



Erasmus+



MATERIALS FOR TRAINERS

Mauthausen, Austria

EN



This material was made by KreBul, o.p.s..

Authors: Jakub Imbera, Mgr. Zdenek Krejsa, DiS.

With contributions of other participants of the project: Human Rights education: Competences and materials for Training staff for socially handicapped people of the organisations:

Bewusstseinsregion Mauthausen – Gusen – St. Georgen /Kommunale Bildung und Integration /Familienakademie Mühlviertel /ANED
Associazione Nazionale EX Deportati nei campi nazisti /Comune di Empoli

The Way of Human Rights in Upper Austria was developed in cooperation of the Region of Awareness with Gedenkdienstkomitee Gusen, perspektive mauthausen, Memorial Mauthausen, Municipality of Mauthausen, St. Georgen /G. and Langenstein, SOS Menschenrechte and the office for concepts for museums and advice Gutau.

Photo-credits: Mgr. Zdeněk Krejsa, DiS., Freepik (www.freepik.com)



Co-funded by the
Erasmus+ Programme
of the European Union

Disclaimer

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Table of CONTENTS

BASIC GUIDE STRUCTURE FOR TRAINERS	3
INTER-SPACES I	7
INTER-SPACES I, INTRO - THE AUDIO GUIDE FROM THE TRAIN STATION TO THE MEMORIAL SITE	9
INTER-SPACES I, STATION 1 - ARRIVAL AT MAUTHAUSEN	11
INTER-SPACES I, STATION 2 - STONE INDUSTRY AND WORKERS' MOVEMENT	12
INTER-SPACES I, STATION 3 - THE POPULATION BETWEEN ADAPTATION AND RESISTANCE	13
INTER-SPACES I, STATION 4 - THE CONCENTRATION CAMP AS AN ECONOMIC FACTOR	14
INTER-SPACES I, STATION 5 - THE CONCENTRATION CAMP AND THE CIVIL AUTHORITIES	16
INTER-SPACES I, STATION 6 - CONCENTRATION CAMP ARTEFACTS	18
INTER-SPACES I, STATION 7 - LIVING ALONGSIDE THE SS	19
INTER-SPACES I, STATION 8 - THE CITY OF VIENNA AND THE MAUTHAUSEN STONE INDUSTRY	20
INTER-SPACES I, STATION 9 - AN ENTIRELY NORMAL COMMUNITY?	21
INTER-SPACES I, STATION 10 - THE LAST ASCENT	22
INTER-SPACES I, STATION 11 - WHERE THE CAMP BEGINS AND ENDS	24

INTER-SPACES I, STATION 12 – THE MAUTHAUSEN CON- CENTRATION CAMP MEMORIAL	25
INTER-SPACES II	26
INTER-SPACES II, STATION 1 – THE MAUTHAUSEN / GUSEN CONCENTRATIONCAMP SYSTEM	28
INTER-SPACES II, STATION 2 – PRODUCTION AND EXTER- MINATION	29
INTER-SPACES II, STATION 3 – THE CAMP AND ITS BOR- DERS	30
INTER-SPACES II, STATION 4 – FEMALE PRISONERS AT THE MAUTHAUSEN CONCENTRATIONCAMP	31
INTER-SPACES II, STATION 5 – LIFE IN THE SHADOW OF THE CONCENTRATION CAMPS	32
INTER-SPACES II, STATION 6 – MAUTHAUSEN/GUSEN AND THE NETWORK	33
INTER-SPACES II, STATION 7 – UNDER FIRE: THE CONCENTRATIONCAMPS AND THE UNDERGROUND	34
INTER-SPACES II, STATION 8 – THE QUARRIES OF THE GUSEN CONCENTRATIONCAMP	35
INTER-SPACES II, STATION 9 – THE SPIELBERG PRISONER COMMANDO	36
INTER-SPACES II, STATION 10 – THE FORCED LABOUR OF THE PRISONERS	38
INTER-SPACES II, STATION 11 – THE CONCENTRATION CAMP AS AN EMPLOYER	39
INTER-SPACES II, STATION 12 – THE GUSEN I AND GUSEN II CAMPS	40
INTER-SPACES II, STATION 13 – REMEMBERING THE GUSEN CONCENTRATIONCAMP	41
THE AUSTRIAN „KINDERFREUNDE“ ORGANIZATION	42
THE FINAL CONCLUSION	44

/ Intro

**Basic guide
structure for
trainers**

Basic guide structure

FOR TRAINERS

The materials that will follow in this document are supposed to help the trainers to guide visitors on the path. The materials are divided into several parts suitable for each of the stations individually.



Get involved in the topic of the station by a story

The goal of this part is to get the visitors involved in the topic set by each station. This will be done by a short story, that will have several sentences, which will introduce the situation related to the topic. The story will be simple and will show where a human right is being broken. A brainstorming connected to the story will follow. Visitors will try to figure out the topic, the content and what is wrong in the story. Any of the ideas given are great and can lead us to the right outcome.



The Box of Human Rights

The topic will be represented by objects. All of the objects will be in a box called “The Box of Human Rights”, which will be created for each of the trainers and will have identical content. When you open the box, you choose a smaller box suitable for the current station. There you will find objects, that can help the visitors to further understand the topic. The object can be 3D printed, laser cut, handmade cards, printed cards etc. For the purpose of saving space and weight, the objects can be just printed pictures stored in envelopes. The trainer shows the objects to the visitors and their task is to further identify the topic /human right connected to the station. The trainer reveals the true answer at the end of this task.



Historical context / human right

When the visitors are familiar with the topic /human right. The trainer can ask them if they have ever heard of anyone whose human right was broken. They can tell a short story (even if it is not related as much to the topic, but the trainer can develop the story even more). In the end, the trainer tells a story about a real case of someone whose human right was broken. This will show the visitors the importance of human rights. And will read what others think about that (texts from the writing workshop).



A short activity (game)

This part is suitable for the introduction. It gets the visitors moving, they will get some experience and the principles can be further explained based on the game. The games are set with almost no rules, which means, that the visitors have a better ability to improvise. If physically disabled people are part of the group, improvisation takes a bigger part. The goal is to get everyone involved, gain experience based on a game and work with that in terms of the topic given.



An audioguide material

For some of the visitors, the information in the audioguide might be too complicated or they might not understand it properly. In that case, it is necessary to ask basic questions to determine the level of understanding and to have the option to further explain the topic.



Texts from the writing workshops

These texts give a unique view of the topic. Visitors can read the samples, see the examples and write their own suggestions and ideas accordingly after the whole path. They can reflect on new information they received and share their view.

≡↓ End of the path

At the end of the path, at the last station, to conclude, the trainer asks the visitors about their feelings, personal relations to the topics, what do they think is the most important right for them (or all of them?). And he starts a discussion on how to keep everyone safe from their human rights being broken. Again, all of the ideas are great and if they do not fit, the trainer can further develop them to make them suitable.

All of the stages are interchangeable. You can start with the box of human rights and if the visitors already understand the topic, you can skip to the final reflection or discussion questions. Keep in mind – the goal is not to go through all of the parts, the goal is to let the visitors know about human rights, their principles, their importance and their link to history. Some of the stations contain only some of the parts.



/ 01

Inter-spaces I.

**Mauthausen Railway Station
to
Mauthausen Memorial**



- 1** Intro
THE AUDIO GUIDE FROM THE TRAIN STATION TO THE MEMORIAL SITE
- 1** Station 1
ARRIVAL AT MAUTHAUSEN
- 2** Station 2
STONE INDUSTRY AND WORKERS' MOVEMENT
- 3** Station 3
THE POPULATION BETWEEN ADAPTATION AND RESISTANCE
- 4** Station 4
THE CONCENTRATION CAMP AS AN ECONOMIC FACTOR
- 5** Station 5
THE CONCENTRATION CAMP AND THE CIVIL AUTHORITIES
- 6** Station 6
CONCENTRATION CAMP ARTEFACTS
- 7** Station 7
LIVING ALONGSIDE THE SS
- 8** Station 8
THE CITY OF VIENNA AND THE MAUTHAUSEN STONE INDUSTRY
- 9** Station 9
AN ENTIRELY NORMAL COMMUNITY?
- 10** Station 10
THE LAST ASCENT
- 11** Station 11
WHERE THE CAMP BEGINS AND ENDS
- 12** Station 12
THE MAUTHAUSEN CONCENTRATION CAMP MEMORIAL

Inter-Spaces I, Intro

FROM THE TRAIN STATION TO THE MEMORIAL SITE



Get into the topic of HUMAN RIGHTS

Use a list of human rights and briefly introduce it to the visitors. Introduction questions follow – What do you think human rights are? Have you ever heard of them? Can you name at least one of human rights and its content?



Carry The Most Human Rights

Visitors will be divided into three groups (according to the number – two groups are also possible). One group receives a basket, the second group a spoon and the third receives nothing.

Make space for running approximately 10 – 20m long (according to the age and physical condition of the participants). Put a bowl with plastic balls (50 pcs) on one end and the participants on the other. Their goal is to have as many balls in their team (in the starting position, in hands etc.) as possible according to the groups they made when the game ends. Tell them about their task and give them 5 minutes to think about the strategy. Then start the game – the time limit is set to 3 – 5 minutes. Make 2 – 3 rounds of the game.

Rules

Only one person at a time from each group can carry the balls (in hands, basket, spoon...). But others can carry the person etc. 2 – 3 rounds of the game.

The goal of this game is to make the visitors cooperate, improvise, and find solutions to problems. They receive distinct objects (basket, spoon, nothing) so they feel the injustice, they don't have the same conditions. But they have to do the same task.

After the game ends, they should do a reflection on the activity. Questions like: How did you feel when your team received the object in comparison to other teams? How did it go? What was the most difficult? How important cooperation was during this task? Possibilities of completing the task were endless, which ones did you use? Who was the leader and why?

Text linked to the topic

Liberty, Equality, Fraternity

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Everyone should find a link between the text and the game. They should get familiar with the words **LIBERTY, EQUALITY, FRATERNITY** – if not, further explain the terms to them. This should lead to a question: “How important are human rights?”

Now all the visitors should know about the basic concept of human rights.

Audioguide (n. 0)

Now it's time to listen to the first part of the audioguide – the Intro. They will hear questions that will be answered later as they continue the path. They should write them down and prepare answers on their way.

Inter-Spaces I, Station 1

ARRIVAL AT MAUTHAUSEN

Audioguide (n. 1)

Listen to the audioguide and let the visitors tell things that are wrong in the audio sample in relation to the human rights.

Questions: What about the children – how could they feel? Which emotions could they have? What could they feel differently from the adults? What do children like to do? Would you say that children have the right to play or draw?

Link to the Convention on the Rights of the Child

Do you think children should have their specific human rights? – this question should start the topic of the Convention on the Rights of the Child.

Now it should be introduced to the visitors that the Convention exists and what does it contain and how is it different from the The Universal Declaration of Human Rights.

The text about the Convention on the Rights of the Child

All children are entitled to all rights, no matter where they live, where they come from, whatever their skin color or religion, regardless of the language they speak, whether they are a boy or a girl, whether they have a disability, and no matter whether they are rich or poor.

Are you aware of the rights of the child? Why are they important?

Inter-Spaces I, Station 2

STONE INDUSTRY AND WORKERS' MOVEMENT



A short story

Martina was eight and her parents were heavy drinkers. So she was sent to a Catholic school to study. There the nuns were very cruel and dealt severe punishments for the slightest misdemeanour. One day she was sent to the priest as a punishment. It was only Martina and the priest in the room. Suddenly, he started to undo his pants. Afterwards, he started to call her a naughty girl and forced her to touch his penis as penance.

Did he have the right to do this? Which child right was violated? What possibilities did Marina have in that case?



Human right article

All children have the right to protection from sexual abuse in all forms and protection from all forms of exploitation, which affect the best interests of the child in any way.

Art. 34 and 36 of the Convention on the Rights of the Child

What new information did you get from this article?



Audioguide (n. 3)

Which human rights are violated in the audiosample? Think of slavery, politics etc.

Inter-Spaces I, Station 3

THE POPULATION BETWEEN ADAPTATION AND RESISTANCE



What's Similar and Different

The participants can be divided into groups and given two large pieces of paper each – one for the Holocaust and one for today. On each piece of paper, they can draw or write down words, phrases, or images that represent the time period.

After a set amount of time, the groups can come together and share what they have created. The guide can ask questions to guide the discussion, such as:

What are some similarities and differences between the two time periods? How were people treated during the Holocaust? How are people treated today? How has the world changed since the Holocaust? What lessons have we learned from the Holocaust, and how can we apply them to make the world a better place today?

Through this activity, participants can learn about the atrocities committed during the Holocaust and how it differs from the present day. They can also reflect on the progress that has been made in promoting human rights and equality, while also recognizing that there is still much work to be done to create a more just and equitable world.

Text from the writing workshop

Questions for further feedback: What do human rights mean to you? Would your life be different without them? What do you value the most in terms of human rights?



Audioguide (n. 5)

Have you heard of Anna Pointner? Why are we talking about her? Was she in danger? Why was hiding the photos so important?

Inter-Spaces I, Station 4

THE CONCENTRATION CAMP AS AN ECONOMIC FACTOR



A short story

Once upon a time, in a small village, there lived a little bird named Sammy. Sammy loved to fly and explore new places. One day, Sammy decided that he wanted to see what was beyond the forest that surrounded his village. He flew over the treetops and marvelled at the sight of the mountains in the distance. As he flew closer to the mountains, he realized that there were other birds there too. They looked different from him and spoke a different language, but Sammy was fascinated by them nonetheless.

Sammy decided that he wanted to stay in the mountains for a while and learn more about these new birds. He told his family and friends about his plan, but they were hesitant. They were worried about Sammy's safety and didn't want him to leave the safety of their village. Despite their concerns, Sammy was determined to go. He explained to them that freedom of movement and emigration meant that he had the right to travel and explore the world, and that he would come back once he had learned all that he could. So Sammy flew off to the mountains, and over the course of several weeks, he made many new friends and learned about their way of life. He discovered that they had their own customs, music, and art. He also learned about their struggles and the challenges they faced.

When Sammy returned to his village, he told his family and friends about all that he had seen and experienced. They were amazed by his stories and proud of him for following his dreams. They realized that freedom of movement and emigration was not just a right, but also an opportunity to learn and grow.



The Box of Human Rights

- Bird
- Airplane
- Open door
- Passport



Human right article

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including their own, and to return to his country.

Art. 13: Freedom of movement and emigration

Would you like to move one day? Would you like to live in a different country? What if you could not?



Audioguide (n. 6)

Listen to the audioguide and try to answer this question and give more detail:

Was a concentration camp a place of business, too?

Inter-Spaces I, Station 5

THE CONCENTRATION CAMP AND THE CIVIL AUTHORITIES

A short story

Once upon a time, there was a magical land where all the animals lived together in harmony. They had a wise old owl who helped them make important decisions for their community. But one day, a group of animals came to the owl and said that they wanted to have a say in these decisions too. They wanted to vote! The owl was surprised but delighted. She knew that everyone had the right to have a voice in their community. So, she organized a vote where all the animals could cast their ballots. The animals were so excited to be a part of this process. They talked to each other about what was important to them and listened to the ideas of others. They learned about different ways of thinking and found common ground with those who had different opinions.

On the day of the vote, every animal lined up to cast their ballot. There were many different candidates and proposals to choose from, but everyone was excited to be a part of the process. When the votes were tallied, the results were announced. The animals cheered as they learned who had won. They were proud of themselves for making their voices heard and for being a part of the decision-making process in their community.

From then on, the animals in this magical land always had the right to vote. They knew that it was important to have a say in the decisions that affected their lives. And they also knew that it was their responsibility to listen to each other and work together to create a better community for all.



The Box of Human Rights

- Voting tickets
- Raised hand
- Picture of parliament



Human right article

1. Everyone has the right to take part in the government of his or her country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his or her country.

Art. 21: General and equal right to vote

What does the right to vote mean to you? If you don't have the right yet, what power do you think it can give you?

Inter-Spaces I, Station 6

CONCENTRATION CAMP

ARTEFACTS



A short game

Have the participants draw or write down something they feel strongly about, such as their favorite food or activity, a problem they want to solve, or an opinion they have.

Ask the participants to share what they drew or wrote with the rest of the group. Encourage them to explain why they feel strongly about their topic and why it's important to them.

After everyone has had a chance to share, have a group discussion about the different opinions and ideas that were shared. Encourage everyone to listen respectfully to each other's perspectives and to ask questions to gain a better understanding.

Depending on the age and ability level of the participants, you could also modify this activity in various ways, such as by having them create a poster or video about their opinion, role-playing scenarios where they need to express their opinion, or having a debate or discussion on a controversial topic.



Human right article

All children have the right to express their opinion in all matters that concern them. This opinion must be taken into account according to the age and maturity of the child. [Art. 12 and 13 of the Convention on the Rights of the Child](#)



Audioguide (n. 10)

At first, ask these questions: What do you think these objects are? What did it serve for? Where did it come from? Then listen to the audioguide and make the participants find the questions there.

Inter-Spaces I, Station 7

LIVING ALONGSIDE THE SS

Text from the writing workshop

Read the text and answer this question: How would you feel if you could not go to school, but your neighbour could?

A short story

Bella was born in a poor family of farmers. She spent her childhood helping her parents on a field. Her passion was learning at school, every subject was her favorite. But she had a big dream, she wanted to become a vet. Despite her devotion to learning and skills, her dream could not be ever fulfilled. Because of a farmer's family origin, she could never study to be a vet and had to remain a farmer.

The Box of Human Rights

- A picture of a school
- A book /exercise book
- A pen
- Blackboard



Human right article

Every child has the right to education. **Art. 28 of the Convention on the Rights of the Child**

What does the right to education mean to you? How would your life look like if you were uneducated? Would you live a different life?

Inter-Spaces I, Station 8

THE CITY OF VIENNA AND THE MAUTHAUSEN STONE INDUSTRY

Text from the writing workshop

Read the text and answer this question: What do human rights mean to you? Where do you encounter them?

Audioguide (n. 14)

Listen to the audioguide and try to find answers to this question:
In which ways were human rights violated in terms of the stone industry?



Inter-Spaces I, Station 9

AN ENTIRELY NORMAL COMMUNITY?



A short story

John and Maria were close friends. One Saturday afternoon they decided to go out and buy ice cream. They went to a sweet shop nearby and John asked for two scoops of strawberry ice cream. There was no problem with that, but then Maria wanted ice cream, too. She asked for two scoops of strawberry ice cream, however, she was told that women can only get one scoop of ice cream and the only flavor available for women was vanilla.



The Box of Human Rights

- Pictures of different ethnicities
- Latin /Chinese /Greek characters, etc.
- A picture of man and a woman



Human right article

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as ethnic group, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Art. 28 of the Convention on the Rights of the Child

Have you ever dealt with discrimination? How would you fight discrimination?



Audioguide (n. 16)

Why is it important to remember the Concentration camp Memorial?

Inter-Spaces I, Station 10

THE LAST ASCENT



A short game

Have the participants stand in a circle and explain that you will be leading a game of "pass the ball." The ball can be any soft, lightweight object that can be easily passed around. As the ball is passed around the circle, explain that each time the ball is caught, the person who catches it should say one thing they think refugees might need in order to feel safe and protected. Encourage them to be creative and think about both practical needs (like shelter and food) and emotional needs (like a sense of community and belonging). After everyone has had a chance to catch the ball and share their ideas, ask the participants to work together to come up with a list of all the things that were mentioned.

Once the list is complete, have the participants continue passing the ball around the circle, but this time they should say one thing they can do to help refugees feel more welcome and included in their community. After everyone has had a chance to share their ideas, encourage the group to brainstorm ways they can take action on these ideas. For example, they could organize a fundraiser to donate to a refugee organization, volunteer at a local refugee center, or write letters to their elected representatives advocating for better policies for refugees.

This activity can be modified in various ways to suit the age and ability level of the participants, such as using a larger ball that is easier to catch for individuals with mobility limitations, or adapting the language used to be more appropriate for younger children. The key is to create a fun and inclusive environment where everyone feels comfortable participating and learning about the experiences of refugees seeking protection.



The Box of Human Rights

- A helmet, an army car
- Welcome sign of a country
- A picture of refugees



Human right article

Every child has the right to protection from war and also child refugees have the right to special protection and assistance.

Art. 38 of the Convention on the Rights of the Child

Can you imagine being in such a situation? What if you had nowhere to seek protection?

Inter-Spaces I, Station 11

WHERE THE CAMP BEGINS AND ENDS

A short game

Have the participants stand in a circle and explain that you will be leading a game of "musical chairs." Arrange chairs (or pieces of cardboard to sit on) in a circle facing outward, with one less chair than the number of participants. As the music plays, have the participants walk or dance around the circle of chairs. When the music stops, everyone must quickly find a chair to sit on. The person who doesn't find a chair is out, and one chair is removed from the circle. Continue playing until there is only one person left standing, who is the winner.

After the game, have a group discussion about the importance of rest, leisure, and play, and how it contributes to a child's well-being and development. Ask the participants to share their favorite leisure activities or hobbies, and why they enjoy them. As a group, come up with a list of fun and accessible leisure activities that everyone can participate in, regardless of their abilities or limitations. Encourage everyone to try something new and to make time for rest, leisure, and play in their daily lives.

The Box of Human Rights

- Children toys
- A bed
- Vacation



Human right article

Every child has the right to rest, leisure, play, age-appropriate active recreation and free participation in cultural and artistic life. **Art. 31 of the Convention on the Rights of the Child**

What do you like to do to rest? What if you could not do that?

Inter-Spaces I, Station 12

THE MAUTHAUSEN CONCENTRATION CAMP MEMORIAL

Look around yourselves – what do you see? Where are you standing? Describe your feelings about this place. Regardless of the Memorial.

Text from the writing workshop

Try to speak about human rights in any way in connection to this place, any idea you get...Try to discuss that with others.

Conclusion

Each of the participants should list at least one thing they remember from the way starting at the Mauthausen railway station and ending here. What were the most interesting points? What did they learn? And how will they perceive human rights now?

A short activity

Have the participants sit in a circle and pass around a small object (such as a ball or stuffed animal) while sharing one thing they learned or appreciated from the activity.

After everyone has had a chance to share, ask the group to work together to come up with a group statement or pledge about what they can do to promote the rights and well-being of children, refugees, or any other relevant topic that was covered in the activity. Encourage everyone to contribute their ideas and thoughts.

Write the group statement or pledge on a piece of paper or poster board and have everyone sign it or add their fingerprint to it as a symbol of their commitment. Close the activity by thanking everyone for their participation and encouraging them to continue learning and advocating for the rights and well-being of others.

/ 02

Inter-spaces II.

**'Wiener Graben'
to
Gusen**



1 Station 1
**THE MAUTHAUSEN /GUSEN
CONCENTRATION CAMP SYSTEM**

2 Station 2
PRODUCTION AND EXTERMINATION

3 Station 3
THE CAMP AND ITS BORDERS

4 Station 4
**FEMALE PRISONERS AT THE
MAUTHAUSEN CONCENTRATIONCAMP**

5 Station 5
**LIFE IN THE SHADOW OF THE
CONCENTRATION CAMPS**

6 Station 6
**MAUTHAUSEN/GUSEN AND THE
NETWORK**

7 Station 7
**UNDER FIRE: THE CONCENTRATION
CAMPS AND THE UNDERGROUND
RELOCATION**

8 Station 8
**THE QUARRIES OF THE GUSEN
CONCENTRATION CAMP**

9 Station 9
**THE SPIELBERG PRISONER
COMMANDO**

10 Station 10
**THE FORCED LABOUR OF THE
PRISONERS**

11 Station 11
**THE CONCENTRATIONCAMP AS AN
EMPLOYER**

12 Station 12
THE GUSEN I AND GUSEN II CAMPS

13 Station 13
**REMEMBERING THE GUSEN
CONCENTRATION CAMP**

Inter-Spaces II, Station 1

THE MAUTHAUSEN / GUSEN CONCENTRATION CAMP SYSTEM

Audioguide (n. 1)

Listen to the audioguide and try to answer the question:

What did this place serve for?

A short story

Eva went to a birthday party to her friend's house. The party was great, everyone was having a good time. In one corner of the living room, where the party was held, there was a small table with a vase on top and Eva was standing right next to the table. Nearby that there was an opened window. The wind outside started to get really strong, because there was a storm coming, and as the wind blew so strongly, the vase fell down and got crashed. Everyone turned to Eva and made her guilty of that. Even though it was not her fault, everyone started to blame Eva and forced her to pay for the broken vase.

The Box of Human Rights

- A lawbook
- A judge's gavel
- A picture of a court hall



Human right article

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of their rights and obligations and of any criminal charge against them. **Art. 10: Entitlement to a fair trial**

What does the presumption of innocence mean? How do you know someone is guilty of something? For what does the court serve? How would you defend yourself from someone making you guilty of something?

Inter-Spaces II, Station 2

PRODUCTION AND EXTERMINATION

A short game

Have the participants sit in a circle and explain that you will be leading a game of "I Spy." Choose a small object in the room (such as a pencil or book) and announce that you are going to spy something that is [colour or shape of the object]. After the object is identified, explain that everyone will have a turn to spy something in the room, but this time they must choose something that is not part of someone else's personal space. Personal space can be defined as anything within arm's reach of another person, or anything that belongs to another person. As each person takes a turn to spy something, the other participants can ask questions to clarify whether or not it is in someone's personal space. If the object is within someone's personal space, the person who spied it must choose something else. Continue playing until everyone has had a chance to spy on something that is not in someone else's personal space.

After the game, have a group discussion about the importance of respecting other people's privacy and personal boundaries, and why it is important to have control over our own personal information and space.

The Box of Human Rights

- A house
- A letterbox (mailbox)
- A smartphone



Human right article

No one shall be subjected to arbitrary interference with his or her privacy, family, home or correspondence, nor to attacks upon his or her honour and reputation. Everyone has the right to the protection of the law against such interference or attacks. **Art. 12: Sphere of freedom of the individual**

What does your privacy mean to you?

Inter-Spaces II, Station 3

THE CAMP AND ITS BORDERS



A short story

One day, Maya met a group of people who were talking about their beliefs and sharing stories about their faith. Maya listened intently, fascinated by the different ideas and perspectives. She asked lots of questions and shared her own thoughts, always respectful and curious.

But some of the people in the group didn't like Maya's questions. They told her that her ideas were wrong and that she needed to believe what they believed. Maya didn't understand why they were so upset. She thought that everyone had the right to believe what they wanted and to ask questions.

She realized that she had the right to think for herself and to believe what felt true to her, without fear of discrimination or punishment. She also learned that this right applied to everyone, no matter their age or background.



The Box of Human Rights

- Religious symbols
- Religious books
- Esoteric equipment



Human right article

Aya writes: For me, human rights guarantee that we can all live the way we want. I hope that human rights will result in us treating religions with greater respect. I believe that human rights will lead to less racism.

Art. 14 of the Convention on the Rights of the Child

States Parties shall respect the right of the child to freedom of thought, conscience and religion.

Inter-Spaces II, Station 4

FEMALE PRISONERS AT THE MAUTHAUSEN CONCENTRATION CAMP

Audioguide (n. 4)

Listen to the audioguide and try to answer these questions:

How did the prisoners describe the place? How often do you think prisoners managed to escape like Esther Feinkoch?

Human right article

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his or her dignity and the free development of his or her personality.

Art. 12: Right to social security

Do you know what social security means? In groups, try to put together all the things your country does to provide social security.

Inter-Spaces II, Station 5

LIFE IN THE SHADOW OF THE CONCENTRATION CAMPS

Text from the writing workshop

Think of very basic things you do every day freely – what could you not do if there were no human rights?

Audioguide (n. 5)

Listen to the audioguide and try to answer this question:
How did the locals perceive the place and the situation?



Inter-Spaces II, Station 6

MAUTHAUSEN/GUSEN AND THE NETWORK

A short game

Divide the participants into groups of three to five individuals each. Ask each group to choose a topic or theme they are passionate about. Examples could include sports, art, music, books, animals, etc.

Provide each group with a set of craft materials, such as paper, pens, glue, scissors, and encourage them to create a poster that promotes their chosen topic or theme. The posters can include pictures, slogans or messages that express their beliefs and ideas.

After the posters are finished, have each group present their work to the other participants. Each group member can share their ideas and thoughts about the topic, while the others listen respectfully.

Once all the groups have presented, talk about how working together can help us achieve our goals and make a difference in the world.

The Box of Human Rights

- Picture of group of friends
- Picture of meeting
- A family gathering picture



Human right article

Children can form or join groups or organizations or assemble peacefully with others provided no one is harmed.

Art. 15 of the Convention on the Rights of the Child

What would it mean for you if you could not be in a group of friends peacefully?

Inter-Spaces II, Station 7

UNDER FIRE: THE CONCENTRATION CAMPS AND THE UNDERGROUND RELOCATION



A short story

Lily met a boy named Jack. Jack was new to the village and was very shy. Lily tried to befriend him, but he seemed afraid and distant. She soon learned that Jack had experienced violence in his previous home and was afraid it might happen again.

Lily was saddened by Jack's story and wanted to help him. She knew that she wanted to ensure that Jack was safe and happy in their village. Lily talked to her parents and the other adults in the village about Jack's situation. They all agreed that they needed to act quickly to protect Jack from any harm. They contacted the local authorities and arranged for Jack to receive counselling and support to help him heal from his past experiences.

Lily and the other children in the village also did their part to make Jack feel welcome and safe. They invited him to play games and participate in activities with them, always making sure that he felt included and valued. Over time, Jack began to open up and make new friends. He grew happier and more confident, knowing that he was in a safe and supportive community.



Human right article

Every child has the right to be protected against all forms of violence. In Austria, violence against children has been prohibited by law since 1989.

Art. 19 of the Convention on the Rights of the Child

Why do you think it's crucial to have specific rights for children to protect them from violence, rather than relying solely on general laws that apply to everyone? What forms of violence against children exist?

Inter-Spaces II, Station 8

THE QUARRIES OF THE GUSEN CONCENTRATION CAMP

Text from the writing workshop

What would you like to become? Do you have the right for that? Name professions that were illegal before and are legal now...

Audioguide (n. 8)

Listen to the audioguide and try to answer the question:
How did the industry develop during the mentioned times?



Inter-Spaces II, Station 9

THE SPIELBERG PRISONER COMMANDO

A short story

Rose was a kind and compassionate soul who loved nothing more than helping others in need. She lived in a small village surrounded by beautiful forests and sparkling lakes. One day, a group of travelers arrived in Rose's village. They were refugees from a neighboring kingdom, seeking shelter and a new home. Rose was fascinated by their stories and wanted to help them find a place to stay.

However, the refugees faced a problem. They didn't have citizenship in Rose's kingdom, and therefore, they couldn't stay there permanently. They were worried about what would happen to them if they were forced to leave. Rose decided to help the refugees in whatever way she could. She talked to the village elders and convinced them to allow the refugees to stay in the village and make it their home. The elders were hesitant at first, but they saw the kindness and compassion in Rose's heart and agreed to her request.

Rose took it upon herself to teach the refugees about the customs and traditions of her kingdom. She helped them learn the language and find jobs so they could contribute to the village's growth and development. As time passed, the refugees became valued members of the community. They brought new skills and perspectives to the village, and everyone grew to love and appreciate them.

The Box of Human Rights

- Flags of different countries





Human right article

1. Everyone has the right to nationality.
2. No one shall be arbitrarily deprived of his or her nationality nor denied the right to change his or her nationality.

Art. 15: Right to citizenship

What does your citizenship mean to you?



Inter-Spaces II, Station 10

THE FORCED LABOUR OF THE PRISONERS

A short story

Maria lives in a city with beautiful buildings, restaurants, and a big square. She used to love the look of the square, because in the centre, large yellow benches were decorating the place. One day the mayor ordered to remove the yellow benches and replace them with small black ones. Maria was upset about that and did not like the new look at all, but once somebody asked her if she likes the new black ones, she had to lie and say, that she adores them. If she would not say so and told her real opinion, she would be imprisoned.

The Box of Human Rights

- A diary, newspaper, magazine
- A caricature
- Cards to choose your favourite color
- TV, PC



Human right article

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Art. 19: Freedom of expression and information

How do you treat people with different opinions? Is having your own opinion important? Where can you get truthful information? (Which unpopular opinion do you have?) – this question needs to be moderated based on the atmosphere, group of people, level of education of the visitors etc.

Inter-Spaces II, Station 11

THE CONCENTRATION CAMP AS AN EMPLOYER

Audioguide (n. 11)

Read the name of the station – according to what you have heard so far and based on knowledge, how could a concentration camp be an employer?

Listen to the audioguide and try to answer the question:

Whom did they employ and how did it differ from the prisoners?

Text from the writing workshop

How would you imagine the working atmosphere alongside the prisoners?



Inter-Spaces II, Station 12

THE GUSEN I AND GUSEN II CAMPS



A short story

After years of hard work, John finally graduated from law school and became a lawyer. He was filled with excitement and determination as he began his career. He worked tirelessly, taking on cases for those who had been denied their rights, and fighting for justice for everyone. One day, John received a case that was unlike any other. It was the case of a man who had been wrongly accused of a crime he didn't commit. The man was being treated unfairly by the justice system.

John was determined to help the man and prove his innocence. He poured over the evidence, talked to witnesses, and made a strong case for the man's innocence. As the trial approached, John felt nervous but also excited. He knew that this was his chance to prove the man's innocence. The trial was intense, with both sides making strong arguments. John fought tirelessly for the man's rights, and in the end, the jury agreed that he was innocent.



Human right article

Everyone has the right to recognition everywhere as a person before the law.

Art. 6: Recognition as a legal entity

What if you were treated differently from other people before the law? How would you feel?



Audioguide (n. 12)

Listen to the audioguide and try to answer the question:

Can you describe the conditions such a number of prisoners lived in?

Inter-Spaces II, Station 13

REMEMBERING THE GUSEN CONCENTRATION CAMP

Audioguide (n. 13)

Listen to the audioguide and try to answer these questions:

What did this place serve for? What feelings and thoughts do you have while standing here?

What was the history of this place after 1945?

Text from the writing workshop

Can you think of any way how to spread awareness about human rights?



The Austrian „KINDERFREUNDE“ ORGANIZATION



A short story

One day, while playing in the park with her friends, Lily noticed something strange. She saw a man who looked like he was following her and her friends. She felt scared and didn't know what to do. She tried to tell her friends, but they didn't believe her.

Lily went home and told her parents about the man. Her parents listened to her but didn't take her seriously. They thought that Lily was just imagining things and told her not to worry. Days passed, and Lily continued to see the man following her and her friends. She felt scared and didn't know who to turn to. She tried to talk to her parents again, but they still didn't believe her.

One day, Lily decided to take matters into her own hands. She went to the police station and told them about the man who was following her and her friends. The police listened to her and investigated the situation. It turned out that the man had been following Lily and her friends, and he was arrested for his actions. Lily's bravery and willingness to speak up helped prevent something terrible from happening. Lily's parents were shocked and realized that they should have listened to their daughter. They apologized to her and promised to always listen to her in the future. They learned that children have valuable insights and observations, and parents should listen to them and take them seriously.



Human right article

Children have the right to freely express their opinions on matters that concern them. Adults should listen to children and take them seriously.

Art. 12 of the Convention on the Rights of the Child

Have you ever experienced your opinion not being taken seriously?



Human right article

The education of children should help them to fully develop their personalities, talents and abilities. Education should help them to know their own rights and to respect other people's cultures and differences. Education should help everyone to live in peace and protect the environment.

Art. 29 of the Convention on the Rights of the Child

How important is education? Can education improve the state of human rights?



The Kinderfreunde organization

In the year 1908, working-class parents started to work together, to help themselves and their children for a better life. In the 1920s and 1930s the organization grew. The newly adapted goal was then, to bring up children and adolescents who can feel and act with core values like solidarity, justice, equality and freedom.

Does this organization still exist? What are their activities?

The final CONCLUSION

At the end of the path, the visitors should do a conclusion to sum it all up. They may have different thoughts, ideas, and imaginations about human rights, so it needs to be settled.

1. The conclusion can start with basic questions: What do you remember? What was the most interesting? What does this information bring to your life? Will you treat people differently?

2. And then continue with: Have you ever met with human rights being broken? Whose responsibility is to make sure human rights are not violated? Is there a human law you are missing /you would add?

3. And finally – make everyone speak about the station that was the most important for them and why.

4. Everyone will receive a postcard – the postcard serves to spread awareness of human rights even more (needs to be explained to the visitors) – so they can send it to their friends, relatives and other people and ask them to answer the question on the postcard.

© ———— ©

WAY OF HUMAN RIGHTS
austria • italy • czechia

WAY OF HUMAN RIGHTS
2023

