

Build your monument: National Commemoration Day 2055

Topics	Design of a future scenario, raising of awareness for remembering in the present and the future
Competence	Competence to act and judge, creativity
Duration	6 x 50 min.; also suitable for a project day
Methods	Scenario method, conception and analysis of a monument and the corresponding holiday, change of perspective
Materials	Copy templates and drawing sheets, pens or tablet
Learning goals	<p>Using the scenario method, the learners should develop a concept for the design of a 'new' commemoration day for all residents of Luxembourg and an associated material or digital remembrance. Possible visions for the future will be developed, based on the current socio-political situation in Luxembourg.</p> <p>The method is suitable for dealing with comprehensive and longer-term issues. The learners get to know the scenario method from a methodological point of view. In terms of content, they can deal creatively and critically with forms of remembering in the future that take the preservation of democratic principles into account. In working through the questions, the learners will recognize what remembering could look like in the future and to what extent it reflects the society of today (2020).</p>
Course	The guiding question in working through the following method is: What should the future collective memory of a country look like whereby, as things stand today, around 2/3 of the population in 2020 has a migration background? Almost 50 percent of Luxembourg's inhabitants do not have Luxembourg nationality.
Step 1: Preparation	<p>First, guide the learners by means of an impulse of your choice into the subject.</p> <p>Starting from CT 1, the students should first express themselves spontaneously on the topic of the <i>Journée de commémoration nationale</i>. This will give them a picture of their ideas which will be considered critically after a deepening phase (step 2-5).</p>
Step 2: Creative Phase	<p>Now divide the class into groups of four. Based on CT 2, each group prepares its concept for a day of remembrance for the people of Luxembourg and the associated monument.</p> <p>The results are then presented and compared in class. What similarities and differences can be identified?</p>
Step 3: Problem analysis and current situation	<p>The concepts developed by the young people are based on current facts and development factors. This is done using CT 3. What does the actual situation look like and why could it be perceived as problematic? How is the population in Luxembourg expected to develop in the coming decades? What influence does this demographic change have on commemoration?</p>

Step 4: Scenario development

The task now is to develop the two extreme scenarios for the *Journée de commémoration nationale 2055* from the findings and insights: a scenario 1 (parallel societies are strengthened, the gap between foreign nationals and Luxembourgers is widening, the population groups are drifting apart instead of growing together) and a scenario 2 (common 'we' feeling, solidarity, social cohesion are strengthened, Luxembourg invents a new and diverse commemoration that seeks to bring all citizens on board). Learners should be given the opportunity to think in both directions from the very beginning. Teachers should be careful not to intervene in a judgmental way, except when students question fundamental democratic principles (human dignity, human rights, equality, freedom, etc.).

Two approaches are possible: either each group works out scenarios 1 and 2, or half of the group works out one of both. The pupils then present their results in writing in the form of a fictitious press release and a newspaper report based on CT 4. This is about the change of perspective, namely to present the celebrations once from the perspective of the organisers and once from the perspective of the observing reporter.

Step 5: Evaluation and recommendations for action

Based on the scenarios, concrete measures and strategies are finally being planned and determined.

The visions of the future presented in the press releases are discussed on the basis of the following guiding questions:

- Are the scenarios complete? Are they conclusive?
What is missing? Possible gaps are filled with imagination and creativity.
 - Who can do something? Who should do something (e.g. politics, science, economy, population, civil society ...)?
 - What must or should be done first? What further steps must/should follow?
 - Finally, the original drafts for the process of the *Journée de commémoration nationale 2055* and the associated monument will be revised once again and adapted to scenario 1 or 2, depending on the findings.
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Politics and Remembrance: *Journée de commémoration nationale* ①

The inhabitants of a city, a region or a nation remember together certain historical events or persons at selected places of remembrance. Such collectives do not have a common memory per se, but form one with the help of speeches, texts, monuments, anniversaries and/or rituals. Here, symbols and always the same procedures play an important role. Remembering is thus handed down through generations, and creates identity.

The term 'place of remembrance' means more than just pure localities. Shared memories can manifest themselves in a place, a certain person, a mythological figure, a ritual, a symbol or a custom. A place of remembrance can only be described as such if it enjoys the acceptance of a sufficiently large population group. If this is not the case, the question arises as to what extent the place of remembrance can still be considered as such.



Traditional wreath-laying ceremony on the occasion of the *Journée de commémoration nationale*

M1

QUESTIONS IN CLASS

Do you know what the *Journée de commémoration nationale* is?

Yes

No

If so, have you ever participated in this commemorative ceremony?

Yes

No

Class result:

__ Yes votes

__ No votes

National Commemoration Day in Luxembourg

A nation with no memory of the past is on the wrong path to the future. It is up to us to keep alive for younger generations the memory of 10 October 1941, when the Nazi Gauleiter tried to extort from the Luxembourgers a written confession that they were Germans by means of a *Personenstandaufnahme* [civil status census]. The fact that this census travesty was cancelled when the Nazis saw that more than 90% had answered 'Luxembourger' was interpreted as a first significant success of the Resistance. This is why this symbolic date is of capital importance in the collective memory of our country. On this day, we reiterate our commitment to democracy and human rights. We thank the courageous men and women of yesteryear for setting a living example of the importance of guaranteeing freedom to every human being. May the memory of those dark times and dramatic events continue to strengthen our commitment to a free society in a Europe of solidarity.

12.10.2019 - Press release by the Ministère d'État, on behalf of the members of the Government (translated from French)

- Carry out the survey in the class. Then analyse the class result. What percentage of your class's classmates are familiar with the *Journée de la commémoration nationale*? What percentage of them do not know the *Journée de la commémoration nationale*? How do you explain this result? Make a list of these reasons.
- Examine the official proclamation of the government on the occasion of the *Journée de commémoration nationale* 2019.
 1. What is being remembered?
 2. What values are appealed to?
 3. What emotions do the messages want to evoke in the reader?
 4. What other principles of democracy (freedom of expression ...) do you consider important? What would you stand up for?
 5. Why can the *Journée de commémoration nationale* be considered out of date? Justify your answer.
- Can you find out where the commemoration ceremonies around October 10th will take place?

Our vision of a new memorial day ②

Memorial days commemorate historical events or personalities who have played a prominent role for a country and thus contribute to a sense of community. In some cases, such memorial days can become official holidays, such as Europe Day on 9 May, which is an official holiday in Luxembourg since 2019.

Develop a concept for a national memorial day for the population of Luxembourg. It should take into account the cohesion in society and the respect of democratic principles (such as tolerance, solidarity, human dignity, respect for human rights ...). The draft should include both the celebration of this day and a monument to it.

Reflect on the following:

- Who or what do we remember?
- Why is this remembering important?
- Where do we remember (centrally/ decentrally)?
- Who is WE? Who remembers?
- When do we remember?
- What should the memorial day be called?

This is what our (analogue, digital) monument looks like:

- Make a sketch of the monument, the building...
- Label the sketch.
- Which symbol do you use?
- Write a script (motto, slogan) for the monument.
- Write an accompanying text with the necessary explanations.

Sequence of the memorial day:

Motto

Sentence with a certain summarizing statement

Slogan

Memorable, effectively worded slogan

Symbol

Emblem, identification mark

Remembering in a migration society ③

On 1 January 2020, Luxembourg had a population of 626,100 inhabitants, 47.4 per cent of whom were non-Luxembourgish. According to the calculation of the European Commission, the population of Luxembourg will increase by 42.3 percent over the next thirty years. By 2050, Luxembourg is expected to be one of the EU Member States with the highest population growth. This also means that Luxembourg will have the highest rate of the working age population (61.3%). About a fifth of our population will be over 80 by then.



According to statistics, persons without a migrant background are Luxembourgers who were born in Luxembourg to parents both of whom were also born in Luxembourg. A migrant background is determined by:

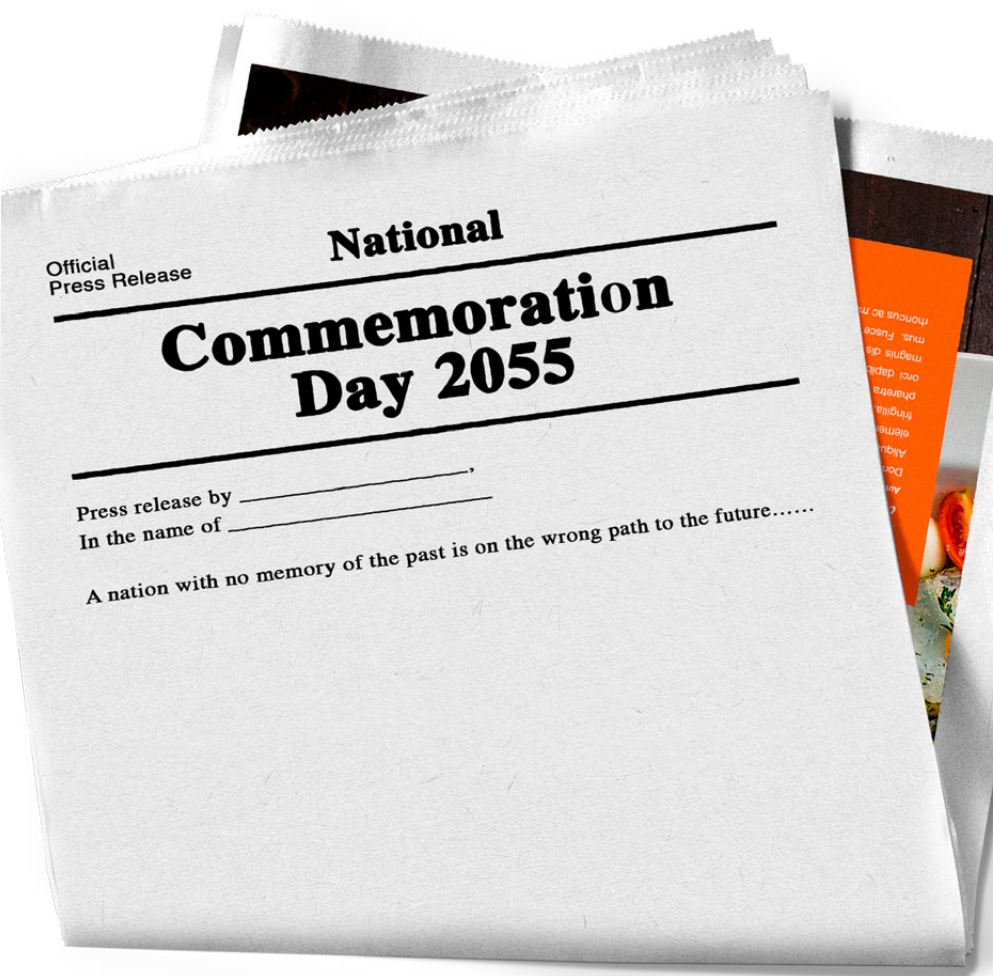
- Nationality
- Place of birth
- Birthplace of the parents.

38.8% of the population in Luxembourg has no migrant background (2011).



- Look at the pictures. Find out about the proportion of the Luxembourg population with a migration background. Where do these people come from? Why did they want or had to come to Luxembourg? What about yourself? What does the migrant background in your family look like? Discuss the matter in class.
- How could the national commemoration in Luxembourg change by 2050 if
 1. ... the demographic trend continues/
 2. ... there are no more contemporary witnesses from World War II?

The *Journée de commémoration nationale* 2055 in the Press! ④



Scenario 1

Parallel societies are strengthened, the gap between foreigners and Luxembourgers widens, the population groups drift apart instead of growing together.

Scenario 2

A common 'We' feeling is brought about, thereby strengthening solidarity and social cohesion. Luxembourg invents a new, multifaceted commemoration that strives to bring all citizens on board.

Newspaper report on the festivities:

- Choose scenario 1 or scenario 2 in the group, and then write a government press release (similar to CT 1) about how the 2055 commemoration day should look.
- Then write a newspaper report on the sequence of the celebration.
- In a further step, revise your initial draft on the sequence of the memorial day and the design of the monument. What changes? What remains?
- Finally, the individual drafts are presented and discussed in class (see leading questions under Step 5).
- Present your designs with the accompanying press release and newspaper reports in school, as part of an exhibition on the *Journée de commémoration nationale* 2055.