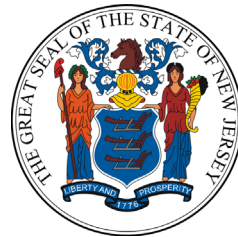




**State of New Jersey
Commission on Holocaust Education**

P.O. Box 500
Trenton, NJ 08625
(609) 376-3968

holocaust@doe.nj.gov
<http://www.nj.gov/education/holocaust/>



Resources for Speaker Visit

Speaker Name: _____

Date of presentation: _____

We are looking forward to having a Holocaust survivor (or child/grandchild of a survivor) speak to your students. Hearing the testimony of a survivor (or child/grandchild of a survivor) is an invaluable and impactful learning experience that also requires some preparation.

- Please allow 45-50 minutes for the Survivor to speak, including 10-15 minutes for questions from the audience.
- If you plan on recording the testimony, please obtain permission from the speaker in advance.

For the speaker, if in person:

- Provide specific parking and entrance information (including any stairs).
- Have an adult greet and escort the Survivor (and any other guest who will accompany the speaker) to the speaking location.
- Offer a restroom stop/location.
- Provide microphone, chair/stool, podium and/or desk, water, and tissues.

For the speaker, if online:

- Your local Holocaust Center contact will coordinate details on how to connect online.

Teacher Preparation Suggestions:

- Prepare students with knowledge relevant to the speaker. If the speaker experienced a specific event during the Holocaust, be sure the students know about the event.
 - See the attachment **Recommended Resources from NJ Commission on Holocaust Education** for resources that may be helpful.
- Know correct pronunciation and spelling of the speaker's name/share with students ahead of time.
- Eliminate all distractions when possible: PA announcements, people traffic.
- Students should not enter or leave during testimony.
- Teacher should be close by to repeat or rephrase any questions.
- Students might have questions that evolve throughout the talk. You might want to have a few prepared questions for the speaker as well, to get the Q&A portion going. Provide note cards for students to take notes and write their questions.

Student Preparation Suggestions:

- While the speaker will provide the students with a unique and special story of their own, it is always helpful for students to come into these programs with some background information.
- Be aware the speaker may have an accent and students must be attentive and focused.

- Students should be aware these experiences can be difficult and make the speaker emotional.
- Discuss appropriate questions and share examples of appropriate types of questions.
- Make clear expectations for student behavior:
 - Sit-up
 - Look at speaker
 - No talking, cell phones, texting, etc.
 - Remain seated
 - Speak up when asking a question
 - If online presentation, same as above and keep student cameras on

Suggestions to conclude the presentation:

- Thank the speaker.
- If time allows, have students approach the speaker. Check with the speaker about taking pictures with students.
- Escort speaker to exit or the car.
- Provide time to process the visit later in the day or at the next class meeting.
- Students write thank you notes, individually or in small groups. The teacher should review all notes before mailing/emailing them to the speaker. (If written electronically, copy and paste letters into one document)
- Notes from students can include:
 - Thank the speaker for coming in to share his/her testimony.
 - Mention a specific part of the testimony that was especially meaningful.
 - Include what students learned from this experience.

For further information:

Contact the New Jersey Commission on Holocaust Education.

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