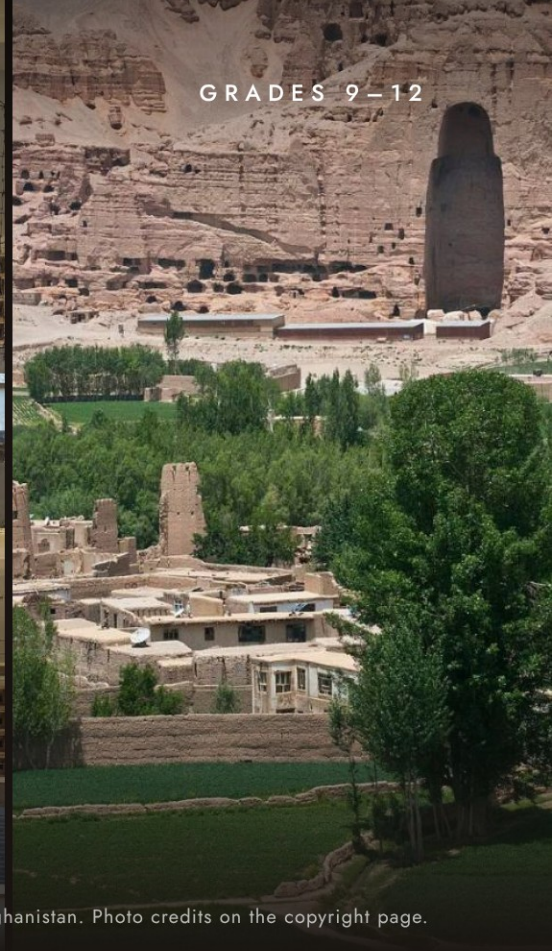




Darfur · Cambodia · Afghanistan. Photo credits on the copyright page.

# TEN STAGES OF CHANGE

Units 1–3: Classification, Symbolization, and Discrimination

CASE STUDIES: DARFUR · CAMBODIA · AFGHANISTAN

01 Stage 1 · Classification

Darfur

02 Stage 2 · Symbolization

Cambodia

03 Stage 3 · Discrimination

Afghanistan

CURRICULUM SERIES · UNITS 1–3

JOSHUA BICKNELL

STAGESOFCHANGE.ORG

# TEN STAGES OF CHANGE

Genocide Education & Prevention

## Curriculum Series • Units 1–3

Classification • Symbolization • Discrimination

Joshua Bicknell

[stagesofchange.org](http://stagesofchange.org)

First Edition

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A note on content: this curriculum addresses genocide and mass atrocity. Content guidance for students appears at the start of every anchor text, and teaching guidance appears in the Series Guide.

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*Note on standards: alignments use the California Common Core State Standards (ELA/Literacy) for grades 11–12; for grades 9–10, use the parallel standard with the same number (e.g., RH.9–10.6). History–Social Science anchors are World History 10.8 (World War II and the Holocaust), 10.9 (post-war developments), and 10.10 (contemporary nation-building). Verify against your district's pacing.*

*“Genocide is a process that develops in ten stages that are predictable but not inexorable. At each stage, preventive measures can stop it. The process is not linear. Stages occur simultaneously. Each stage is itself a process.”*

**Gregory H. Stanton, “The Ten Stages of Genocide”**

## Author's Note

This series began with a question. In 2023, as war spread across Sudan and genocide unfolded again in Darfur, I asked Sudanese civilians what they needed from people outside the country. What could we realistically do?

No one asked for money, policy, or petitions. Every answer was the same: talk about it.

That instruction shapes every page of this curriculum. Gregory Stanton's "Ten Stages of Genocide" gives it a spine. Genocide is a process, predictable but never inevitable, and it can be interrupted at every stage. Learning the stages gives students a way to recognize the pattern while there is still time to act.

But a pattern alone rarely moves anyone. Psychologists have a name for what happens when suffering grows too large to picture: psychic numbing. The bigger the number, the less we feel. A mass grave, a crowded camp, a death toll in the millions, and the mind turns away.

So these units start with people. Mariam in the Jebel Marra. Emi asking an audience to witness her. Tep Vanny knee-deep in the water that swallowed her neighborhood. Ly Sivhong waiting under studio lights for her sister and mother. Jawahir at her sons' graves on a mountaintop in Bamyan. Students learn to hold two things at once, the pattern and the person, because prevention needs both.

What genocide destroys is not only lives. It is languages, traditions, and the thread that ties a family to everything that came before it. Teaching this history well means refusing to shrink it into a lesson about bullying or kindness. It means asking students to see how ordinary prejudice can harden, step by step, into something far worse, and to notice those steps in their own world.

These units do not pretend the subject is easy. The anchor texts are direct and difficult. The norms, check-ins, and breaks in this Series Guide are part of the instructional design, not add-ons; they keep challenge from becoming harm.

The project rests on one conviction: ordinary people, students included, have interrupted this pattern before, and they can again. That is why every anchor text closes with actions scaled to the time a reader actually has. Recognition without response stalls prevention.

The killing in Sudan did not stop while this series was written. The krama is still worn. Girls in Afghanistan still teach one another in hidden classrooms.

"Please find me," the families in Cambodia said. "Talk about it," the people of Sudan said. So let's talk about it.

*Joshua Bicknell, M.Ed.*

Creator, Ten Stages of Change: Genocide Education & Prevention

## TEN STAGES OF CHANGE · SERIES GUIDE

## How to Use This Series

*Ten Stages of Change is built to drop into the course you already teach. Each unit stands alone, so you can teach one lesson, one week, or the whole unit, in any order, alongside your existing curriculum.*

Each unit pairs one of Gregory Stanton's stages with a case study and an illustrated anchor text at two reading levels. Every unit has the same parts: a launch lesson (Lesson 0), two or three core lessons, checks for understanding written separately for World History, Geography, and English, a summative assessment, a standards tracker, student handouts, and a primary-source appendix. Each unit is built around three skill clusters, one each from history, geography, and literacy, so teachers in different departments can share it.

| Units at a Glance                                 |                                                        |                                                        |                                                     |                                                                               |
|---------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------|
| Unit                                              | History                                                | Geography                                              | Literacy & Analysis                                 | Signature Products                                                            |
| <b>Unit 1 · Classification · Darfur, Sudan</b>    | Identity & ethnic conflict; colonial "divide and rule" | Land & resource geography: herders, farmers, and water | Media literacy & rhetorical analysis                | Classification Spectrum; media analysis and counter-narrative; summative      |
| <b>Unit 2 · Symbolization · Cambodia, 1975–79</b> | Revolution & totalitarian control                      | Memory & place: prisons, memorials, and land rights    | Symbol & visual analysis; memoir and author's craft | Symbol Timeline of Resistance; Living Memorial page; symbol-literacy campaign |
| <b>Unit 3 · Discrimination · Afghanistan</b>      | Human rights & the rule of law                         | Migration & minority geography: the Hazara, refugees   | Evidence-based argument & research                  | Risk-indicator map; advisory simulation; document-based position paper        |

## Three Ways to Use a Unit

| Path                 | Time              | What to Teach                                                                                          | Best For                                                         |
|----------------------|-------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Single lesson</b> | 1–2 class periods | One core lesson, the anchor text (Version 2 reads faster), and the CFU for your subject                | Adding a case study to a unit you already teach                  |
| <b>Mini-unit</b>     | 3–5 days          | Lesson 0 (or its 20-minute opening), the anchor text, one or two core lessons, and your subject's CFUs | Replacing a textbook section with a case study                   |
| <b>Full unit</b>     | 1.5–3 weeks       | Every lesson, the summative, and the standards tracker                                                 | Electives, Holocaust & Genocide Studies, interdisciplinary teams |

**Teaching across departments.** Two teachers can share one unit. The English teacher takes the anchor text and the writing task; the history or geography teacher takes the lessons and the CFUs for their course. Students see the same case from two angles in the same week.

## TEN STAGES OF CHANGE · SERIES GUIDE

**Scope & Sequence: Where It Fits in Your Year**

*These maps follow the order most California schools teach each course. Months are typical, not fixed, so use the standards column to find your place. You don't need to teach the units in order: pick the one that matches what your students are studying now.*

| <b>World History, Culture &amp; Geography: The Modern World (Grade 10)</b> |                                                                                         |                                                                                                         |                                                              |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>When</b>                                                                | <b>What You're Already Teaching</b>                                                     | <b>Drop In</b>                                                                                          | <b>Start With</b>                                            |
| <b>Sept-Oct</b>                                                            | New Imperialism in Africa and Southeast Asia (HSS 10.4.1, 10.4.3)                       | Unit 1: how colonial rule turned "Arab" and "African" into political categories in Sudan                | Unit 1 anchor text + Lesson 1 (2–3 days)                     |
| <b>Nov</b>                                                                 | World War I and the Armenian Genocide (HSS 10.5.5)                                      | Lesson 0: define genocide and introduce the Ten Stages before you teach 10.5.5                          | Lesson 0 (1–2 days)                                          |
| <b>Dec-Jan</b>                                                             | Rise of totalitarian regimes (HSS 10.7.3)                                               | Unit 2: the Khmer Rouge as a later case of total control, from forced uniforms to the 1976 constitution | Unit 2 Lesson 1 + Source E-1 (2 days)                        |
| <b>Feb-Mar</b>                                                             | World War II and the Holocaust (HSS 10.8.5)                                             | Units 1–3 as "after the Holocaust" cases: the same early stages, decades later                          | Ten Stages tracker (Handout L0-3); one anchor text per group |
| <b>Mar-Apr</b>                                                             | Cold War competition in Southeast Asia and Africa (HSS 10.9.2, 10.9.3); the UN (10.9.8) | Unit 2 (Cambodia after the Vietnam War) and Unit 3's UN primary sources                                 | Unit 2 Lesson 3 or Unit 3 Lesson 2                           |
| <b>May-June</b>                                                            | Nation-building in Africa and the Middle East today (HSS 10.10, 10.11)                  | Unit 1 (Sudan since 2003) and Unit 3 (Afghanistan since 2021)                                           | Unit 3 Lesson 1 risk-indicator map                           |

| <b>World Geography, Human Geography &amp; AP Human Geography</b> |                                                                                      |                                                                      |                                     |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------|
| <b>When</b>                                                      | <b>What You're Already Teaching</b>                                                  | <b>Drop In</b>                                                       | <b>Start With</b>                   |
| <b>Fall</b>                                                      | Political geography: borders, colonialism, and ethnic conflict                       | Unit 1: who drew the lines, and who was sorted by them               | Unit 1 Lesson 1 + Geography CFU 1.1 |
| <b>Fall-Winter</b>                                               | Agriculture and land use: pastoral herding vs. settled farming; resource competition | Unit 1: herders and farmers "competing for shrinking land and water" | Geography CFU 1.2                   |
| <b>Winter</b>                                                    | Cultural geography: symbols, cultural landscapes, sacred and memorial sites          | Unit 2: the krama, Tuol Sleng, and Boeung Kak Lake                   | Unit 2 Lesson 2 (Living Memorial)   |
| <b>Spring</b>                                                    | Population and migration: refugees, forced migration, minority groups                | Unit 3: the Hazara and Afghans displaced since 2021                  | Unit 3 Lesson 1 risk-indicator map  |

## TEN STAGES OF CHANGE · SERIES GUIDE

**Where It Fits: English & Government**

*Literacy skills travel with the case studies, so English and government teachers can use a unit without teaching the history from scratch. The anchor text carries the context.*

| <b>English Language Arts (Grades 9–12)</b> |                                                                 |                                                                               |                                                              |
|--------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>When</b>                                | <b>What You're Already Teaching</b>                             | <b>Drop In</b>                                                                | <b>Pairs Well With</b>                                       |
| <b>Fall</b>                                | Identity units; nonfiction and rhetorical analysis (RI.1, RI.6) | Unit 1: the identity wheel, "Us or Them," and media analysis                  | Things Fall Apart (colonialism and identity)                 |
| <b>Winter</b>                              | Memoir, symbolism, and author's craft (RL/RI.4, RI.5)           | Unit 2: the krama as symbol; the braided structure of "Threads of Resistance" | First They Killed My Father (Loung Ung); Night (Elie Wiesel) |
| <b>Spring</b>                              | Research and argument (W.1, W.7–9); AP Language synthesis       | Unit 3: the document-based position paper and its source set                  | The Kite Runner (Hassan's Hazara identity); I Am Malala      |

| <b>Principles of American Democracy / Government (Grade 12)</b>                      |                                                                                     |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>What You're Already Teaching</b>                                                  | <b>Drop In</b>                                                                      |
| <b>Media and American political life (HSS 12.8)</b>                                  | Unit 1 Lesson 2: how headlines frame a group, and how to write a fairer one         |
| <b>How political systems affect human rights (HSS 12.9.1)</b>                        | Unit 3 Lessons 1–2: law and custom as tools of exclusion; the advisory simulation   |
| <b>Conditions that give rise to tyranny; dictators' methods (HSS 12.9.4, 12.9.5)</b> | Unit 2 Source E-2 (the 1976 constitution's promises) and Unit 1 (al-Bashir's Sudan) |

**If You Have One Day**

| <b>Unit</b>                 | <b>One-Day Lesson</b>                                                              | <b>You'll Need</b>                                                             |
|-----------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Unit 1 · Darfur</b>      | Lesson 1: build the Classification Spectrum and decide where labels turn dangerous | Anchor text (Version 2), Identity Wheel and Classification Spectrum (D-1, D-2) |
| <b>Unit 2 · Cambodia</b>    | Lesson 1, Part 2: trace the krama through the Symbol Life Cycle                    | Anchor text (Version 2), Symbol Life-Cycle Organizer (D-2)                     |
| <b>Unit 3 · Afghanistan</b> | Lesson 1: map the risk indicators with evidence from the text                      | Anchor text (Version 2), Genocide Risk Indicators: Evidence Map (D-1)          |

CCSS codes without a grade band apply to both 9–10 and 11–12 (for example, RI.6 means RI.9–10.6 or RI.11–12.6). HSS codes are the California History–Social Science Content Standards.

## TEN STAGES OF CHANGE · SERIES GUIDE

## Guidelines for Teaching Genocide

These guidelines follow best practices from the U.S. Holocaust Memorial Museum, Facing History & Ourselves, and Echoes & Reflections. Each pairs a principle with something you might say to students. Adapt to your own style and classroom.

### 1. Establish a grounded purpose from the start

Make clear this is not a curriculum about despair or shock. It is about how societies change and how people make choices within them. Return to that purpose often to give students direction and agency.

**Say**

*We aren't studying horror for its own sake. We're studying patterns: how change happens, how people justify harm, and how others resist it. That's where we start, and what we keep coming back to.*

### 2. Build a class contract, and keep it alive

Co-create norms with students, guided by non-negotiables: respect lived experience, avoid comparisons that minimize harm, and recognize that identity shapes perception. Revisit the contract before sensitive lessons.

**Tip**

Ask before a hard lesson: "Do these norms still fit? Is there anything we should add?"

### 3. Don't dodge the "Why didn't they just...?" questions

Questions like "Why didn't they fight back or leave?" are opportunities. Validate the curiosity, then redirect to the structural realities (power, fear, propaganda, lost rights) that shape what people can do.

**Say**

*That's an important question. Let's explore what made that kind of resistance so hard, and what resistance did happen anyway.*

### 4. Respond to harmful comments with repair, not punishment

Not every off-mark comment is malicious; some come from shock or testing boundaries. Pause, breathe, and restore.

**Say**

*For a pause: "Let's stop there, that comment doesn't match the seriousness of what we're discussing."*

*To explore: "Tell me more. What makes you say that? Let's unpack it."*

*To correct: "That's a harmful stereotype, and we don't repeat those here. Let's look at the facts."*

### 5. Recognize and manage emotional activation

These topics can raise fear, guilt, or anger. Normalize emotional reactions, allow movement or quiet processing, and avoid overexposing students to graphic detail.

**Tip**

Offer “pause pages” for private processing. Invite, but never require, students to share.

**6. Handle politicized reactions with curiosity, not control**

When a student draws a comparison to current events, let the class reflect without centering your opinion. Keep the focus on pattern recognition, not political allegiance.

**Say**

*Interesting connection. What’s similar? What’s different? What context do we need to understand both situations more fully?*

**7. Teach the gray areas without false equivalence**

Human behavior during genocide resists black-and-white judgments. Guide students through complicity, silence, and survival (and the blurred lines between victim, perpetrator, and bystander) without excusing harm.

**Say**

*There’s room for different interpretations of history, but not for denying that this harm occurred or debating someone’s right to exist.*

**8. Prioritize student voice: within boundaries**

Let students lead inquiry, voice discomfort, and connect personally. The framework is imperfect, and definitions of genocide are contested; invite students to find and improve on those gaps. Hold one firm line: the classroom is not a stage for denying harm or questioning anyone’s humanity.

**9. Create space for hope and responsibility**

Counter despair with stories of resistance and solidarity, as evidence that people made meaningful choices even inside systems built for harm.

**Closure**

End units with a reflective prompt: “What patterns do we need to notice today?” or “Where do we go from here?”

**10. You don’t have to have the perfect answer**

You will be asked things you don’t know. “That is a good question; the class will look into it together” is a good answer. What matters is modeling intellectual humility, emotional regulation, and a commitment to accuracy over comfort.

## TEN STAGES OF CHANGE · SERIES GUIDE

# Lesson 0

## Unit Launch: Introducing the Ten Stages

*Defining Genocide, Challenging the Framework, and Establishing a Classroom Culture*

Teach this launch lesson before any unit if your students are new to the series. It builds a shared definition of genocide, introduces Stanton's framework, and co-creates the norms that make this work safe and serious.

| Lesson Overview |                                             |
|-----------------|---------------------------------------------|
| Grade Level     | 9–12                                        |
| Time            | ≈ 105 minutes (1–2 days)                    |
| Format          | Class discussion; short lecture; group work |

### Essential Questions

- What is genocide, how is it different from other crimes, and why is it so hard to identify and prosecute?
- How does the “Ten Stages” framework help with prevention, and what are its limits?
- What makes difficult histories hard to study, and how can we study them well?

### Learning Objectives

Students will:

- Define, compare, and synthesize several definitions of “genocide” to build a shared understanding.
- Identify, compare, and critique the “Ten Stages of Genocide” framework and its terminology.
- Collaborate with peers to establish norms for learning about difficult topics.

| Standards: Common Core & California History–Social Science |                                                                                                                                                                                                                                           |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (CCSS)                                             | RH.11–12.1 cite evidence · .2 central ideas · .6 author's point of view · .7 integrate multiple sources · .8 evaluate claims; RI/RL.11–12.1, .4                                                                                           |
| Writing & Speaking (CCSS)                                  | W.11–12.9 draw evidence from texts; SL.11–12.1 collaborative discussion (norm-setting) · SL.11–12.4 present findings                                                                                                                      |
| California History–Social Science                          | World History 10.8, 10.9, 10.10 (WWII & the Holocaust; post-war developments; contemporary nation-building) · Analysis Skills: Chronological & Spatial Thinking; Historical Research, Evidence & Point of View; Historical Interpretation |

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## Key Terms

Genocide · Convention on the Prevention & Punishment of Genocide · Intent · Complicity · Incitement · Ten Stages of Genocide · Tribunal · Raphael Lemkin · International Court of Justice · Ethnicity · United Nations

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## Materials Needed

- “The Call”: TEDx talk by Gregory Stanton (TEDxFoggyBottom, 2017)
  - “Ten Stages of Genocide”: Prezi by Genocide Watch
  - Chart paper, markers, and sticky notes
  - Index cards (for self-care notes and the opening/closing reflection)
  - “Four Definitions of Genocide” handout (provided)
- 

## Lesson Procedure

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### Part 1: Opening Discussion & Establishing Norms (20 minutes)

#### A. Opening Discussion · 10 min

1. As students enter, hand each one a blank index card.
2. Project the prompt. Students write a few sentences on one side of the card:
  - a. What makes some topics difficult to discuss in class?
  - b. What helps you feel comfortable discussing challenging issues?
  - c. What should we keep in mind when discussing hard topics together?
3. Think, Pair, Share with a trusted partner, then optional whole-group share. Students **keep their cards** for the closing reflection.

#### SEL Tip

Students respond to teacher vulnerability. Naming an early hesitation, and how a view changed, lowers the barrier to engagement. Emphasize collective support; never single anyone out.

#### B. Establishing Norms · 10 min

1. Post a large, visible “Class Agreements” chart (or a projectable digital version for multiple sections; consider rotating a student “keeper of the norms”).
2. Explain the purpose of the unit in **positive** terms (cultural awareness, critical thinking, empowerment). Give a broad definition of genocide, but **don’t default to the Holocaust as the only example**; it is one of many, each unique.
3. Have students propose norms on sticky notes, then vote on the top four or five, such as:
  - a. “One mic, one voice.”
  - b. “Take care of yourself: it’s okay to step out.”
  - c. “Questions welcome, no judgment.”
4. Add a **hand-signal system** for “Pause,” “Time out,” or “Need a break.” Consider a signed class contract.

**Teacher Note**

Balance a safe space with firm expectations. If a student uses “time outs” to avoid work, offer alternatives (noise-cancelling headphones for five minutes, or independent work) rather than leaving class.

**Part 2: Defining “Genocide”** (20 minutes)**A. Graffiti Writing** · 20 min

1. Introduce the term. Briefly establish the key facts (think-aloud, KWL, or mini-lesson):

**What Is “Genocide”?**

- “Genocide” is a **legal term** for a specific international crime: it can happen anywhere.
- It is rarer and harder to prosecute than “war crimes” or “crimes against humanity.”
- The term was coined by Raphael Lemkin, a Jewish lawyer from Poland, and first published in 1944.
- It involves the **deliberate intent to destroy** an ethnic, religious, or racial group. (Here it gets tricky: what about political, gender, or sexual groups?)
- On **Dec. 9, 1948**, the UN adopted the **Convention on the Prevention and Punishment of the Crime of Genocide**.

2. Explain that scholars have re-defined genocide over time, even though the UN definition remains the only legal one: elements like “intent” and the exclusion of political and gender groups make it contested.
3. Post four different definitions of genocide around the room (author, year, context). In groups, students rotate and **“graffiti-annotate”** each: who is targeted, whose point of view, what’s included or left out.

**Teaching Tip**

Assign roles at each station (two annotators, two communicators, one scribe) so every student has a job.

4. Groups synthesize a **common definition** from what they noticed, then share aloud and critique one another’s versions.

**Teacher Note**

The goal is the **skill**: comparing language and noticing how word choices change meaning, not a perfect definition. Incomplete definitions are expected. Close by naming the UN definition and why “intent” makes genocide so hard to prove.

**Part 3: “The Call” (Content Introduction)** (20 minutes)**A. Video Analysis** · 20 min

1. Transition from *what* genocide is to *how* we prevent it.

**Teacher Script · Say:**

*Now that we know what genocide is, and that every state is obligated to prevent it, how do we actually do that? That’s where the “Ten Stages” framework comes in. Like the definition, it’s imperfect, but it helps us notice the patterns that lead to harm. Let’s meet its creator, Gregory Stanton.*

2. Distribute the viewing guide for **“The Call”** (Stanton’s TEDx talk), organized around:

- a. **Turning points:** key moments that changed Stanton’s path;
- b. **Evidence & impact:** specific examples he uses;
- c. **Personal response:** students’ reactions and connections.

3. Watch “The Call” and complete the guide.

**Teacher Note**

For 50–60-minute classes, end Day 1 here and begin Day 2 at Part 4.

---

**Part 4: Ten Stages Overview** (25 minutes)

**A. Transition & Self-Care** · 5 min

1. Take a short, deliberate break before the Genocide Watch presentation. Model self-care and vulnerability.

**Teacher Script · Say:**

*Hearing that account of the children is difficult. That feeling is exactly why learning to recognize and prevent this matters. Let’s reset for a minute.*

2. Offer a stretch, a breathing exercise, calming music, or an active reset (a brief active reset works well).

**Teacher Note**

Keep the audience in mind. Let them sit with heavy content; some discomfort is expected. Intervene only if a class norm is broken.

**B. Interactive Prezi: Genocide Watch** · 20 min

1. Distribute the “Early Warning Signs” tracker and the “Ten Stages” viewing guide. (If both feel like too much, use just the viewing guide.)
2. As students view the presentation, they:
  - a. record key characteristics of each stage,
  - b. note real-world examples,
  - c. generate prevention ideas,
  - d. connect back to insights from “The Call.”

---

**Part 5: Final Synthesis & Check for Understanding** (20 minutes)

**A. Exit Ticket: “Preventing Genocide Starts With…”** · 20 min

1. On the **back** of their opening index card, students record five things:
  - a. one insight from “The Call,”
  - b. one stage that stood out from the presentation,
  - c. one element of “defining genocide” they want to explore further (intent, protected groups, political targets, cultural genocide),
  - d. one sentence on how they feel now about discussing sensitive topics,
  - e. a personal self-care strategy.

**Teacher Note**

Collect the cards to spot students who need the definition revisited, then **return** them, since they hold each student's self-care plan. Have students keep the card with the norms poster to revisit when content feels heavy.

---

**Assessment (Formative)**

- **Participation & observation:** note who supports a point with evidence during the Part 1 and Part 5 discussions (aligns with SL.11-12.1 and RH.11-12.3).
- **"The Call" video analysis:** aligns with RH.11-12.1 and RH.11-12.6; CA HSS 10.10.
- **Early Warning Signs tracker:** informal check.
- **Exit tickets:** sort by understanding; plan intervention or peer pairing for the next lesson.

---

**Extensions, Accommodations & ELL Support**
**Extensions**

- Research Genocide Watch's current work and the Alliance Against Genocide.
- Design prevention-awareness materials or a Ten Stages infographic (by hand or in Canva).
- Draft a student action guide as a brochure or newsletter.

**Accommodations & Modifications**

- Provide the transcript of "The Call."
- Offer a simplified Ten Stages summary and guided notes.
- Allow audio recording of responses; enable translation tools.

**English-Language-Learner Support**

- Share "The Call" transcript in advance; offer subtitles.
- Create vocabulary cards with key terms in simplified language.
- Provide sentence frames: "I noticed that Stanton....," "This stage matters because....," "One example of prevention is....," "This connects to...."

## HANDOUT L0-1 • LESSON 0

**Four Definitions of Genocide**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

“Genocide” is defined differently by different people and institutions. Read all four, then compare them. No single definition is perfect: that is exactly the point.

| Source & definition                                                                                                                                                                                                                                           | What it emphasizes / leaves out |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1. Raphael Lemkin (1944), the scholar who coined the word: “a coordinated plan aimed at the destruction of the essential foundations of the life of a national group.”                                                                                        |                                 |
| 2. UN Convention (1948): acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group.                                                                                                                        |                                 |
| 3. Vahakn Dadrian (1975), sociologist: “the successful attempt by a dominant group, vested with formal authority and/or with preponderant access to the overall resources of power, to reduce by coercion or lethal violence the number of a minority group.” |                                 |
| 4. Martin Shaw (2007), sociologist: “action in which armed organizations treat civilian social groups as enemies and aim to destroy their real or putative social power.”                                                                                     |                                 |
| 5. Your working definition (write it after discussion):                                                                                                                                                                                                       |                                 |
| <b>Analyze</b>                                                                                                                                                                                                                                                |                                 |

- Which groups does the UN definition **protect**, and which (e.g., political groups) does it leave out?
- Why does the word “**intent**” make genocide hard to prove? Who decides intent?
- Which definition do you find most useful for **preventing** genocide, and why?

## HANDOUT L0-2 • LESSON 0

**"The Call": Viewing Guide**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

As you watch Gregory Stanton's talk "The Call," capture your thinking in the three sections below.

**Turning points: key moments that changed Stanton's path****Evidence & impact: specific examples he uses****Personal response: your reactions and connections****One question this talk leaves you with:**

## HANDOUT L0-3 · LESSON 0

**Early Warning Signs: Ten Stages Tracker**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

As we walk through the Ten Stages framework, use this tracker to record each stage, a real-world example, and one idea for prevention.

| Stage | Key characteristic (in your words) | Real-world example | One prevention idea |
|-------|------------------------------------|--------------------|---------------------|
|       |                                    |                    |                     |
|       |                                    |                    |                     |
|       |                                    |                    |                     |
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|       |                                    |                    |                     |

**The ten stages, in order:**

*Classification · Symbolization · Discrimination · Dehumanization · Organization · Polarization · Preparation · Persecution · Extermination · Denial*

## About the Author



Joshua Bicknell is the creator of Ten Stages of Change, a genocide-education and prevention project that pairs each of Gregory Stanton's "Ten Stages of Genocide" with a case study, a narrative anchor text, and concrete actions readers can take. The project began in 2023 as a weekly blog series and has grown into the standards-aligned curriculum in your hands.

He is an active member of the International Association of Genocide Scholars, and toured with the Hate Ends Now campaign in Florida before committing to the completion of this project full-time.

He currently lives in Los Angeles, California.

## About Ten Stages of Change

Ten Stages of Change: Genocide Education & Prevention. Follow the stages. Unite for change. Genocide is a process: at once predictable, but not inevitable. This project exists so that more people can recognize the process early, and in doing so, interrupt it. Units 4–5 (Dehumanization · Rwanda and Organization · Myanmar) are in development; all case studies, the full-length article series with audio (written for older teens and adults; the anchor texts in this book are the classroom versions), and educator resources are published at [stagesofchange.org](https://stagesofchange.org).

For permissions, school licensing, or professional-development inquiries, contact:  
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Ten Stages of Change is independent, written and produced by one person. If this lesson earns a place in your classroom, a contribution helps fund Rwanda and Myanmar.

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*“If you act in the name of conscience, you are stronger  
than any government in the world.”*

**Raphael Lemkin**