships with others, showing that I value diverse perspectives."

5B. Students demonstrate care and concern for others. "I build relationships showing care and concern for others."

6. Critical Thinking: Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of metacognition. "I know how I learn."

6B. Students understand the decision-making process. "I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

6C. Students analyze, synthesize, and evaluate the thinking process. "I know how to identify problems and find creative and positive solutions to them."

7. Mindset: Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

7B. Student practices flexible and innovative thinking. "I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."

7C. Students accept constructive feedback. "I am trying to learn from the feedback that others give me."



Indiana Social-Emotional Learning Competencies (cont.)

MIDDLE SCHOOL (6-8 GRADE)

<https://www.doe.in.gov/sites/default/files/sebw/grade-band-middle-schoolfinal.pdf>

2. Insight: Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

2A. Students identify a wide range of emotions. "I am aware of my emotions."

2B. Students recognize personal strengths. "I am aware of my strengths."

2C. Students demonstrate self-efficacy. "I am capable of learning."

3. Regulation: Regulation refers to the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

3A. Students demonstrate self-control. "I can control my actions and manage my feelings."

3B. Students recognize life stressors and have strategies to manage them. "I can recognize situations that make me feel stressed and take appropriate steps to change them."

3C. Students practice personal responsibility. "I can take responsibility for my actions."

4. Collaboration: Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

4A. Students demonstrate communication skills. "I will develop positive and healthy relationships with others."

4B. Students understand teamwork and work with others. "I will use active listening skills to communicate with others."

4C. Students apply conflict management skills. "I will use assertive communication to resolve conflicts cooperatively."

5. Connection: Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others, and empathize with people of diverse backgrounds and cultures.

5A. Students treat others fairly and respectfully, are able to see multiple perspectives and are open-minded. "I build respectful and positive relationships with others, showing that I value diverse perspectives."

5B. Students demonstrate care and concern for others. "I build relationships showing care and concern for others."

6. Critical Thinking: Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of metacognition. "I know how I learn."

6B. Students understand the decision-making process. "I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

6C. Students analyze, synthesize, and evaluate the thinking process. "I know how to identify problems and find creative and positive solutions to them."

7. Mindset: Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

7B. Student practices flexible and innovative thinking. "I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."

7C. Students accept constructive feedback. "I am trying to learn from the feedback that others give me."



Indiana Social-Emotional Learning Competencies (cont.)

Early High School (9-10 grade)

<https://www.doe.in.gov/sites/default/files/sebw/grade-band-early-high-schoolfinal.pdf>

1. Sensory Motor Integration: Sensory motor integration refers to the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

1B. Students manage transitions and changes in routine. "I feel ready for transitions and can show I am adaptable to change."

2. Insight: Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

2A. Students identify a wide range of emotions. "I am aware of my emotions."

2B. Students recognize personal strengths. "I am aware of my strengths."

2C. Students demonstrate self-efficacy. "I am capable of learning."

3. Regulation: Regulation refers to the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

3A. Students demonstrate self-control. "I can control my actions and manage my feelings."

3B. Students recognize life stressors and have strategies to manage them. "I can recognize situations that make me feel stressed and take appropriate steps to change them."

4. Collaboration: Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

4A. Students demonstrate communication skills. "I will develop positive and healthy relationships with others."

4B. Students understand teamwork and work with others. "I will use active listening skills to communicate with others."

4C. Students apply conflict management skills. "I will use assertive communication to resolve conflicts cooperatively."

5. Connection: Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

5A. Students treat others fairly and respectfully, are able to see multiple perspectives and are open-minded. "I build respectful and positive relationships with others, showing that I value diverse perspectives."

5B. Students demonstrate care and concern for others. "I build relationships showing care and concern for others."

6. Critical Thinking: Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6B. Students understand the decision-making process. "I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

6C. Students analyze, synthesize, and evaluate the thinking process. "I know how to identify problems and find creative and positive solutions to them."



Indiana Social-Emotional Learning Competencies (cont.)

Late High School (11-12 grade)

<https://www.doe.in.gov/sites/default/files/sebw/grade-band-late-high-schoolfinal.pdf>

2. Insight: Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

2A. Students identify a wide range of emotions. "I am aware of my emotions."

2B. Students recognize personal strengths. "I am aware of my strengths."

2C. Students demonstrate self-efficacy. "I am capable of learning."

3. Regulation: Regulation refers to the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

3A. Students demonstrate self-control. "I can control my actions and manage my feelings."

3B. Students recognize life stressors and have strategies to manage them. "I can recognize situations that make me feel stressed and take appropriate steps to change them."

3C. Students practice personal responsibility. "I can take responsibility for my actions."

4. Collaboration: Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

4A. Students demonstrate communication skills. "I will develop positive and healthy relationships with others."

4B. Students understand teamwork and work with others. "I will use active listening skills to communicate with others."

5. Connection: Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

5A. Students treat others fairly and respectfully, are able to see multiple perspectives and are open-minded. "I build respectful and positive relationships with others, showing that I value diverse perspectives."

5B. Students demonstrate care and concern for others. "I build relationships showing care and concern for others."

6. Critical Thinking: Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of metacognition. "I know how I learn."

6B. Students understand the decision-making process. "I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

6C. Students analyze, synthesize, and evaluate the thinking process. "I know how to identify problems and find creative and positive solutions to them."

7. Mindset: Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

7A. Students demonstrate a willingness to learn, especially when faced with challenges or following a failure. "I believe that if I give effort my abilities and learning will improve and I can learn from challenges and failures."



Centers for Disease Control and Prevention

National Mental and Emotional Health Education Standards

https://www.cdc.gov/healthyyouth/hecat/pdf/hecat_module_meh.pdf

STANDARD 1 - GRADES 4-5

Students will comprehend concepts related to health promotion and disease prevention. By **grades 4-5**, students will be able to (but Standard 1 is not limited to):

- Explain what it means to be mentally or emotionally healthy. (In this guide: Healing-Empowerment-Emotional Freedom)
- Describe the relationship between feelings and behavior.
- Identify role models who demonstrate positive emotional health. (Healing-Empowerment-Emotionally Healthy)
- Describe appropriate ways to express and deal with emotions. (Determination-Perseverance)
- Describe healthy ways to express affection, love, friendship, and concern. (Acceptance)
- Explain the importance of talking with parents and other trusted adults about feelings. (Bravery-Courage)
- Identify feelings of depression, sadness and hopelessness for which someone should seek help. (Hope)
- Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (Empathy)
- Identify the characteristics of someone who has self-respect. (Respect)
- Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). (Sense of Belonging)
- Explain that anger is a normal emotion. (Emotionally Healthy)
- Identify personal stressors at home, in school, and with friends. (Emotionally Healthy)
- Describe the characteristics of healthy relationships. (Emotionally Healthy)

STANDARD 1 - GRADES 6-8

Students will comprehend concepts related to health promotion and disease prevention. By **grades 6-8**, students will be able to (but Standard 1 is not limited to):

- Describe the characteristics of a mentally and emotionally healthy person. (Healing-Empowerment-Emotionally Healthy)
- Explain the interrelationship of physical, mental, emotional, social and spiritual healthy. (Healing-Empowerment-Emotionally Healthy)
- Explain appropriate ways to express needs, wants, emotions and feelings. (Acceptance)
- Summarize the benefits of talking with parents and other trusted adults about feelings. (Bravery-Courage)
- Describe ways to manage interpersonal conflict nonviolently. (Acceptance and Emotionally Healthy)
- Explain how the expression of emotions or feelings can help or hurt oneself and others. (Emotionally Healthy)
- Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (Empathy)
- Explain how intolerance can affect others. (Respect)
- Explain why it is wrong to tease or bully others based on personal characteristics. (Empathy)



Centers for Disease Control and Prevention

National Mental and Emotional Health Education Standards

https://www.cdc.gov/healthyyouth/hecat/pdf/hecat_module_meh.pdf

STANDARD 1 - GRADES 9-12

Students will comprehend concepts related to health promotion and disease prevention. By grades 9-12, students will be able to (but Standard 1 is not limited to):

- Analyze the interrelationships of physical, mental, emotional, social and spiritual health. (In this guide: Emotionally Healthy)
- Summarize healthy ways to express affection, love, friendship and concern. (Emotionally Healthy, Acceptance and Empathy)
- Analyze strategies for managing and reducing interpersonal conflicts. (Emotionally Healthy)
- Summarize characteristics of someone who has self-respect.
- Summarize how intolerance can affect others. (Respect)
- Explain how to build and maintain healthy family and peer relationships. (Empathy)

STANDARD 2 - GRADES 4-5

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. By grades 4-5, students will be able to (but Standard 2 is not limited to):

- Identify relevant influences of peers on mental and emotional health practices and behaviors.
- Describe how relevant influences of peers affect mental and emotional health practices and behaviors.
- Describe how relevant influences of school, community, family and culture affect mental and emotional health. (Emotionally Healthy)

STANDARD 2 - GRADES 6-8

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. By grades 6-8, students will be able to (but Standard 2 is not limited to):

- Explain how personal values and beliefs influence personal mental and emotional health practices and behaviors. (Emotionally Healthy)
- Analyze how relevant influences of peers affect mental and emotional health practices and behaviors.
- Analyze how relevant influences of school and community affect mental and emotional health practices and behaviors.
- Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors.



Centers for Disease Control and Prevention

National Mental and Emotional Health Education Standards

https://www.cdc.gov/healthyyouth/hecat/pdf/hecat_module_meh.pdf

STANDARD 2 - GRADES 9-12

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. By grades 9-12, students will be able to (but Standard 2 is not limited to):

- Analyze how school and community affect mental and emotional health practices and behaviors. (In this guide: Emotionally Healthy)

STANDARD 3 - GRADES 4-5

Students will demonstrate the ability to access valid information, products, and services to enhance health. By grades 4-5, students will be able to (but Standard 3 is not limited to):

- Demonstrate how to locate sources of accurate mental and emotional health information.

STANDARD 3 - GRADES 6-8

Students will demonstrate the ability to access valid information, products, and services to enhance health. By grades 6-8, students will be able to (but Standard 3 is not limited to):

- Describe situations that call for professional mental and emotional health services.

STANDARD 3 - GRADES 9-12

Students will demonstrate the ability to access valid information, products, and services to enhance health. By grades 9-12, students will be able to (but Standard 3 is not limited to):

- Determine when professional mental and emotional health services may be required.
- Use valid and reliable mental and emotional health services.



Centers for Disease Control and Prevention

National Mental and Emotional Health Education Standards

https://www.cdc.gov/healthyyouth/hecat/pdf/hecat_module_meh.pdf

STANDARD 4 - GRADES 4-5

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. By grades 4-5, students will be able to (but Standard 4 is not limited to):

- Explain how to be empathetic and compassionate toward others.
- Demonstrate how to effectively communicate support for others.

STANDARD 4 - GRADES 6-8

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. By grades 6-8, students will be able to (but Standard 4 is not limited to):

- Demonstrate how to effectively communicate empathy and support for others.
- Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- Demonstrate healthy ways to manage or resolve interpersonal conflict. (Emotionally Healthy)

STANDARD 4 - GRADES 9-12

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. By grades 9-12, students will be able to (but Standard 4 is not limited to):

- Demonstrate effective communication skills to enhance mental and emotional health. (Emotionally Healthy)
- Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
- Demonstrate how to effectively offer assistance to improve the mental and emotional health of others.

STANDARD 7 - GRADES 4-5

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. By grades 4-5, students will be able to:

- Make a commitment to practice healthy mental and emotional health behaviors.
- Describe mental and emotional practices and behaviors that reduce or prevent health risks. (Emotionally Healthy)
- Demonstrate healthy mental and emotional health practices and behaviors. (Emotionally Healthy)



Centers for Disease Control and Prevention National Mental and Emotional Health Education Standards

https://www.cdc.gov/healthyyouth/hecat/pdf/hecat_module_meh.pdf

STANDARD 7 - GRADES 6-8

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. By grades 6-8, students will be able to (but Standard 7 is not limited to):

- Explain the importance of being responsible for mental and emotional health behaviors. (Emotionally Healthy)
- Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others. (Impactful Action)
- Make a commitment to practice healthy mental and emotional health behaviors.

STANDARD 7 - GRADES 9-12

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. By grades 9-12, students will be able to (but Standard 7 is not limited to):

- Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others. (Impactful Action)
- Analyze the role of individual responsibility in enhancing personal and mental and emotional health. (Emotionally Healthy)
- Make a commitment to practice healthy mental and emotional health behaviors.

STANDARD 8 - GRADES 4-5

Students will demonstrate the ability to advocate for personal, family, and community health. By grades 4-5, students will be able to (but Standard 8 is not limited to):

- Demonstrate how to persuade others to make positive mental and emotional health choices. (Impactful Action)

STANDARD 8 - GRADES 6-8

Students will demonstrate the ability to advocate for personal, family, and community health. By grades 6-8, students will be able to (but Standard 8 is not limited to):

- Persuade others to make positive mental and emotional health choices. (Impactful Action)

STANDARD 8 - GRADES 9-12

Students will demonstrate the ability to advocate for personal, family, and community health. By grades 9-12, students will be able to (but Standard 8 is not limited to):

- Persuade and support others to make positive mental and emotional health choices. (Impactful Action)
- Encourage school and community environments to promote the mental and emotional health of others. (Impactful Action)



Mental-Health Resources for Teens and Adults

Many individuals, including our nation's children, suffer from issues involving mental health. It might be severe anxiety or deep depression. It might be feelings of isolation or loneliness. Perhaps, like Eva, they struggle with after-effects of a traumatic situation, abuse or neglect. Regardless of the reason, more attention must be paid to the mental health of our fellow human beings in order for them to live and thrive as productive citizens. Below are links to explore concerning mental-health resources in Indiana. This list is not by any means comprehensive, and, as with any medical service, you must research your choices in order to determine what is best for your situation. WFYI, Ted Green Films and PBS do not endorse nor recommend any particular provider.

Indiana Council of Community Mental Health Centers, Inc.

<https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages.html>

National Alliance on Mental Illness of Indiana

<http://www.namiindiana.org/resources>

Gateway to Mental Health Resources in Indiana

<https://www.rtor.org/mental-health-indiana/>

Mental Health America of Indiana

<https://www.mhai.net/>

Look Up Indiana

<https://lookupindiana.org/>

Hamilton Center

<http://www.hamiltoncenter.org/>



Eva Educators and Resources

These Eva Educators have made it their mission to carry on Eva's messages to future generations. Have a question about how they work to incorporate Eva's message? Email them!

Beth Nairn - nairnbeth@gmail.com

The beauty of Eva's messages is that they are human and universal, and are therefore not limited by religion, language, gender, or ethnicity. They're a way for all to find common ground while making an impact on the world around them and living every day with habits of active goodness and respect. We CAN change the world, by improving the lives of the children we serve at the most basic level - the way they interact with and treat others.

Erin White - erin.white44@gmail.com

Through Eva's many life lessons, children of today's confusing world develop vital skills that help them cope with personal hardships and challenges. These skills not only benefit them in the present day but will help them grow into compassionate, caring and forgiving adults who will make the world a brighter place in which to live.

Andy Mizell - andy.mizell@mnps.org

We all have conflict in our lives, but it is how we handle it that can make a difference. Eva's message shows us that fighting with forgiveness can change our lives and help us conquer anything in our way.

Cindy Stark - cindystark18@gmail.com

Perhaps more than ever before, our work with students goes beyond traditional academic skill sets and encompasses many social-emotional needs. Trying to equip our students to think critically, to work collaboratively, to build relationship skills, grow in empathy, and to be responsible in their decision making is incredibly important work, and it is not easy. Using Eva's story and her message as a touchstone in the classroom helps provide a common foundation to come back to for this work, and students connect with her story on a deep level. The Eva Educator's Guide provides great ideas, support, and opportunities to reach students and to encourage them to impact their world.

Katie Sprange - sprange@hometel.com

Education is a key component to promote awareness of one's action and tolerance of all people. It is vitally important that our youth understand the past so they can consciously decide to not repeat it. Teaching this history carries forward Eva's hope for a brighter future for young people.

Sheri Roach - sroach@nputnam.k12.in.us

So many individuals, especially kids, do not recognize the power they have to be a catalyst for change and how their choices can make it happen. Eva is a sterling example of how one small person can inspire others in ways that ripple outward, far beyond what one might imagine, and how each of us can make our time on this earth matter.

Kandace Brown - kbrown@casyonline.org

With the right tools, our students can change the mindset of their local, national and global communities promoting tolerance and acceptance. By partnering with Eva's message, the education community can place this history directly into the hands of our youth encouraging deep inquiry about the consequences of unchecked hatred.

Stella Schafer - saschafer@tsc.k12.in.us

As a witness to Eva's message, I strongly recommend this toolkit for classrooms worldwide because Eva and her lessons are the light students so desperately need during the dark periods of their lives. My students have been transformed and uplifted by Eva and her wisdom!



Eva's Kindness Challenge

Program Schedule:

Dates	Activity
September 9–13	Film Week #1 – Half of classes watch (will take 4 full periods). Impactful Actions Introduction after viewing film.
September 16–20	Film Week #2 – Remaining classes watch (will take 4 full periods). Impactful Actions Introduction after viewing film.
September 23 – 27	EMPATHY – Film clip (4:32 minutes – page 28), discussion, “Considering Empathy When Making Decisions” activity (pages 29-30) & add to Impactful Actions sheet.
September 30–October 4	EMPATHY PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
October 7–11	SENSE OF BELONGING – Film clip (0:43 minutes – page 31), discussion, “Write Around” activity (pages 32-34) & add to Impactful Actions sheet.
October 15–18	SENSE OF BELONGING PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
October 21–25	FORGIVENESS – Film clip (1:34 minutes – page 46), discussion, “My Letter of Forgiveness” activity (pages 47-48) & add to Impactful Actions sheet.
October 28–November 1	FORGIVENESS PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
November 4–8	RESPECT – Film clip (1:54 minutes – page 24), discussion, “Self-Evaluation for Respect” activity (pages 25-26) & add to Impactful Actions sheet.
November 11–15	Veteran’s Day RESPECT PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
November 18–22	RESILIENCE – Film clip (2:14 minutes – page 53), discussion, “If You Really Knew Me” activity (pages 54-55) & add to Impactful Actions sheet.
November 25–December 6	Thanksgiving Break RESILIENCE PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
December 9–13	BRAVERY & COURAGE – Film clip (0:56 minutes – page 35), discussion, “Do I Have What It Takes?” and “Types of Courage” activities (pages 36-37) & add to Impactful Actions sheet.



Eva's Kindness Challenge

Program Schedule:

Dates	Activity
December 16-20	BRAVERY & COURAGE PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
December 23-January 3	WINTER BREAK
January 6-10	ACCEPTANCE - Film clip (2:08 minutes - page 21), discussion, "Acceptance" activity (page 22-23) & add to Impactful Actions sheet
January 13-17	ACCEPTANCE PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
January 21-24	Martin Luther King Day DETERMINATION, PERSISTENCE & TENACITY - Film clip (2:46 minutes - page 40), discussion, "Skills Assessment" activity (pages 41-42), add to Daily Inspirations calendar & Impactful Actions sheet.
January 27-31	Holocaust Remembrance Day - Jan 27 Eva's Birthday - Jan 31 DETERMINATION, PERSISTENCE & TENACITY PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
February 3-7	Black History Month INSPIRATION - Film clip (2:39 minutes - page 56), discussion, "Daily Inspirations" activity (pages 57-58) ... will carry through the rest of the month & add to Impactful Actions sheet.
February 10-14	INSPIRATION PROMOTION WEEK Continue adding to Daily Inspirations calendar
February 18 - 21	HEALING, EMPOWERMENT & EMOTIONAL FREEDOM - Film clip (1:12 minutes - page 43), discussion, "Doves of Healing, Empowerment & Emotional Freedom" activity (pages 44-45) & add to Impactful Actions sheet.
February 24 - 28	HEALING, EMPOWERMENT & EMOTIONAL FREEDOM PROMOTION WEEK Continue adding to Daily Inspirations calendar
March 2 - 6	AMBITION - Film clip (1:00 minute - page 49), discussion, "I Can Do It!" activity (pages 50-51) & add to Impactful Actions sheet
March 9 - 13	AMBITION PROMOTION WEEK Homeroom volunteers make posters, PA announcements around theme and any additional school activity to help promote this theme.
March 16	AMBITION WALL IN MAIN COMMONS
March 23 - 26	IMPACTFUL ACTIONS WEEK



“What one thing can you do to make the world better?”

- Eva Kor



How to make an Eva Kor Peace Garden:

1. Watch the one-hour version of “Eva: A-7063” (included in the Eva Toolkit).
 2. Watch the video of Eva presenting her four life lessons at the first Peace Garden event (included in the Eva Toolkit).
 3. Purchase seed-paper flowers for the students. We recommended: <https://www.bloomin.com/product/flower-1/>.
- and have them write on them one thing they can do to make a difference in the world.
4. Plant the flowers in a garden or pot at your school in honor of Eva.
 5. Take a photo and send it to jchapman@wfyi.org so we can share it on thestoryofeva.com and our social media!

On September 17, 2018, more than 500 students came together to plant the permanent Eva Kor Peace Garden at Newfields, the Indianapolis Art Museum.

The day consisted of watching the one-hour version of “Eva: A-7063,” listening to Eva present her four life lessons and then responding to her call to action by writing, on seed-paper flowers, one thing they could do to make the world better. The students then marched outside where they planted a real garden with their ideas. It made for a beautiful day and a profound, lasting impact.

Since then, we have continued to work with schools to plant their own Peace Gardens in honor of Eva.



“The human mind is like a garden. If you plant flowers in it, weeds will not grow.”

- Eva Kor’s mother



Eva Virtual Reality Experience



For a unique and profound learning experience, transport your students to Auschwitz with a 360-degree Virtual Reality tour led by Eva Kor.

The Eva Virtual Reality Tour takes students on a three-dimensional trip to four locations in Auschwitz-Birkenau that were central to Eva's story: the selection platform, the barracks, the "Blood Lab" where the Mengele Twins were experimented on and the spot outside a crematoria where Eva, 50 years after liberation, announced her forgiveness of the Nazis. At each, Eva describes the significance, and accompanying videos add historical context and personal perspective.

How to access the Eva VR Tour

If you have a Virtual Reality headset, you can bring the Eva Experience into your classroom! To purchase the Eva Experience app, go here and search "Eva":
<https://www.oculus.com/experiences/go/>

