

The Museum of the Holodomor Genocide [has created an online resource](#), where eyewitnesses' accounts of the Holodomor of 1932–1933 are collected. Here you can find memories of people who lived during the Holodomor in your area. The ["Testimonies" page](#) contains video and audio testimonies, photos, and digitised text stories. We recommend you to read these stories, and then invite the child to watch a video or retell the story of an eyewitness to the Holodomor. It is worth noting that children often do not know how Ukrainians lived in the 1930s, so they will ask many questions. Don't be shy if you don't know the answers. Say you will learn them together.

What points should be explained?

First, it must be said that in 1932–1933 the Ukrainian people did not have their own state, despite the fact that there were many attempts to create it (for example, during Bohdan Khmelnytsky and Ivan Mazepa times). And 100 years ago (1917–1920) Ukraine restored its statehood and proclaimed the Ukrainian National Republic, which was recognized by many European countries. But there was aggression from Russia. Russian military units seized Ukrainian territory (as today they occupied Crimea and part of Donbass). Subsequently, all of Ukrainian territory, except for seven modern western regions, was occupied and became part of the newly created Soviet Union with its capital in Moscow. The country was ruled by communists and headed by Stalin. They organised the crime of the Holodomor.

Second, it should be clarified that Ukrainians still aspired to be masters of their land, to have an independent state. The Ukrainian people rebelled against the power seized by the Communists and the changes they sought to implement.

Third, the cause of the famine was the government's actions, as grain, potatoes and other products were confiscated from Ukrainians. People did not become hungry because of unfavourable weather conditions or crop failures and not because they were lazy to work (the Ukrainian people are hardworking, people worked on the land every day, engaged in farming).

Fourth, Stalin and other communists committed the Holodomor to break the resistance of Ukrainians and to discourage them from creating their own state. He wanted to be feared and obeyed immediately.

Such moments are worth mentioning in a short historical excursion. By following the [link](#), you can get acquainted with the topic in more detail and form the basis of the conversation. When talking about the Holodomor, it is worth emphasising the manifestations of humanity and mutual assistance during the famine, as well as the facts of public resistance to the actions of the Communists.

We offer a [feature movie about the Holodomor *Red Necklace*](#) for viewing. The plot is based on the story of a girl Antonina, who describes the life of her family during the Holodomor of 1932–1933. The film gives the opportunity to empathise with the characters during the trials, but has an optimistic finale.

The child has the right to condemn the actions of the organisers and perpetrators of the Holodomor. A negative attitude towards the actions of people who have caused the deaths of millions is a perfectly normal reaction. Along with feelings of injustice, empathy for victims also develops. Accordingly, the question arises: what can be done to prevent such crimes from happening again now?

By telling children about genocides and other crimes, we try to avoid them from happening again in the future. Explain to children what tolerance, nonviolence, compassion and respect are, since these are traits that a person is not born with. People acquire them in the process of education. Express your opinion about injustice, explain how to act in such situations. It is not accidental that the topics of bullying and inclusion have become acute today. In addition, the example of parents is the best means of education. Your beliefs, attitudes toward people and good deeds will be the foundation for shaping the worldview and behaviour of children.

Finally, it would be great to do a creative task with the children, such as drawing, applique, poetry.