



July 2021

## HLUK 2021 Evaluation

### Introduction

In summer 2020, it became obvious that the Covid-19 pandemic was likely to preclude running face-to-face sessions in the nine synagogues (Appendix 1) who have taken part for many years in our Holocaust Learning UK (HLUK, formerly Northwood Holocaust Memorial Day) events for schools in and around northwest London and Hertfordshire (54 schools participated during 2019 and 2020: Appendix 2). Thus HLUK worked with Tapestry Pictures to produce a Docufilm *Out of the Darkness* that was made freely available to schools through the HLUK online registration and screening website. It was advertised from October 2020. The film and supporting resources were available for schools to use from 1<sup>st</sup> February to 31<sup>st</sup> May 2021.

### Summary

At online registration, information was collected about the schools, the teacher registering on the system, and the students to whom the Docufilm would be shown. 278 schools and colleges registered (Appendix 3). Approximately 15,000 students watched the Docufilm.

After they had shown the Docufilm to their students and run their own sessions based around the Docufilm, each teacher was asked to complete an online survey evaluating their ratings of different aspects of the Docufilm and the associated resources. The most common (modal) response was 'excellent' for every question, with most of the remaining responses being 'good'. The lowest rating was the extent to which the Docufilm enables their students to make links from an understanding of the Holocaust to subsequent genocides, persecutions, bullying and racism today, where 56% of responses were 'excellent', with 42% 'good' (and two 'OK'). 96% of the teachers were 'very likely' (and the remainder 'likely') to recommend the Docufilm to a colleague or fellow teacher.

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# 1. Who used and saw the Docufilm?

## 1.1 Screening of the Docufilm by schools

The decision to make the Docufilm was initially motivated as a result of Covid-19 restrictions in order to create alternative provision, especially for students at those schools who had previously attended HLUK face-to-face sessions where they met a Holocaust survivor. Of the 54 schools who participated in 2019/20, 33 schools registered to screen *Out of the Darkness*; 14 of these showed the Docufilm to their students (Appendix 3).

278 schools registered (Appendix 3) almost 60,000 students; of these, 245 were new schools. By June 2021, 113 of these schools had screened *Out of the Darkness* to over 15,000 people.

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Further & Higher Education	Totals
Number of Students	3,079	7,070	2,488	1,424	409	65	32	14,567

In addition to 14,567 school/college students, 721 other people viewed *Out of the Darkness*. This included teachers as part of their preparation, as well as others who had registered as guests. Thus the total number of students, teachers and guests combined is 15,288 screenings.

Viewers were given a choice of seeing *Out of the Darkness* with or without subtitles. 43% chose subtitles, and 57% without subtitles.

At the end of the main screening period in May 2021, those schools who had registered, but who had not yet shown *Out of the Darkness*, were contacted to ask teachers why. Those who replied all expressed a strong enthusiasm to re-register to be able to show *Out of the Darkness* during the next school year when it will again become available. Teachers stated that the reasons for not being able to screen the Docufilm this year were direct consequences of the extreme time pressures caused by the Covid-19 pandemic. These included in-school assessments replacing GCSE examinations and the availability of *Out of the Darkness* no longer coinciding with planned dates when the topic was covered. To compensate for this latter issue, all schools who contacted HLUK to ask for an extension to the screening date were accommodated. Consequently, additional screenings took place during the summer term that are not included in the statistics in this report.

## 1.2 Geographical Location of Schools

Most schools were in the United Kingdom including Northern Ireland, Scotland, Wales and England. There were also registrations from schools/colleges in South Korea, USA and Australia (Appendix 3). The geographical locations of registered schools and colleges are shown on maps (Appendix 4).

## 1.3 Effectiveness of school booking process

Teachers were asked whether they had been the person in their school who managed the school's online booking process for HLUK and, if so, to evaluate the administration of their booking & the communications with HLUK. The results are shown below.

Very easy	Neither easy nor difficult		Very difficult	
31	7	1	2	1

Three-quarters (74%) of the teachers who had managed their school's booking process rated the booking process as 'very easy' and a further 17% as 'easy'. When there were issues, these were resolved quickly. One teacher reported on the evaluation survey:

*"I would have liked a little more information initially as I wasn't sure what I was signing up for (e.g. if I would be expected to screen it at a certain time) but I emailed and had a response incredibly quickly. Thank you."*

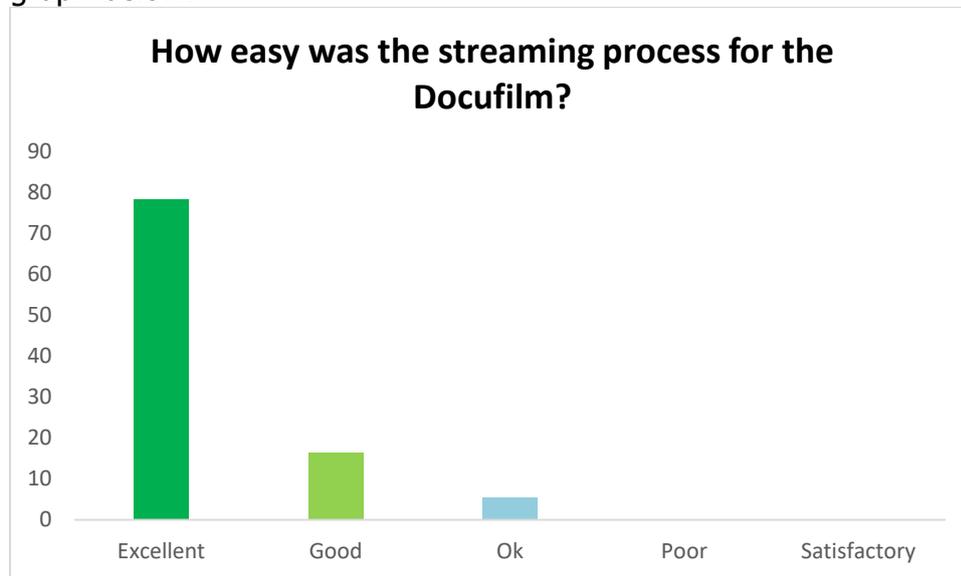
## 2. Teachers' ratings of different aspects of HLUK 2021 resources

Teachers who used the Docufilm were asked to complete an online survey after their sessions. This report summarises their responses.<sup>a</sup>

The most common (modal) response was 'excellent' for every question, with most of the remaining responses being 'good'. The lowest rating was the extent to which the Docufilm enables their students to make links from an understanding of the Holocaust to subsequent genocides, persecutions, bullying and racism today, where 56% of responses were 'excellent', with 42% 'good' (and two 'OK').

### 2.1 Ease of access of the Docufilm Out of the Darkness

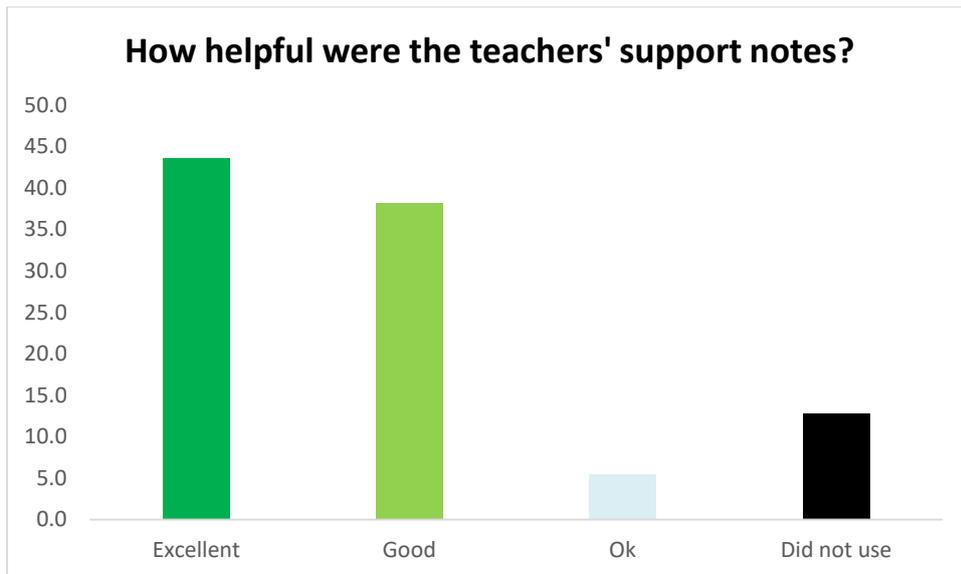
Teachers were asked to rate the different aspect of the Docufilm and accompanying resources on a 5-point scale, with response options as Excellent, Good, OK, Poor, and Unsatisfactory. The results for all teachers who responded are shown in the graph below.



All but three teachers felt the ease of streaming the Docufilm was good or excellent, with the majority (78%) rating this as excellent.

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<sup>a</sup> Except where otherwise stated, numbers and percentages relate to the 55 teachers from 46 schools who responded to the evaluation.



The teachers' support notes were used by 87% of teachers. Of these, 50% rated them as 'excellent', with most of the others rating them as 'good'.

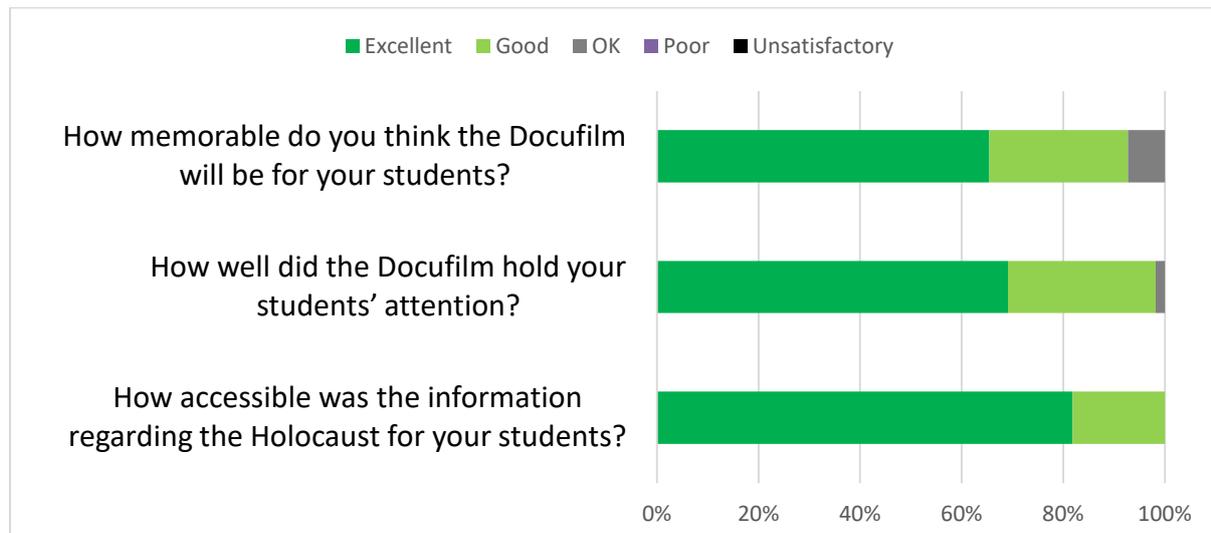
However, for those trying to use the Docufilm during lockdown, when students were at home not in school, there were some problems. One teacher commented:

*"The one thing I'd do differently next time would be to show it to students in a classroom rather than an online lesson... However, doing it online meant the discussion wasn't as powerful, and some students struggled with the 'streaming' of the video from the teachers' computer. I appreciate the reasons for restricting access, but in the circumstances of lockdown it may have been better to make the video accessible to students on their own devices rather than it having to be streamed. Obviously this would have been resolved by me doing it now we're back in school rather than during lockdown."*

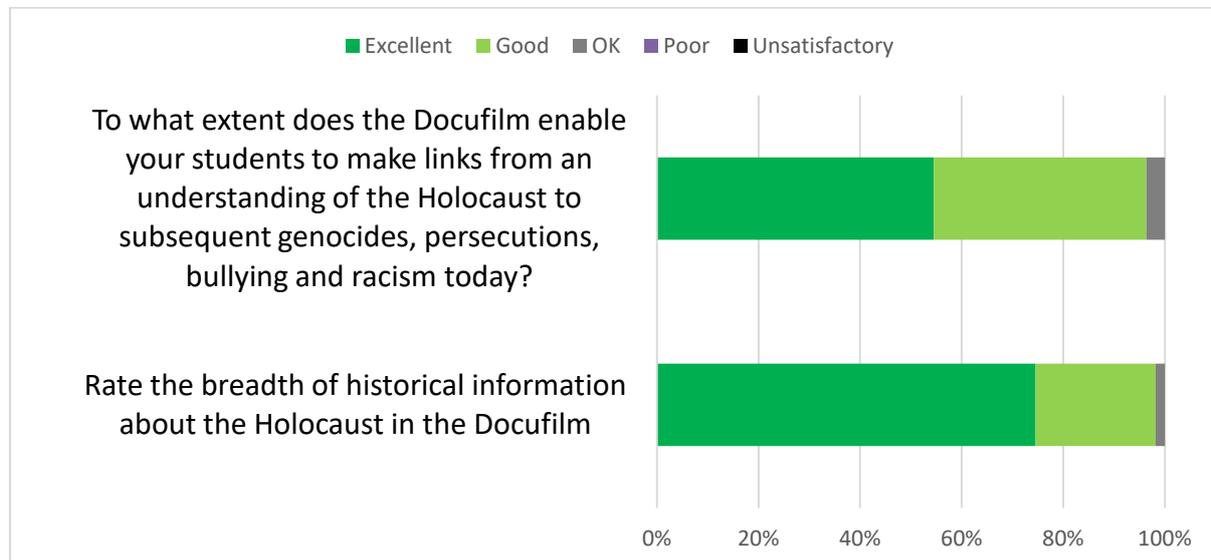
Another teacher made a similar comment:

*"I shared my screen with students on Teams but that meant that students were sometimes distracted by the film 'lagging'."*

## 2.2 The information presented in the Docufilm *Out of the Darkness*



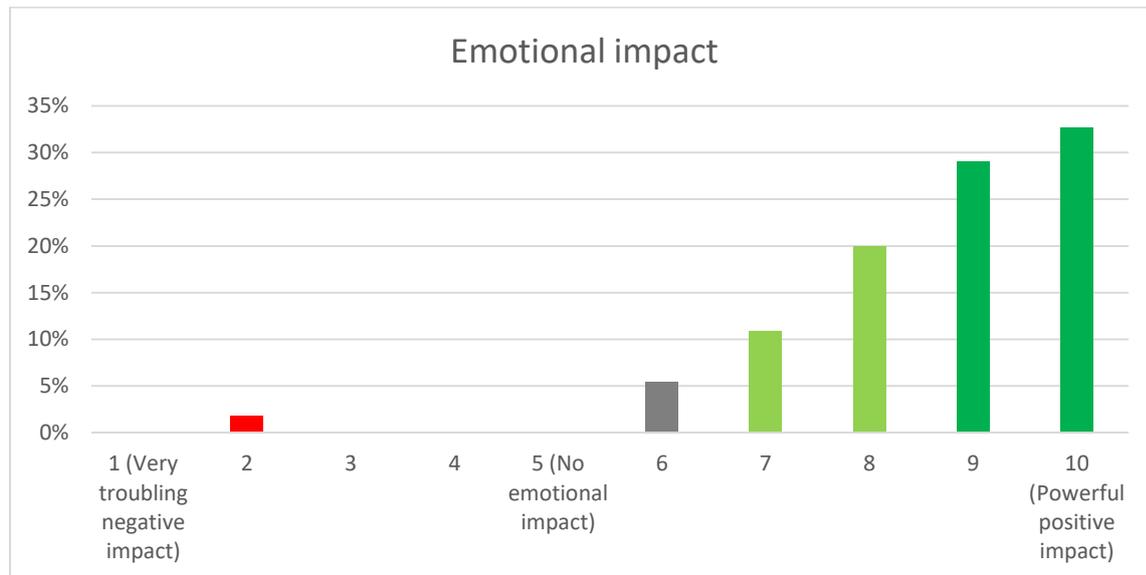
In response to the question how memorable teachers think the Docufilm will be for students, almost two-thirds (65%) rated this as excellent, one-quarter (27%) as good and four teachers as 'OK'. Regarding how well the Docufilm held the students' attention, 69% of teachers rated this as excellent and 29% rated this as good, with only one teacher rating this as 'OK'. The accessibility for students of the information about the Holocaust was rated as excellent by 82% of the teachers.



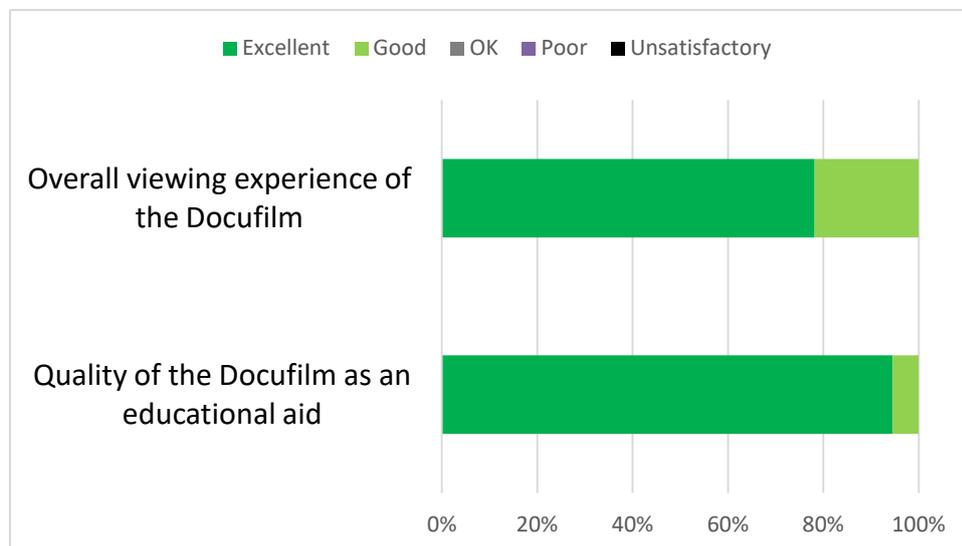
Three-quarters (75%) of teachers rated the breadth of historical information in the Docufilm about the Holocaust as excellent; all but one of the remainder rated this as 'good'. 55% of teachers felt the Docufilm was excellent at enabling their students to make links from an understanding of the Holocaust to subsequent genocides, persecutions, bullying and racism today, while 42% rated this impact as good.

### 2.3. Teachers' assessments of the students' experience

There is good evidence that causing significant emotional distress is counterproductive to students learning about the Holocaust.<sup>b</sup> It was therefore important to assess the emotional impact on students of the Docufilm. All but one teacher assessed the Docufilm as having a positive impact. One-third of teachers gave the maximum score of 10, a powerful positive impact, and a 29% of teachers gave a score of 9. 36% gave a score of 6, 7, or 8.



The teachers were then asked to rate the Docufilm's quality and impact.



<sup>b</sup> See International Holocaust Remembrance Alliance. *Recommendations for Teaching and Learning about the Holocaust*. (page 28).

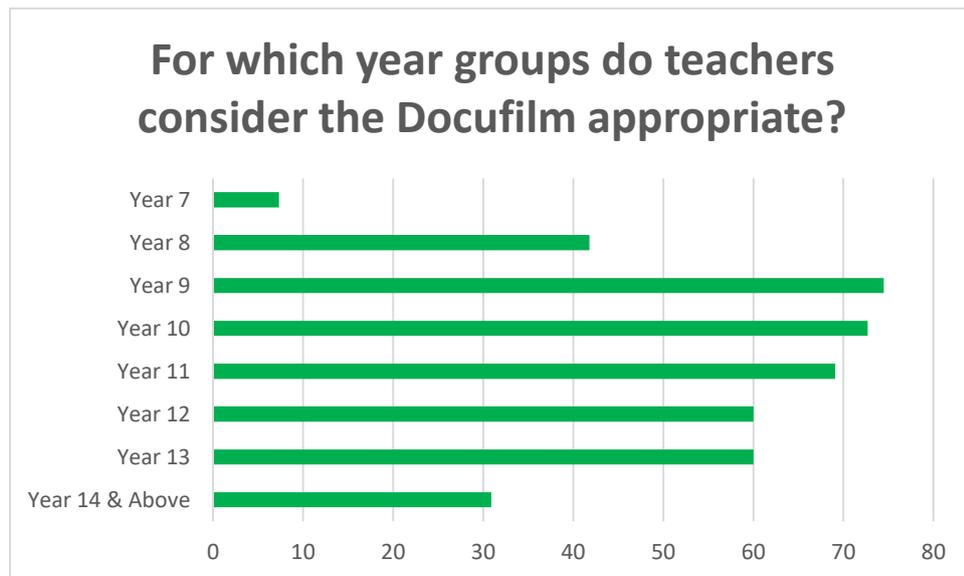
<https://www.holocaustremembrance.com/sites/default/files/inline-files/IHRA-Recommendations-Teaching-and-Learning-about-Holocaust.pdf>

"Images and text should be selected with care and for intentional educational benefits....Using graphic images with the intent to shock and horrify is degrading to the victims and can reinforce stereotypes of Jews as victims. Images can also be insensitive to the sensibilities of learners in the room regarding human trauma or modesty. The Holocaust can be taught effectively without using graphic photographs or film footage."

Ninety-five percent of teachers rated the Docufilm's quality and impact as 'excellent'; 78% considered the overall viewing experience as 'excellent', and the remaining 22% as 'good'.

## 2.4 Appropriate target audience for the Docufilm *Out of the Darkness*

On the website, HLUK recommends the Docufilm *Out of the Darkness* as suitable for students in Year 8 and above. Teachers were asked to indicate for which year groups they considered the Docufilm appropriate.



At least 60% of the teachers felt the Docufilm was appropriate for students in each of Years 9 to 13. Fewer than 10% thought it suitable for Year 7 students. There was less unanimity about Year 8 and Year 14 and above.

When certain schools were contacted for other reasons, teachers were asked about how they had used the Docufilm. Responses included:

- *"Year 9 it was shown at the end of a unit on Religion, Peace and Conflict which included topics such as prejudice and discrimination, war etc."*
- *"With Year 10 and 11, they have studied Judaism as part of their GCSE in Religious Studies and the film was shown after that unit of study."*
- *"With Year 8 it was shown because it was important to hear the survivor stories and not discuss something simply as past history."*

## 2.5 Holocaust education at the participating schools

Teachers were asked, in relation to the year group(s) that viewed the Docufilm, how much of their Holocaust education this provided. For 48% of Year 8, the Docufilm had been the majority or all their Holocaust education. However, for 48% of Year 9, the Docufilm represented less than a quarter of their Holocaust education.

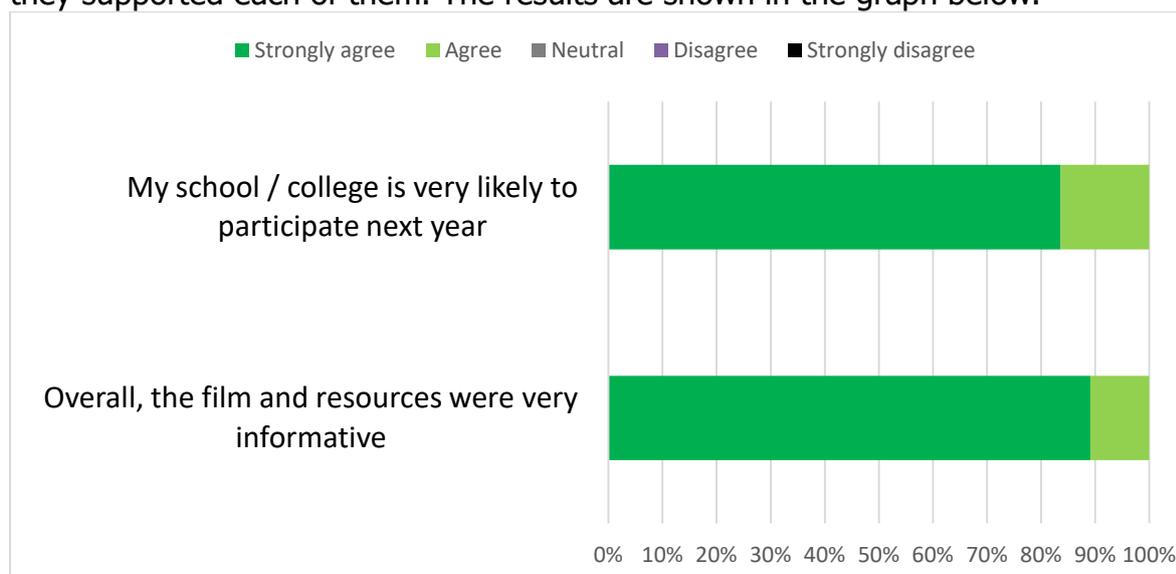
	All	About three-quarters	About half	About a quarter	Less than a quarter	Not shown to that year
Year 7	1	0	2	1	0	51
Year 8	8	2	5	4	2	34
Year 9	5	2	5	5	16	22
Year 10	4	3	5	4	6	33
Year 11	4	1	4	1	4	41
Year 12	2	0	4	1	1	47
Year 13	2	0	3	3	1	46
Year 14 & above	0	0	3	1	0	51

## 2.6 Marking the official UK Holocaust Memorial Day

78% of the teachers responded that their school marks the UK HMD on 27<sup>th</sup> January. Most hold an assembly, often for all years, but teachers reported various other activities (see Appendix 5). Of the 31 teachers reporting that their school holds special assemblies, 13 reported that they do so in addition to other events, displays, or a focus in lessons. Other schools arrange similar activities but without a school or year assembly.

## 2.7 Assessment of overall HLUK resources in 2021 and future plans

Teachers were presented with two statements and were asked to state how strongly they supported each of them. The results are shown in the graph below.



89% of the teachers selected "strongly agree" that the film and resources were very informative, with the remaining 11% selecting "agree". All also agreed (16%) or

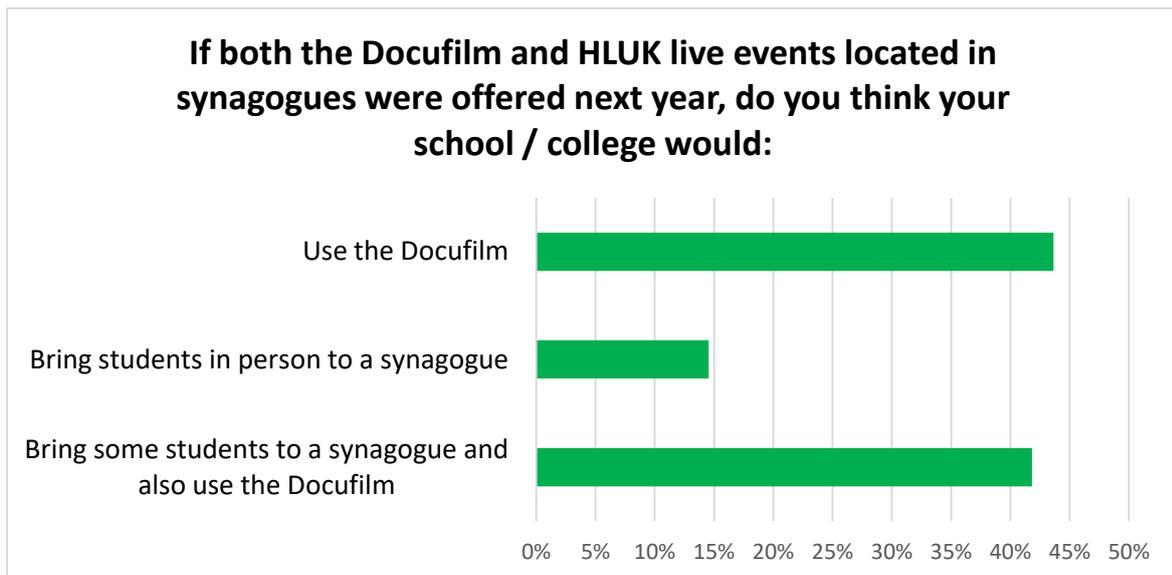
agreed strongly (84%) that their school or college is very likely to participate next year.

For information, the proportion of teachers who agreed strongly with similar statements in 2016-2020 about the former NHMDE/HLUK in-person events is shown in the table below:

Statement	% Strongly Agreeing				
	2016	2017	2018	2019	2020
Overall the event was very informative	83%	84%	84%	88%	87%
My school is very likely to attend HMD next year	89%	90%	87%	92%	87%

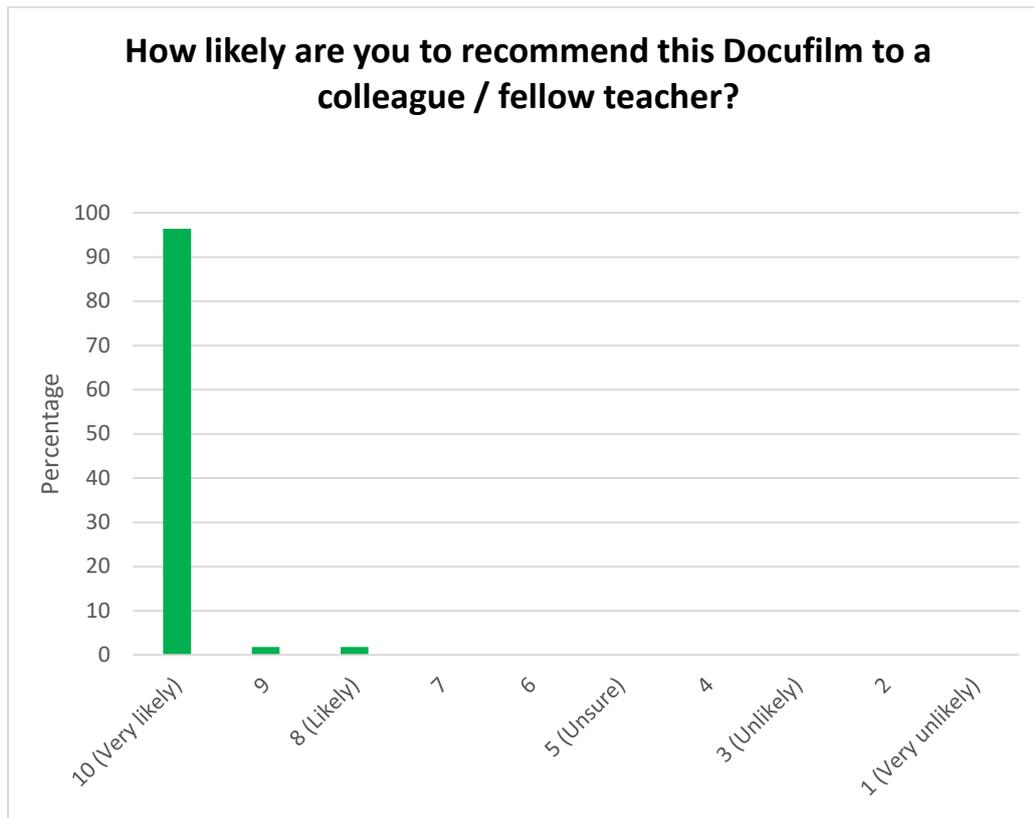
This is merely indicative, as the evaluations of the in person events and the evaluation of the use of the Docufilm did not ask precisely the same questions.

Teachers were then asked how their school or college would be likely to participate next year if both the Docufilm and HLUK live events located in synagogue were offered.



Responses indicated that almost all teachers (85%) would use the Docufilm but more than half (56%) would wish to bring students in person (mostly in addition to using the Docufilm).

## 2.8 Net Promoter Score



Almost all teachers (96%) were very likely to recommend the Docufilm to a colleague or fellow teacher. Two others were likely to recommend it.

The question about the likelihood of recommending the Docufilm to other schools was asked in a format that enabled the “Net Promoter Score” to be calculated. This is a market research tool which generates a score of between –100% and +100%. A score greater than 0% is generally considered to be good and a score of more than +50% is considered excellent.

The Net Promoter Score for the Docufilm from teachers in 2021 was +98%. For comparison, in 2020 the net promoter score for NHMDE had been +89%.

## 2.9 Comments

A few of the comments that teachers included in the online form are shown below. The remainder are available in Appendix 6.

“Thank you very much for the opportunity to share this important film with our students during the lockdown restrictions. Our students had some knowledge of the holocaust already but were very moved by Janine's story and also had huge admiration for her courage in being able to tell her story after so many years. The historical news clips and the testaments of other holocaust survivors read by actors really helped our students to understand the context of the holocaust during the years leading up to and including the second world war.”

"It was excellent, my students watched in silence and asked to continue it the following lesson, they asked good questions after and were clearly affected by the film."

"A fantastic and engaging resource which is set at an appropriate level for KS3 and KS4 students exploring the Holocaust."

"I was glad we could screen it at the end of the Y9 Holocaust topic as we are back in school. It doesn't work screening video into student homes from a teacher computer or laptop because the internet lags, so it distorts the video and ruins the student's enjoyment. We normally put a link up (e.g. to Youtube) and the children click on it and watch it outside of Teams.

"I have been surprised by just how gripped the vast majority of learners have been. I had some additional time with my Y10 form when we returned to school and showed them. They can be very chatty but they watched with increasing attention and afterwards asked if we could watch more docufilms like that. I was impressed.

"I'm really grateful for all the Holocaust Resources which have become available. We already had some resources in the dept. which I got from a course on the Holocaust and a NQT brought from her training. Then last year, I got the free Holocaust book produced in association with UCL and have rebuilt our scheme of work on the Holocaust around it. Instead of doing about 6 lessons with Year 9 we now do 15. We had covered the kind of material on the docufilm so it was great for the children to see it all come together into one story.

"I have always cared about teaching about the Holocaust and truly believe it is really relevant to today and ensuring that it doesn't happen again. I have been sad we can't get a holocaust survivor into school any more so I'm grateful for other resources. Although nothing has the impact of hearing an actual holocaust survivor."

"The docufilm was superb - very powerful and thought provoking. Janine Webber visited us to share her testimony with year 8 and 9 in summer 2018, so I knew she would be fantastic, but I was also very impressed with the young people reading the testimony of the other survivors in the film - it made it clear to students that we were talking about people of their age and younger who experienced these horrific events, and that the issues raised are contemporary as well as historical. .... That aside [*issues about streaming into students' homes during lockdown*], I thought the docufilm was brilliant, so thank you."

## **2.10 Opportunities for Improvement**

If the Docufilm were to be used in the future when students are learning from home, one suggestion was for HLUK to provide a link to students, to avoid the lagging when the teacher was streaming the Docufilm to students who were logged in from devices at home.

Other comments received include the following:

"It'd be great to focus further on the identity of the Jewish community in terms of religion / race as I feel this is something that confuses many students and something which I cover with them in lesson. Also to outline further historical anti-Semitism so the students gain a better understanding that this did not start with the Nazis."

### **2.11 Teacher Suggestions with Potential Resourcing Implications**

Teachers made a number of suggestions that would have resourcing implications. One was:

*"A transcript of the film would be very useful. We have 50-minute lessons so there was not quite enough time to show the whole film in a lesson time. I had to work out a few small cuts to fit it in. A transcript with timings would have been helpful to enable me to make those decisions."*

### **2.12 Overall Summary**

Overall, in response to the 2021 Docufilm, HLUK has received very positive feedback from all the teachers that used it. It is particularly noteworthy that all the teachers agreed (83% agreeing strongly) that their schools are very likely to participate next year.

The elements of the Docufilm that received the most positive feedback from teachers were: quality of the Docufilm as an educational aid; accessibility of the information; and overall viewing experience of the Docufilm.

### **2.13 Final Comments from teachers**

A selection of the final comments from teachers when providing their evaluation is included below.

"Thank you for such an amazing film - the comments from my pupils show how much it meant to them."

"This was an incredible docufilm, really looking forward to showing it to the other classes of y8s and 9s. Thank you."

"Congratulations to all involved. I know how much work went into this film. The girls were incredibly positive about the film."

"Magnificent. An excellent use of student voices; so very expressive and easier for students to empathise with. Thank you."

"I would highly recommend the film to others and hope that it is available for schools for the future. It was a really valuable and eye-opening resource."

### 3. Comments from young people

#### 3.1 Students

Various schools sent us comments from some of their students. A few are presented here; all the comments can be found in Appendix 7.

*"This film opens your eyes to the sheer amount of suffering anyone who was considered 'different' experienced. It also shows difference made by people deciding to help, instead of standing as a bystander to genocide."*

*"The testimony of Janine Webber allowed me to understand the damage caused to innocent Jewish lives and has made me realise the extent of anti-Semitism through history. Hearing Janine's story has made me curious to find out more about this horrible event, and listen to testimony from other survivors. After hearing Janine's story, I am encouraged not to be a bystander, and to speak up when there is an unjust situation, because if everyone did this many future genocides could be prevented."*

*"I think it is very easy for people to just view the Holocaust as an event years ago where lots of people died and they don't fully realise how terrifying and traumatic it would have been. Being persecuted because of your religion or just because you were related to or looked like someone of that religion. Not having equal rights and having everyone treat you like stupid, irresponsible children who can't be part of any clubs, can't have bikes or pets and can't vote. Spending your life in constant fear, hiding and praying you and your family would be okay and that you would see your loved ones again. Taken away from all you know, travelling like animals, being split up from those you love and being killed or put to work regardless of your age, gender, or health. If people today understand more about how horrific it was then they would understand why it is important to remember those people and to ensure nothing like it ever happens again."*

#### 3.2 The Docufilm actors

Being involved in the filming of *Out of the Darkness* had a profound effect on the young actors.

*"I enjoyed working on *Out of the Darkness* because it has an important message that is still relevant today, 80 years later. With intolerance either on the rise or merely being recorded more, I think everyone should watch this film to hear an authentic account of the horrors of its effects, and to learn about acceptance, diversity and equality from a Holocaust survivor."*

*"The experience of learning and speaking the words of Holocaust survivors was something indescribable; they were not only words, but the entire stories, experiences, and suffering of people which I can never truly understand. Seeing the clips of myself and fellow students within the context of the docufilm made this infinitely more apparent, and I felt both honoured and humbled to have had the privilege of being part of such a poignant, informative, and vital work."*

These and other comments can be found in Appendix 8.

## **Appendix 1. List of synagogues taking part in HLUK 2019-2020**

1. Northwood United
2. ARK
3. Watford
4. Bushey
5. Borehamwood & Elstree
6. Ealing
7. Belmont
8. Mosaic
9. Kinloss

## Appendix 2. List of schools/colleges participating in 2019/2020 HLUK synagogue-based events

School/College	
Abbots Hill	Kings Langley
Aldenham	Merchant Taylors
Avanti	Nicholas Breakspear
Barbara Speake	Northwood College
Barnwell	Nower Hill School
Bishops Ramsey	Park High
Brentside	Parmiter's School
Bushey Academy	Purcell
Bushey Meads	Rosedale College
Cardinal Wiseman	Royal Masonic School
Challney Boys	Sacred Heart
Chancellors	Samuel Ryder
Croxley Danes	Shaftesbury
De Salis Studio College	St Clement Danes
Goffs Academy	St Dominics
Guru Nanak	St Helen's
Habs Girls	St Margarets
Harlington	St Mary's & St John's
Harrow College	The Douay Martyrs School
Hatch End High	The Harefield Academy
Hemel Hempstead	The Marlborough Science Academy
Hertswood Academy	Thomas Alleyne Academy
Hewens College	Villiers High School
Hitchin Boys	Watford Boys
Hockerill	Watford Girls School
JFS	West Herts
John Lyon	Whitefriars

### Appendix 3. Schools registered to screen the Docufilm in 2021

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
Abu Bakr Girls School	WS1 4JJ	United Kingdom			
Aidenswood School	CW12 4ED	United Kingdom			
Aith Junior High School	ZE2 9NB	United Kingdom			
Aldenham School	WD6 3AJ	United Kingdom	1	1	1
Alva Academy	FK12 5FE	United Kingdom			
Antrim Grammar School	BT41 1AF	United Kingdom			
Ashgrove	TN14 7HW	United Kingdom			
Aughnacloy College	BT69 6DX	United Kingdom	1		
Avanti House	HA7 2EQ	United Kingdom		1	1
Aylesford School and Sixth Form College	CV34 6XR	United Kingdom			
Balfron High School	FK7 9RA	United Kingdom			
Banbridge High School	BT32 3EW	United Kingdom			
Bathgate Academy	EH48 1LF	United Kingdom	1		
Belfast High School	BT370PX	United Kingdom			
Bellshill Academy	ML4 1AR	United Kingdom	1		
Birches Head Academy	ST2 8DD	United Kingdom			
Birkenhead High School Academy	CH43 1TY	United Kingdom	1		
Bishop Ramsey CE School	HA4 8EE	United Kingdom	1	1	
Bishop Rawstorne C of E Academy	PR26 9HH	United Kingdom	1		
Bishop Vesey's Grammar School	B742NH	United Kingdom	1		
Bishop's Hatfield Girls' School	AL10 8NL	United Kingdom	1		
Blackburn Central High School	BB2 3HJ	United Kingdom			
Blackwater Integrated College	BT30 6SG	United Kingdom	1		
Bow School	E3 3QW	United Kingdom			
Bradford Forster Academy	BD4 8RG	United Kingdom	1		
Branksome Hall Asia	63528	South Korea	1		
Brechin High School	DD9 6LB	United Kingdom			
Brighton College	BN2 0AL	United Kingdom			
Brittons Academy	RM13 7BB	United Kingdom			
Broughton High School	EH4 1EG	United Kingdom			
Caerleon Comprehensive School	NP18 1NF	United Kingdom			
Caldervale High School	ML68PG	United Kingdom	1		
Cardinal Newman High School	ML3 4DW	United Kingdom	1		
Cardinal Wiseman Catholic School	UB6 9AW	United Kingdom			1
Carrickfergus Grammar School	BT38 7RA	United Kingdom	1		
Castlehead High School	PA1 2HL	United Kingdom	1		
Cedars Upper School	LU7 2AE	United Kingdom	1		
Challney High School for Boys	LU4 9TJ	United Kingdom	1	1	1
Chancellor's School	AL9 7BN	United Kingdom		1	1

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
Chesterfield High School	L23 9YB	United Kingdom	1		
Chingford Foundation School	E4 7LT	United Kingdom			
Christopher Whitehead Language College	WR2 4AF	United Kingdom			
Christs Hospital School	RH13 0YP	United Kingdom			
Chryston High School	G69 9DL	United Kingdom			
City of London Freeman's School	KT21 1ET	United Kingdom	1		
Clifton Hall School	EH28 8LQ	United Kingdom	1		
Coppice Academy	ST5 2EY	United Kingdom	1		
Cowbridge Comprehensive School	CF71 7EN	United Kingdom			
Crickhowell High School	NP9 1AW	United Kingdom			
Devonport High School for Boys	PL1 5QP	United Kingdom	1		
Didsbury High School	M20 2ET	United Kingdom			
Dixons City Academy	BD57RR	United Kingdom			
Drumchapel High School	G15 7SQ	United Kingdom			
Dumbarton Academy	G82 2AJ	United Kingdom	1		
Dunottar School	RH2 7EL	United Kingdom			
Dwight School	N11 3DR	United Kingdom			
Eaton Hall Specialist Academy	Nr4 7BU	United Kingdom	1		
Erne Integrated College	BT74 4FW	United Kingdom	1		
Ethical Culture Fieldston School	10025	United States			
Fakenham Academy and Sixth Form	NR21 9QT	United Kingdom			
Falkirk High School	FK1 5BZ	United Kingdom	1		
Framingham Earl High School	NR14 7QP	United Kingdom	1		
Fraserburgh Academy	AB43 9NA	United Kingdom	1		
Fulbrook Middle School	MK17 8NP	United Kingdom	1		
Gairloch High School	IV21 2BP	United Kingdom	1		
Glasgow Gaelic School	G3 7HP	United Kingdom			
Godolphin School	SP1 2RA	United Kingdom			
Goffs Academy	EN7 5QW	United Kingdom		1	1
Golspie High School	KW10 6RF	United Kingdom	1		
Gordonstoun School	IV30 5RF	United Kingdom	1		
Grange Academy	KA1 2EW	United Kingdom			
Greenbank High School	PR8 2LT	United Kingdom			
Greenfield Community College	DL57LF	United Kingdom	1		
Greenhill School	SA62 5PJ	United Kingdom			
Gryffe High School	PA8 6DZ	United Kingdom			
Guiseley School	LS20 8DT	United Kingdom			
Haileybury College	3187	Australia			
Halliford School	TW17 9HX	United Kingdom			
Harlington Upper School	LU5 6NX	United Kingdom		1	1
Harris Battersea	SW11 5AP	United Kingdom	1		

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
Harris Boys' Academy	SE22 0AT	United Kingdom			
Harrow College	HA1 3AA	United Kingdom	1		1
Harrow School	HA1 3HP	United Kingdom			
Hatch End High School	HA3 6NR	United Kingdom		1	1
Haverfordwest High VC School	SA61 1EP	United Kingdom	1		
Haverstock School	NW3 2BQ	United Kingdom			
Hazlehead Academy	AB15 8BE	United Kingdom			
Heartlands High School	N22 7ST	United Kingdom	1		
Heltwate School	PE1 3RB	United Kingdom			
Hemel Hempstead School	HP1 3DN	United Kingdom		1	1
Hertswood Academy	WD6 5LG	United Kingdom		1	1
High School of Dundee	DD1 1HU	United Kingdom			
High Tunstall College of Science	TS26 0LQ	United Kingdom	1		
Highgate School	N6 4AY	United Kingdom			
Hitchin Boys School	SG5 1JB	United Kingdom		1	1
Hockerill College	CM23 5HX	United Kingdom	1	1	1
Hollinwood Academy	OL8 3PT	United Kingdom			
Holyhead	B21 0HN	United Kingdom			
Huntcliff School	TS12 1HJ	United Kingdom	1		
Hunter College High School	10128	United States			
Ian Ramsey CE Academy	TS19 7AJ	United Kingdom			
James Allen's Girls School	SE22 8TE	United Kingdom			
Jamiatul Ummah School	E1 2ND	United Kingdom			
JCoSS	EN4 9DQ	United Kingdom			
JFS School	HA3 9TE	United Kingdom			1
John F Kennedy RC School	HP1 2PH	United Kingdom			
John O'Gaunt School	RG17 0AN	United Kingdom	1		
Kenilworth School	CV8 2DA	United Kingdom			
Kimichi School	B27 6LL	United Kingdom			
King Alfred School	NW11 7HY	United Kingdom	1		
King Arthur's School	BA9 9BX	United Kingdom	1		
King Edward VI Sheldon Heath Academy	B26 2RZ	United Kingdom	1		
King's Hawthornes Leadership Academy	L20 6AQ	United Kingdom			
Kings Langley School	WD4 9HN	United Kingdom	1	1	1
Kings' School Winchester	SO22 5PN	United Kingdom			
Kirkcudbright Academy	DG6 4JN	United Kingdom			
Kirkwall Grammar School	KW15 1QN	United Kingdom	1		
Knox Academy	EH4 14DT	United Kingdom			
Kyle Academy	KA7 3LR	United Kingdom			
Laurus Cheadle Hulme	SK8 5GB	United Kingdom	1		
Laurus Ryecroft	M43 7LJ	United Kingdom			

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
Lawrence House School	L36 5SJ	United Kingdom	1		
Lawrence Sheriff School	CV21 3AG	United Kingdom			
Leicester High School For Girls	LE2 2PP	United Kingdom	1		
Linwood High School	PA3 3NB	United Kingdom			
Lochside Academy	AB12 3JG	United Kingdom			
Lockerbie Academy	DG11 2AT	United Kingdom	1		
London Academy Edgware	HA8 8DE	United Kingdom			
London Academy of Excellence Tottenham	N17 OBX	United Kingdom	1		
Lytham St Annes High School	FY8 4DG	United Kingdom	1		
Mackie Academy	AB39 3DF	United Kingdom			
Malvern College	WR14 3DF	United Kingdom			
Maricourt CHS	I31 3DZ	United Kingdom			
Marlborough House School	TN31 6LE	United Kingdom			
Meadow Park School	L28 1RX	United Kingdom			
Mearns Academy	AB30 1ZJ	United Kingdom			
Meden School	NG20 0QN	United Kingdom	1		
Merchant Taylors' School	HA6 2HT	United Kingdom		1	1
Methodist College Belfast	BT9 6BY	United Kingdom	1		
Monk's Walk School	AL8 7NL	United Kingdom			
Morrison's Academy	PH7 3AN	United Kingdom	1		
Netherhall School	CA15 6NT	United Kingdom	1		
New-Bridge Integrated College	BT32 3LN	United Kingdom			
Newcastle College	NE4 7SA	United Kingdom	1		
Newcastle High School For Girls	NE2 3BA	United Kingdom			
Newton Abbot College	TQ12 2NF	United Kingdom			
North Coast Integrated College	BT52 2NU	United Kingdom	1		
North Lindsey College	DN17 1AJ	United Kingdom			
North London Collegiate School	HA8 7RJ	United Kingdom	1		
North West Community Campus	DG2 9LU	United Kingdom			
Northgate School	HA8 0AD	United Kingdom			
Northwood College for Girls	HA6 2YE	United Kingdom	1	1	1
Northwood School	HA6 1QN	United Kingdom	1		
Nottingham Emmanuel School	NG2 7YF	United Kingdom	1		
Oathall Community College	RH16 2AQ	United Kingdom	1		
Old Park Primary School	WS10 9LX	United Kingdom			
Onslow St Audreys	AL10 8AB	United Kingdom			
Ormiston Maritime Academy	DN34 5AH	United Kingdom			
Our Lady's High School	ML1 2DG	United Kingdom			
Outwood Grange Academy	WF1 2PF	United Kingdom			
Parkhall Integrated College	BT41 1AF	United Kingdom	1		

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
Parmiter's School	WD25 0UU	United Kingdom		1	1
Perth High School	PH1 1HB	United Kingdom			
Philip Morant School and College	CO3 4QS	United Kingdom			
Presdales School	SG12 9NX	United Kingdom	1		
Priory School	PO40LA	United Kingdom			
Prospect School	RG30 4EX	United Kingdom	1		
Queen Elizabeth High School	SA31 3NL	United Kingdom			
R.E.A.L Education Ltd	NG18 5ER	United Kingdom			
Read School	YO8 8NL	United Kingdom	1		
Reigate School	RH2 7NT	United Kingdom	1		
Ribblesdale High School	BB7 1EJ	United Kingdom			
Ringwood School	BH24 1SE	United Kingdom	1		
Roedean School	BN2 5RQ	United Kingdom			
Rossall School	FY7 8JW	United Kingdom			
Rosshall Academy	G52 3PD	United Kingdom			
Roundhay School	LS8 1ND	United Kingdom	1		
Royal Masonic School	WD34HF	United Kingdom		1	1
Saint John Houghton Catholic Voluntary Academy	DE7 4HX	United Kingdom	1		
Saint Mungo's Academy	G40 2RA	United Kingdom			
Saint Ninian's High School	G46 6UX	United Kingdom			
Scissett Middle School	HD8 9JX	United Kingdom			
Sgoil Lionacleit	HS7 5PJ	United Kingdom			
Shaftesbury High School	HS3 6LE	United Kingdom		1	1
Simon Balle-All Through School	SG13 8AJ	United Kingdom	1		
Sir Henry Floyd Grammar School	HP21 8PE	United Kingdom	1		
Sir Thomas Boteler Church of England High School	WA4 1JL	United Kingdom	1		
Sir William Ramsay School	HP15 7UB	United Kingdom			
Southampton High School	11968	United States			
Springburn Academy	G21 4JL	United Kingdom			
St Albans Girls' School	AL36DB	United Kingdom	1		
St Anthony's Girls' Catholic Academy	SR2 7JN	United Kingdom			
St Bede's Inter-Church School	CB1 3TD	United Kingdom			
St Clares School	DE39AZ	United Kingdom			
St Clement Danes School	WD3 6EW	United Kingdom	1		1
St Columbanus' College	BT20 5PU	United Kingdom			
St Conor's College	BT448NN	United Kingdom			
St Edwards	ST13 8DN	United Kingdom			
St Edward's CE Academy	ST13 8DN	United Kingdom	1		
St Helen's School	HA6 3AS	United Kingdom		1	1

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
St Joan of Arc High School	WD3 1HG	United Kingdom	1		
St John Ogilvie High School	ML3 9LA	United Kingdom			
St John Payne Catholic School	CM1 4BS	United Kingdom			
St Laurence School	BA15 1DZ	United Kingdom			
St Margaret's	NW3 7SR	United Kingdom			
St Margaret's School	WD23 1DT	United Kingdom	1	1	1
St Margaret's School For Girls	AB10 1RU	United Kingdom			
St Mark's West Essex Catholic School	CM18 6AA	United Kingdom			
St Mary's and St John's CE School	NW4 1AB	United Kingdom	1		1
St Mary's Catholic School	DH4 7TS	United Kingdom			
St Mary's Grammar Magherafelt	BT45 6AX	United Kingdom	1		
St Marys High School Downpatrick	BT30 6JQ	United Kingdom	1		
St Michaels Church of England High School	L23 7UL	United Kingdom			
St Modan's High, Stirling	FK7 7WS	United Kingdom	1		
St Neot's Preparatory School	RG270PN	United Kingdom			
St Paul's Girls' School	W6 7BS	United Kingdom			
St. Anne	45069	United States			
St. Martin's School	HA6 2DJ	United Kingdom	1		
St. Mary's College, Irvinestown	BT94 1EL	United Kingdom			
Stanwell School	CF64 2XL	United Kingdom			
StreetVibes Media Academy	SE9 1DA	United Kingdom	1		
Stronsay Junior High School	KW17 2AE	United Kingdom			
Tanbridge House School	RH12 1SR	United Kingdom	1		
Tarporley High School	CW6 0BL	United Kingdom			
Taylor High School	ML1 4JP	United Kingdom			
The Boston Grammar School	PE21 6JY	United Kingdom	1		
The Broxbourne School	EN10 7DD	United Kingdom	1		
The Constance Bridgeman Centre	RM6 4XT	United Kingdom			
The Douay Martyrs Catholic Secondary School	UB10 8QY	United Kingdom		1	1
The Ecclesbourne School	DE56 4GS	United Kingdom			
The FitzWimarc School	SS6 8EB	United Kingdom			
The Friary School	WS13 7EW	United Kingdom			
The Gordon Schools	AB54 4SE	United Kingdom			
The Heath School	WA7 4SY	United Kingdom	1		
The High School of Glasgow	G13 1PL	United Kingdom	1		
The Leigh UTC	DA1 5TF	United Kingdom			
The Marlborough Science Academy	AL12QA	United Kingdom		1	1
The Mary Erskine School	EH4 3NT	United Kingdom	1		
The Piggott Church of England Secondary	RG10 8DS	United Kingdom	1		

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
School					
The Ramsey Academy	C09 2HR	United Kingdom	1		
The Sandon School	CM27AQ	United Kingdom			
The Swedish School in London	SW13 9JS	United Kingdom	1		
The Taunton Academy	TA2 7QP	United Kingdom			
The Warren School	RM6 6SB	United Kingdom	1		
Therfield School	KT22 7NZ	United Kingdom			
Thomas Alleyne Academy	SG1 3BE	United Kingdom		1	1
Tolworth Girls' School	KT6 7EY	United Kingdom			
Tormead School, Guildford	GU1 2JD	United Kingdom	1		
Tring School	HP23 5JD	United Kingdom			
Trinity High School & 6th Form Centre	B98 8HB	United Kingdom	1		
Turnbull High School	G64 2EF	United Kingdom	1		
University of the West of Scotland	KA8 0SX	United Kingdom			
Vale of Leven Academy	G83 OBH	United Kingdom	1		
Villiers High School	UB1 3BT	United Kingdom	1	1	1
Virgo Fidelis Convent Senior School	SE19 1RS	United Kingdom			
Wales High School	S26 5QQ	United Kingdom	1		
Wallace High, Stirling	FK9 5HW	United Kingdom	1		
Watford Grammar School for Boys	WD18 7JF	United Kingdom	1	1	1
Watford Grammar School for Girls	WD18 0AE	United Kingdom	1	1	1
Watford UTC	WD24 4PT	United Kingdom			
Wellacre Academy	M41 6AP	United Kingdom			
Wellfield School	TS28 5AX	United Kingdom	1		
West Herts College	WD17 3EZ	United Kingdom		1	1
Wester Hailes Education Centre	EH14 2SU	United Kingdom			
Whitefield School	NW2 1TR	United Kingdom			
Whitefriars School	HA3 5RQ	United Kingdom	1	1	1
WMAS	GU4 8NR	United Kingdom			
Wollaston School	NN29 7PH	United Kingdom	1		
Wolsingham School	DL13 3DJ	United Kingdom	1		
Yarm School	TS16 0RP	United Kingdom			
Yavneh College	WD61HL	United Kingdom			
Ysgol Bro Dinefwr	SA19 6PE	United Kingdom	1		
Ysgol Bro Idris	LL40 1HY	United Kingdom			
Ysgol Dyffryn Aman	SA10 2NW	United Kingdom	1		
Ysgol Harri Tudur	SA71 4RL	United Kingdom	1		
Ysgol Tryfan	LL572TY	United Kingdom			
Ysgol Uwchradd Caergybi	LL65 1NP	United Kingdom	1		
Ysgol Y Moelwyn	LI41 3DW	United Kingdom			

School / College Name Registered in 2021	ZIP / Post code	Country	Screened in 2021	Attended Synagogue event	
				2019	2020
<b>TOTAL REGISTERED</b>	<b>278</b>				
<b>TOTAL SCREENED TO STUDENTS</b>			<b>113</b>	<b>28</b>	<b>32</b>

## Appendix 4. Maps of the registered and participating schools





Purple pins indicate schools which screened the Docufilm; blue pins indicate schools which registered to show the Docufilm but have not yet done so.

To examine the map in greater detail, see <https://tinyurl.com/HLUKmap>

## Appendix 5. How schools mark UK HMD

A school assembly and Holocaust is covered in history lessons	1
A whole school assembly	1
Academic Extension event.	1
An assembly	2
assemblies	1
Assemblies	2
Assemblies History lessons	1
Assemblies - when we can hold them! We also try to organise whole school/cross curricular events	1
Assemblies all week led by Yr 11 - 13 Holocaust Ambassadors who visit Krakow and the camps each December. Speakers Evening events for students, parents, families and the public	1
Assemblies for all year groups	1
Assemblies for all years and a Memorial event for the whole of Year 10.	1
Assemblies led by our own Holocaust Ambassadors who travel to Krakow each December. Speaker events for the school and evening events for the public.	1
Assemblies- in school lessons	1
Assemblies, displays	1
Assembly	2
Assembly and lessons.	1
Assembly given by the Religion, Philosophy and Ethics department to whole school.	1
Assembly to all year groups and focus in History lessons to all year groups.	1
Assembly, pre-covid there were school trips on the Holocaust Memorial Day with the local council to bring secondary schools together and discuss.	1
Attending events	1
Discussion/focus in form time or assembly or in History lessons.	1
Head of RE leads this.	1
HMD material during RS lessons.	1
Lessons on that day or close to that day refer to Holocaust Memorial Day	1
Normally through assembly.	1
Pause for Thought session Content in RS lessons Holocaust reading list shared with pupils Communal Worship We generally teach a 6 week unit to year 9, but did not do this during lockdown; this is why the whole of year 10 have been shown this docufilm.	1
Prior to COVID-19 restrictions, an assembly attended by all pupils (s1-s6) marking Holocaust Memorial Day was held.	1
School assembly usually.	1
Special assembly	1
Special assembly and display	1
This year we created displays based on the belt Gyula Frenkal made during his time in a concentration camp	1
Usually a webinar	1
Usually in assembly	1
Usually with an assembly for Years 10-13. This year it unfortunately didn't	1

happen.	
Various activities at whole school level & in history lessons	1
We attend events at Northwood Synagogue and assemblies in school.	1
We do an assembly. This year it was obviously a virtual one. We try to involve students and encourage them to tell us about their family history and how it links to the Holocaust. This year a parent produced a talk over powerpoint about her family history which we turned into a video and is now available on YouTube. It is also marked on the Holocaust Memorial Day interactive map. In normal years we put up displays too, or the library runs activities related to Holocaust Memorial Day. We time our teaching of the Holocaust in Year 9 to give the context of Holocaust Memorial Day.	1
We go to the local synagogue to hear about the holocaust with students	1
We have a school assembly on HMD.	1
We usually have a whole school assembly but due to covid we had a whole school team meeting where teachers put on a slideshow/ video of teachers talking about the Holocaust, music and information.	1

## Appendix 6. Other Comments from teachers

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A fantastic and engaging resource which is set at an appropriate level for KS3 and KS4 students exploring the Holocaust. It'd be great to focus further on the identity of the Jewish community in terms of religion / race as I feel this is something that confuses many students and something which I cover with them in lesson. Also to outline further historical anti-Semitism so the students gain a better understanding that this did not start with the Nazis.

---

A memorable film with such a strong impact on students hearing the words of the past in the voices of young people today.

---

A powerful and highly informative film, it presented the holocaust to my students through the eyes of the survivors and witnesses to the genocide and put a human face to the stories and lessons they had already known about the subject.

---

A transcript of the film would be very useful. We have 50-minute lessons so there was not quite enough time to show the whole film in a lesson time. I had to work out a few small cuts to fit it in. A transcript with timings would have been helpful to enable me to make those decisions.

---

An excellent film.

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An informative, educational docufilm created in a tasteful way. Well done to all involved.

---

Classes rarely begin and end on time - the duration was almost 1 hour so students did not see the ending. 55 minutes would be a better viewing time.

---

Congratulations to all involved. I know how much work went into this film. The girls were incredibly positive about the film.

---

Having to login every time it was shown could possibly put off some staff.

---

I showed this as a "stand alone" lesson to students who had already been educated about the Holocaust. It was excellent.

---

I would have liked a little more information initially as I wasn't sure what I was signing up for (e.g. if I would be expected to screen it at a certain time) but I emailed and had a response incredibly quickly. Thankyou. I was glad we could screen it at the end of the Y9 Holocaust topic as we are back in school. It doesn't work screening video into student homes from a teacher computer or laptop because the internet lags so it distorts the video and ruins the student's enjoyment. We normally put a link up (e.g. to Youtube) and the children click on it and watch it outside of Teams. I have been surprised by just how gripped the vast majority of learners have been. I had some additional time with my Y10 form when we returned to school and showed them. They can be very chatty but they watched with increasing attention and afterwards asked if we could watch more docufilms like that. I was impressed. I'm really grateful for all the Holocaust Resources which have become available. We already had some resources in the dept. which I got from a course on the Holocaust and a NQT brought from her training. Then last year, I got the free Holocaust book produced in association with UCL and have rebuilt our scheme of work on the Holocaust around it. Instead of doing about 6 lessons with Year 9 we now do 15. We had covered the kind of material on the docufilm so it was great for the children to see it all come together into one story. I have always cared about teaching about the Holocaust and truly believe it is really relevant to today and ensuring that it doesn't happen again. I have been sad we can't get a holocaust survivor into school any more so I'm grateful for other resources. Although nothing

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has the impact of hearing an actual holocaust survivor.

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If possible, being able to provide a link to students would have been really useful. I shared my screen with students on Teams but that meant that students were sometimes distracted by the film 'lagging'.

---

It was excellent, my students watched in silence and asked to continue it the following lesson, they asked good questions after and were clearly affected by the film.

---

It's hard to fill in this evaluation form when you have only viewed the film in preparation-therefore I have answered on behalf of pupils and how I think they would find it in the pupil section. I thought the film very powerful without showing visually some of the horrors of the Holocaust that so many other films do. I thought the use of the young actors very powerful.

---

Magnificent. An excellent use of student voices; so very expressive and easier for students to empathise with. Thank you.

---

Some buffering with the film but it might have been due to adverse weather conditions.

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Thank you for providing this excellent resource.

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Thank you for such an amazing film - the comments from my pupils show how much it meant to them.

---

Thank you so much for this - and huge thanks to Janine for sharing her story. I think the film following one persons story enabled my pupils to really connect with Janine. I have marked no for marking Holocaust memorial Day - but we do usually mark it, this year however with covid we were on lockdown and my whole teaching schedule was different to other years.

---

Thank you very much for the opportunity to share this important film with our students during the lockdown restrictions. Our students had some knowledge of the holocaust already but were very moved by Janine's story and also had huge admiration for her courage in being able to tell her story after so many years. The historical news clips and the testaments of other holocaust survivors read by actors really helped our students to understand the context of the holocaust during the years leading up to and including the second world war.

---

The docufilm was superb - very powerful and thought provoking. Janine Webber visited us to share her testimony with year 8 and 9 in summer 2018, so I knew she would be fantastic, but I was also very impressed with the young people reading the testimony of the other survivors in the film - it made it clear to students that we were talking about people of their age and younger who experienced these horrific events, and that the issues raised are contemporary as well as historical.

---

The one thing I'd do differently next time would be to show it to students in a classroom rather than an online lesson - which we will be doing with Year 9 when they study the Holocaust later this year. We used it as a one-off topic for Year 8, and also to break up their online learning. However, doing it online meant the discussion wasn't as powerful, and some students struggled with the 'streaming' of the video from the teachers' computer. I appreciate the reasons for restricting access, but in the circumstances of lockdown it may have been better to make the video accessible to students on their own devices rather than it having to be streamed. Obviously this would have been resolved by me doing it now we're back

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in school rather than during lockdown. That aside, I thought the docufilm was brilliant, so thank you.

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The Holocaust Learning UK's film was an excellent form of consolidation for our Year 9 Holocaust Unit. The film really brought the content we had been studying to life. When the students had heard we were not able to attend our annual Year 9 Religious Studies trip, they were upset. Even though we weren't able to physically go to our local Belmont Synagogue, the key message was still received from the film - never again. I thank HLUK for putting this together because those students were still able to hear from a survivor. All the staff and students who have viewed the film were truly touched by Janine's story.

---

The online registration process was difficult at first. I don't know whether it just took time to register but my login didn't work at first and the process was confusing. When it did work (the next day) it was fine. The film itself is excellent with powerful and compelling testimony which brings to life this terrible episode in history through first-person accounts, particularly when told by survivors themselves.

---

The pupils found the docufilm very interesting and hard-hitting. We teach a holocaust unit and were nearing the end of the topic when I received the invitation to watch the film and so it was just watched in one sitting - it mentioned aspects that the class had already learned about which was good but if I had access to the film again I would maybe watch it in parts, using the footage to emphasise and consolidate what they have learned. The class are aged 12/13 and at times during Janine's recollections some were quite emotional - while this is a good thing I felt like it was a bit much for their age for one sitting.

---

This was an incredible docufilm, really looking forward to showing it to the other classes of y8s and 9s. Thank you.

---

This was the most valuable documentary on the Holocaust I have come across. The content was very age-appropriate, relaying the gravity of the events to the young people without explicit imagery. The focus on the Holocaust as a series of heinous events, rather than just honing in on the details of the Concentration camps or war helpfully relayed the myriad of atrocities victims faced. The link to modern acts of genocide inspired many young people who watched the documentary to undertake their own research and find ways to raise awareness and help.

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We watched the film at the end of the unit on the Holocaust - it confirmed and enriched what they had learnt in class.

---

We would love to use the docufilm again, and if there was a chance to see more of the testimonies read out by the teenagers it would be appreciated. Talks from Rabbi's on the impact of the Holocaust would be useful as would testimonies of survivors of other genocides (again read and filmed either by the survivors themselves or by teenagers).

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I would highly recommend the film to others and hope that it is available for schools for the future. It was a really valuable and eye-opening resource.

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## Appendix 7. Comments from students

"I think that the documentary is important as it teaches us about the tragic events of the Holocaust, including the Jewish survivors' experiences. I like how it answers interesting questions such as 'Did people help the Jews?' as we hear the story of people who were kind enough to risk their own lives to help the Jews, going against the merciless rule of the Nazis." Caitlin

"This is the most important film I have seen for a long time and deeply shocking. It is also easy for young people to understand."

"This film opens your eyes to the sheer amount of suffering anyone who was considered 'different' experienced. It also shows difference made by people deciding to help, instead of standing as a bystander to genocide."

"The testimony of Janine Webber allowed me to understand the damage caused to innocent Jewish lives and has made me realise the extent of anti-Semitism through history. Hearing Janine's story has made me curious to find out more about this horrible event, and listen to testimony from other survivors. After hearing Janine's story, I am encouraged not to be a bystander, and to speak up when there is an unjust situation, because if everyone did this many future genocides could be prevented." Carys, Year 11

"The film made a great impact on me, and on the other students in my class. Before I saw this film, I knew about the Holocaust in very simple terms – through facts and numbers found in History textbooks. And of course, my heart has always ached for the victims of the event. But the film took these facts and numbers and put a face to them. Seeing an actual person tell her story suddenly lifted the event off the textbook pages and brought it to life. I now understand, with deeper emotion due to the human connection to the events that Janine's story provided – the true horrors of the Holocaust. The generalised story that I once saw printed in black and white now seems much more present to me – something real and more recent than I thought. The bravery and courage of Janine and her family was truly inspiring and I am in awe of her. Now, more so than before, I have found endless respect for survivors of the Holocaust. The film I consider to be very important for educating the younger generation – to open their eyes to the horrors of the past, and to ensure they prevent anything like it from happening again." Ella, Year 11

"I think it is very easy for people to just view the Holocaust as an event years ago where lots of people died and they don't fully realise how terrifying and traumatic it would have been. Being persecuted because of your religion or just because you were related to or looked like someone of that religion. Not having equal rights and having everyone treat you like stupid, irresponsible children who can't be part of any clubs, can't have bikes or pets and can't vote. Spending your life in constant fear, hiding and praying you and your family would be okay and that you would see your loved ones again. Taken away from all you know, travelling like animals, being split up from those you love and being killed or put to work regardless of your age, gender, or health. If people today understand more about how horrific it was then they would understand why it is important to remember those people and to ensure nothing like it ever happens again." Rhian, Year 11

"The horrifying acts committed by the Nazis, that I learnt of from the testimony of Janine Webber were saddening. I cannot even start to fathom how she must have felt after hearing the blistering sounds of gunshots as her father lay there helpless, or how she felt seeing both her mother and brother die horrible deaths. It is especially sad that the bystanders did not help, when the Polish child took her jacket, I felt as though the act of being humane was no more, even at such a young age these children had developed spiteful tendencies that shattered my faith in humanity. *"All it takes for evil to thrive is for good people to do nothing"*. I cannot begin to understand how frightening it must've been seeing so many people stare at you and understand your pain yet do nothing. Thank you for sharing your story to educate the new generation so nothing like this happens again." Daniel, Year 11

"While watching this film, I felt a great sense of empathy for Janine and all the Holocaust victims. It makes my heart ache when I hear these stories. But it also helps me to

<p>understand just how hard life was for any Jew under threat by the Nazis. Janine, especially, I admire her bravery and resilience and how she never gave up. Even when she lost those dear to her. Janine's story should inspire millions around the world that you should never give up, even when your world is crumbling. It has really opened my eyes and given me a whole new perspective on the Holocaust and the lessons I should take with me throughout my life. This film educated me on aspects I have never been taught before, e.g. the ghettos and the fact that the Holocaust wasn't just about death and concentration camps. But the sacrifices and struggles people went through just to survive being unjustly persecuted." Eve, Year 11</p>
<p>"The Movie made me and a lot of others tear up of cry at points. It's so sad that the Jews or the people have to go through all that fear or having to live in different areas. We all learnt about how the young women children men and all had to go into hiding when the Nazis turned up." Hollie</p>
<p>"I found it really interesting to watch, I also liked the way you could see the pictures and videos. It was nice to see what she had to live though but it was also sad." Morgan</p>
<p>"It was really interesting to watch and see how the world was back then and how it had affected the lady and many others. I also liked how the film had different clips and pictures as it helps to understand it more." Maddison</p>
<p>"They displayed everything clearly and understandable. It was nice to be able to see what it was like. I really liked the way you took a lady's life and made a film out of it, explaining what life was like back then for the Jews, and some other religious people." Faith</p>
<p>"It was so interesting. everyone thinks they have been through a lot but watching the film really made me think we have been through nothing compared to the people back in the days. I also thought it was very sad." Sophie</p>
<p>"It was very interesting and it was also very sad what they went through at that time." Anna</p>
<p>"I think the movie was very good. It helped me understand how badly the Jewish population were treated in the 1930s and 1940s. The movie was also finished to a very high standard". Ethan</p>
<p>"I think the movie was very good. It was educational but also sad about the way the people were treated back then. The movie was also finished to a high standard." Fraser</p>
<p>"I was upset by this, but I found it really interesting."</p>
<p>"I found it really inspiring and has helped me understand the Holocaust."</p>
<p>"This was the best way to show the events of the Holocaust. I only wish people would learn from these awful actions. I found it emotionally inducing and I feel all the better for it."</p>
<p>"It was so sad that people were treated like that."</p>
<p>"I think that the docufilm produced a really interesting lesson. Finding out about the Holocaust first-hand was incredible. Also hearing experiences being read by children made it more powerful. I think it was very informative and taught me lots about the Holocaust."</p>
<p>"The documentary ignited feelings of sorrow, horror and pride. This is due to the descriptive re-enactment supported by a lady who persisted through it."</p>
<p>"I feel that the documentary we watched was very powerful and moving and it gave me a really good idea on how life was like- tough. I already knew it was bad, but this showed me the horrors Jewish people went through and made me feel emotional. It had a really good message."</p>
<p>"I think that the story from Janine was very inspirational and reminds me that it was only relatively recently that this had occurred. There are people who still have to live with such bad memories and it makes you think how lucky we are to live in a society where racism is present, but not so extreme. Janine, and others like her, deserve more respect and recognition for their moving stories." Yr 9</p>
<p>"Out of the Darkness unravelled the dark truth in a thoughtful and moving way. I think that the teenagers were a good input to the story and made the story seem real and quite dramatic." Yr 9</p>
<p>"It is very inspiring for Janine to come forward and share her heartbreaking story that affected not only her, but millions more who never got the chance to share their experiences."</p>

Her story was very heartfelt and sincere which made it that much more emotional and moving, considering the fact that her whole persona was attacked and she was completely innocent and did not deserve these horrific and demoralising nightmares." Yr 9

## Appendix 8. Comments from the Docufilm actors

*“Personally, I think that ‘Out of the Darkness’ turned out tremendously. It really gives the audience such a clear understanding of how appallingly innocent people were treated during such a devastating period. I learnt so much, and there were many things I discovered about the Holocaust that I hadn’t even learnt in school! I loved meeting everybody behind the scenes, and all in all, it was an amazing experience. I am very proud to have been part of the Docufilm.”*

Nancy Orchard

*“The experience of learning and speaking the words of Holocaust survivors was something indescribable; they were not only words, but the entire stories, experiences, and suffering of people which I can never truly understand. Seeing the clips of myself and fellow students within the context of the docufilm made this infinitely more apparent, and I felt both honoured and humbled to have had the privilege of being part of such a poignant, informative, and vital work.”*

Soryoung Han

*“I learned so much from this experience. I was deeply shocked at the fact that people actually believed that this was a perfectly acceptable thing to do, and in fact the right thing to do. It gave me a much fuller understanding of the full extent of the trauma that people went through during the Holocaust.”*

Oscar Maddocks

*“I thoroughly enjoyed meeting new people within this current climate and being part of something which is so impactful for people across the country. The experience and film itself have taught me so much about the Holocaust and the horrors people had to face. When performing my lines, I learnt of the harsh realities of people’s lives during the Holocaust and educating people of this is very important.”*

Sonali Vaghela

*“I enjoyed working on Out of the Darkness because it has an important message that is still relevant today, 80 years later. With intolerance either on the rise or merely being recorded more, I think everyone should watch this film to hear an authentic account of the horrors of its effects, and to learn about acceptance, diversity and equality from a Holocaust survivor.”*

Shayaan Ahmed

*“We don’t often get the opportunity to listen and understand the events of the Holocaust through an actual survivor’s point of view so this was definitely an eye opener. Hearing someone’s firsthand experience is way different than reading about it in history books and I believe everyone should definitely make time to watch this documentary. Working on this was also very insightful and interesting; I found myself having to recount these horrible events and I can only imagine how those poor Jews must have felt. Overall, this is an amazing piece and I’m so lucky I was allowed to be a part of it. If you’re reading this and haven’t watched this piece yet, please do! You will honestly be wowed by the end of it.”*

Mariachantal Mbadinuju.