

The poster features a large, stylized red fist as the central element. The fist is surrounded by a blue metal scaffolding structure. Four figures are shown working on the scaffolding: one is painting the fist, another is pulling a red curtain away from the wrist, and two others are handling yellow and blue cables. The background is a dark blue gradient. In the top left corner, the logo of the Deutsches Hygiene-Museum Dresden is displayed. The text 'VEB MUSEUM' is written vertically on the left side, and 'MUSEUM' is written horizontally at the bottom. Below the title, the exhibition dates '9. MÄRZ - 17. NOV 2024' are listed. At the bottom, there are social media icons, contact information, and logos of the funding organizations: 'GEFÖRDERT VON' (supported by) the German Federal Government and the Kulturstiftung der Länder.

DEUTSCHES HYGIENE-MUSEUM DRESDEN

VEB MUSEUM

MUSEUM

DAS DEUTSCHE HYGIENE-MUSEUM IN DER DDR

9. MÄRZ - 17. NOV 2024

DAS DHMD AUF ALLEN KANÄLEN

@dhmdresden dhmd.de/newsletter

GEFÖRDERT VON Die Beauftragte der Bundesregierung für Kultur und Medien

KULTURSTIFTUNG DER LÄNDER

## **Learning objectives**

The students reflect on the image of man in the GDR with regard to the role of work.

Pupils compare their idea of work-life balance with that of GDR citizens.

(The students recognise and evaluate stereotypes conveyed in the exhibition).

## **Suggested pre-tasks for the museum visit**

**90 minutes**

### ***Language***

The students organise vocabulary based on what they have learnt from various subjects on the topic of 'work' in the form of a mind map, which is further worked on during the museum visit.

### ***Content***

Pupils ask relatives/acquaintances about their experiences in the GDR (world of work).

The pupils know the history of the GDR (the Eastern Bloc).

Pupils interested in politics and history prepare short presentations.

Pupils know about the history of the German Hygiene Museum Dresden before and during the GDR.

The students collect thoughts on the meaning of work and compare their perspectives on a successful life with regard to work-life balance.

Based on the uncovering of Gerhard Richter's mural, students discuss the question of the purpose of uncovering something and thematising history.

The students are familiar with the procedure for discussions/debates.

Aspects of the content can be pre-exposed using various sources.

e.g:

<https://www.mdr.de/geschichte/ddr/alltag/erziehung-bildung/orte-der-arbeit-ddr-betriebsvergnuegen-planerfuellung-100.html>

The pupils express their expectations of the museum visit.

**Suggested while-tasks (to complete during the museum visit) 90-135 minutes**

Explore the exhibition together with a partner. Work on the tasks together and take notes for further work at school. Complete the mind map.

1. In front of the entrance to the temporary exhibition, the painting 'Lebensfreude' by Gerhard Richter from 1956 is uncovered. Explain your thoughts on the metaphorical uncovering of things.  
Summarise aspects of the content of the part of the mural that can be seen so far.
2. Directly in the entrance area you will find MUSEUM in golden letters.  
Create an acrostic about the tasks/content of the DHMD's work in the GDR, which you are familiarised with in the first room.
3. Formulate the message that was sent from the DHMD dispatch centre to the world in your own words.
4. The museum's 'treasures' are displayed in the vault/ sample room.  
Explain two of the 'treasures'.
5. Collect (approx. 10) exhibits that convey to you the image of the working person in the GDR and deduce the characteristics that were proclaimed.
6. Replace the thematic headings with a short sentence that concisely summarises what each section of the exhibition refers to:  
Transformer station  
Medical room  
Workshop  
Studio
7. The clubhouse presents an image of leisure activities in the GDR.  
Take a critical look at it.

**Suggested post-tasks (Follow-up/ further reflection)****90 minutes**

Depending on the interests of the class, individual contents of the exhibition can be deepened through research work (role of women, allotment gardens, energy supply, environmental pollution, political resistance, etc.).

**Written production**

Writing a text (discussion, article, poem) about your own experiences in the exhibition

Writing about the experiences of others at the time (interview-based reports)

Creative writing

**Oral production**

Dialogues/ debates/ point of view speeches

Role play with role cards on controversial statements