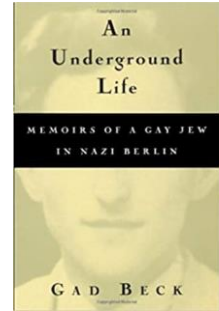


Gad Beck: The story of a Gay Jew in Nazi Berlin

A resource made for JCoSS



A message from the KeshetUK team

Dear Educator,

During this unprecedented public health crisis, we wanted to let you know that everyone at KeshetUK is thinking about you, your families and young people you support.

We know that the new reality means adjusting to home schooling and virtual youth movements and we have worked hard to ensure that KeshetUK continues to add value to the education of our young people in the Jewish community. We hope that this learning resource will be engaging and helpful.

The aim of this learning resource is to raise awareness of the life of Gad Beck, an inspirational Jewish LGBT+ leader who brought hope to the Jews of Berlin during the Shoah. Gad's story is an important one with many lessons for our community today.

This resource is for parents, teachers and informal educators who want to integrate LGBT+ themes into their educational activities.

It is strongly advised that you read through each activity to judge which are appropriate for your setting and family.

The activities are age appropriate and we have taken into consideration that different young people will have different access to technological and other resources and support at home to complete activities. There are also adaptations of some of the activities for young people with special educational needs (SEND).

There is one activity, Activity 4 – Book Review, which requires purchasing the book written by Gad Beck. If you don't have access to that book – we apologise and hope you find the other activities educational and useful.

KeshetUK values learning and development through reflection on what we do and how we do it. This allows us to improve what we do to the highest possible quality. We welcome feedback as to how you found using this resource and are grateful for suggestions on improvements we can make in the future. If you have feedback, please complete the evaluation form in the resources section and return it to info@keshetuk.org

The KeshetUK Team

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Activity 1: Make a poster about Gad's contribution to Jewish Life today

What are the aims of this activity?

The aim of this activity is to explore the relevance and contribution of Gad Beck's life to the Jewish community today.

Who is this activity suitable for?

- Age: 11+
- There are resources that may benefit SEND young people.

It is strongly advised that educators/parents read and choose the appropriate introduction to Gad Beck. We also suggest that you refer to the terminology sheet in the resources section and 'things to watch out for' guidance.

What resources do I need?

- Appropriate Gad Beck introduction story (Resource 1.1-1.2)
- Pens, paper and felt-tips/crayons.
- Timeline template resource. (Resource 2)
- Thought bubble template resource. (Resource 3)
- Timeline template resource (SEND adaption) (Resource 4)

Instructions

The purpose of this activity is to make a poster that represents the importance and contribution of Gad Beck's story to us as contemporary Jews. Start by:

- Making a timeline of events that make up Gad's story using the time line template. You can do this by mapping each key date along the timeline and either draw the event or write a sentence that described what happened.
- Create a poster from your timeline that details the parts of the story that stood out for you the most.
- At the bottom of the poster, write 'thought bubbles' for each of the following questions:

1. How does the story of Gad Beck make you feel?
2. Why is it important for our Jewish community to know the story of Gad Beck?
3. What lessons from Gad Beck's story are useful for our community today?

SEND adaption:

- Have a look at the timeline in Resource 4 and draw one of the things that you found most interesting about the story.
- How did the story make you feel? Write the feeling word into a thought bubble.
- What bit of the story did you find most interesting?
- If you could tell your friend about one thing in Gad Beck's life, what would you tell them?

Activity 2: Make a Zine/Comic of Gad's contribution to Jewish life today

What are the aims of this activity?

The aims of this activity are to explore the contribution and relevance of Gad Beck's story to contemporary Jewish life.

Who is this activity suitable for?

- Age: 11+
- There are resources that may benefit SEND young people.

It is strongly advised that educators read and choose the appropriate introduction to Gad Beck's story. We also suggest that you refer to the terminology sheet in the resources section and 'things to watch out for' guidance.

What resources do I need?

- Appropriate Gad Beck introduction story (Resource 1.1-1.2)
- Timeline template resource (Resource 2)
- Story board template resource (Resource 5)
- Pens and paper.
- How to make a Zine/comic resource (Resource 6)
- Thought bubble resource (for SEND adaption of the activity) (Resource 3)

Instructions

The purpose of this activity is to create a Zine/Comic of Gad's life by:

- Mapping out the Key events in his story using the timeline template.
- Creating a story board using the story board template and instructions provided.

When creating your story board, you can use the following questions as guidance:

1. What happened to Gad Beck? Why is it important?
2. What are the lessons for today's Jewish community?

Share the Zine/comic with either friends or family or with KeshetUK by emailing it to info@keshetuk.org

SEND adaption:

- Draw out Gad's story using the timeline we've created
- Write or draw a thought bubble answering the question:
 - If you could tell your friend about one thing in Gad Beck's life, what would you tell them?

Activity 3: Creating a diary entry/diary

What are the aims of this activity?

The aims of this activity are to enable young people to interpret Gad Beck's story in their own words and to reflect on the importance of the lessons of the story for today's Jewish communities.

Who is this activity suitable for?

- Age: 11+
- There are resources that may benefit SEND young people.

It is strongly advised that educators/parents read and choose the appropriate introduction to Gad Beck. We also suggest that you refer to the terminology sheet in the resources section and 'things to watch out for' guidance.

What resources do I need?

- Appropriate Gad Beck introduction story (Resource 1.1-1.2)
- Diary template resource (Resource 8)
- Letter template for SEND adaption (Resource 7)
- Materials for collage (if you want to do this adaption of the activity).
- Pens and paper

Instructions

- Age 11-16: Create a diary entry of a key event in Gad's life using the diary template provided.
- Age 16+: Create a diary of the key events in Gad's life using the diary template provided.

When creating your entry/entries think about your answers to the following questions:

1. What happened to Gad Beck? Why is it important?
2. What are the lessons for today's Jewish community? [See FAQ for some suggested answers to this]

Share the diary/entry with either friends or family or KeshetUK by emailing it to info@keshetuk.org

SEND adaption:

- Write a letter, social media post or blog, or draw pictures to a friend about Gad and how you feel about him.

For young people who are more comfortable using images:

- Make a collage that represents how you feel about Gad's story.

Activity 4: Reading group/book review

Please: Please note this activity requires educators/and or young people to invest in buying the book.

What are the aims of this activity?

The aims of this activity are to review Gad Beck's book and reflect on how the key messages are relevant to young Jews today.

Who is this activity suitable for?

Age: 16+

What resources do I need?

- The book review template resource (Resource 9.)
- A copy of Gad's book: *Underground Life: Memoirs of a Gay Jew in Nazi Berlin*. (Not provided)

Instructions

- Read each chapter of Gad Beck's book On your own or with a group of friends, either:

1. Write a book review by:

- Summarising each chapter using the 'Book review' template provided.
- Summarising the overall key messages.
- Writing a conclusion with what you liked about the book and what you felt could have been better. In the conclusion, reflect on:
 - Which bits of the book stood out and why? Use quotes if you like.
 - What is the summery of the key messages from his book?
 - Write a reflection on why Gad wrote his story.
 - Why was it difficult for some LGBT+ people to tell their stories after the Shoah? [See FAQ for some suggested answers to this]

2. You can also do this with a group of friends. To adapt this activity for a group situation you can:

- Individually carry out a book review
- Get together as a group and agree one or two key themes from the book that you would like to discuss. You can use the following questions as a starting point:
 - Which bits of the book stood out and why? Use quotes if you like.
 - What is the summery of the key messages from his book?
 - Write a reflection on why Gad wrote his story.
 - Why was it difficult for some LGBT+ people to tell their stories after the Shoah? [See FAQ for some suggested answers to this]

FAQ: Things for educators to watch out for

Q: What should I do if young people I support have questions on the LGBT+ terminology used in this resource?

A: We have provided a secondary school terminology sheets in the resource section – Resource 11. Any other questions – please do feel free email us on info@keshetuk.org.

Q: What should I do if a young person comes out to me after participating in the activities of this resource?

A: It's important that any young person who comes out feels validated and supported. We have provided a resource from The Proud Trust (an LGBT+ Charity based in Manchester) found below: Resource 10. **"Supporting 'coming out'"**. You can also contact info@keshetuk.org for information of organisations that offer direct support to young LGBT+ people.

Q: What should I do if young people ask questions or make comments that I believe are or could be understood to be LGBT+phobic?

A: It's important that these type of questions and statements are challenged in a kind and educational manner. Way to do this are:

- Ask the young person what they meant by that? It might be a misunderstanding and you shouldn't assume what they mean.
- Help them understand why something they said may be hurtful to an (Jewish) LGBT+ person. Creating empathy with the experience of an Jewish LGBT+ on hearing this comment is a good way of doing this.
- Help the young person to reframe their language to overcome the discriminatory ideas behind what they are saying.

Q: What should I do if I don't have access to a printer?

A: Most of the activities can be drawn out or done using the templates on a computer. Some young people may need help and supervision with both of these.

Q: The young person I'm working with and/or I don't know a lot about the Shoah/Holocaust. Where could we find out more information?

A: There are a lot of different organisations who can help support you with more Shoah knowledge. Some of these include [Holocaust Education Trust](http://holocausteducationtrust.org) and [National Holocaust Centre and Museum](http://nationalholocaustcentreandmuseum.org).

Some reasons that LGBT+ people and LGBT+ Jewish people may have found it difficult to share their stories include:

- The taboo and stigma attached to being LGBT+ both when they were young during the Shoah and that still exists today.
- Many survivors still do not speak about their experiences. This includes many reasons such as people not wanting to hear them, not being sure how people will react to them and not wanting to highlight the trauma they've experienced by talking about it.

Some lessons for today's Jewish community today include thinking about the impact of our words and actions, how we treat people in general and those who are different to us.

Resources:

Resource 1.1. Introduction: The Life of Gad Beck- A Jewish Gay Freedom Fighter (Ages 11-16)

Gad Beck was born as Gerhard Beck in Berlin in Germany in 1923. He had a twin sister called Margot. At school, Gad experienced a lot of antisemitism, which is hatred and violence directed towards Jewish people just for being Jewish. Because of this he decided that school wasn't a safe place for him so he stopped going. It was at this time that his Jewish identity became very important and he started using the name Gad, a Hebrew name.

In 1940, Gad decided that he wanted to leave Germany and start a new life in what is now Israel. He became sick and couldn't go. Instead, Gad decided that he was going to help Jews still living in Germany who were suffering because of Nazi laws that discriminated against Jews and others including LGBT+ people. The laws were most explicit about gay men, but all members of the LGBT+ community were discriminated against. An example of this was a law forcing Jews to wear a yellow star. Gad was a gay man, which means that he was attracted to other men. The Nazis viewed gay people as less than human and many LGBT+ people died in concentration camps. Just like the Jews being forced to wear a yellow star, LGBT+ people were forced to wear a pink triangle to identify them as LGBT+ to the Nazi authorities.

In 1941 Gad fell in love with Manfred Lewin. Manfred's family was due to be deported to a concentration camp in eastern Europe. Gad's mother converted to Judaism, which meant that he didn't experience the same persecution as other Jews at this time in Nazi Germany. Because the Nazis weren't after him, Gad jumped into action to save Manfred by dressing up in Hitler Youth uniform and persuading the camp commander that he needed Manfred for an important task.

The plan was to walk out of the camp with Manfred to freedom but Manfred wouldn't leave without his family and decided to stay with them. Gad was powerless to help them all. Manfred died in Auschwitz, alongside his family and millions of fellow Jews.

In 1943 the Nazis stepped up their attacks on the Jewish community in Berlin. Despite this danger, Gad put himself at risk to help his fellow Jews. In 1943 as the Nazis started to target anyone with Jewish heritage and Gad was arrested. He managed to escape after protests by the non-Jewish families of others who had also been arrested. After escaping Jail, Gad joined a group of Jews called the Chag Chaluzi who were fighting the Nazis in Berlin. Gad helped to find places for Jews to hide. He also helped many escape Germany all together.

Gad managed to keep his freedom right up until the last few months of the war, when he was caught by the Nazi secret police. Despite this, he managed to survive and was freed by the Russian Army (which was called the Red Army) on 24 April 1945. His parents and Margot also survived the war in Berlin. After the war Gad moved to the new State of Israel and back to Germany in 1979 where he helped the Jewish and lesbian, gay, bisexual and transgender community of Berlin rebuild. Gad Beck died aged 88 in 2012.

Adapted from the Holocaust Memorial Day Resource on Gad Beck
<https://www.hmd.org.uk/resource/gad-beck/>

Resource 1.2. Introduction: The Life of Gad Beck – A Jewish Gay Freedom fighter (Ages 16+)

Gad Beck was born as Gerhard Beck in Berlin in Germany in 1923. His father was an Austrian Jew and his mother converted to Judaism. He had a twin sister called Margot who he was very close to all his life. Gad was 9 years old when the Nazis came to power and introduced the Nuremberg laws that enabled the persecution of the Jewish and other communities by the Nazis. Gad was forced out of his first school because of antisemitism. In 1938, after Kristallnacht, the Beck family were forced to leave their home and move to a part Berlin where all Jews of the city were forced to live. It was at this time his Jewish identity became very important and he started using the Hebrew name Gad. In 1940, Gad decided that he wanted to leave Germany and immigrate to what is now Israel. Illness prevented this and he dedicated his life in Germany to resisting the Nazi regime and their violence towards Jews.

Gad was considered by the Nazis to be a '*Mischling*' (someone of mixed Aryan and Jewish heritage) under the Nuremberg Laws and therefore wasn't subject to the same level of discrimination as other Jews at this time. In 1941 Gad fell in love with Manfred Lewin. Manfred's family was due to be deported to the as part of the forced migration of Jews to concentration camps in Eastern Europe. Using his privilege, Gad jumped into action to save Manfred. He dressed up in Hitler Youth uniform and persuaded the camp commander that he needed Manfred for an important task. The plan was to walk out of the camp with Manfred to freedom but Manfred wouldn't leave without his family and decided to stay with them. Gad was powerless to help them all. Manfred died in Auschwitz alongside his family. As a gay man, Gad was also at risk of Nazi violence as LGBT+ people were dehumanised by the Nazi regime.

In 1943 the Nazis stepped up their deportations to the concentration camps where Jews were being killed, including the '*Mischlings*'. Despite this danger, Gad put himself at risk to help his fellow Jews. Gad was arrested in 1943 as part of an attempt by the Nazis to make Berlin 'Jew free'. Gad managed to escape after protests by the non-Jewish families of the prisoners who had also been arrested led to many of the prisoners being released. After escaping jail, Gad joined a resistance group of Jews called the Chag Chaluzi who were fighting the Nazis in Berlin. Gad helped to find places for Jews to hide in Berlin, access money and escape Germany all together.

Gad managed to keep his freedom right up until the last few months of the war, when he was caught by the Nazi secret police. Despite this, he managed to survive. Gad and his new boyfriend Zwi were freed from prison by the Russian Army on 24 April 1945. His parents and twin sister had also survived the war in Berlin. After the war Gad moved to the new State of Israel. He moved back to Germany in 1979 where he worked to help both the Jewish and LGBT+ community of Berlin rebuild. Gad Beck died aged 88 in 2012.

Adapted from the Holocaust Memorial Day Resource on Gad Beck
<https://www.hmd.org.uk/resource/gad-beck/>

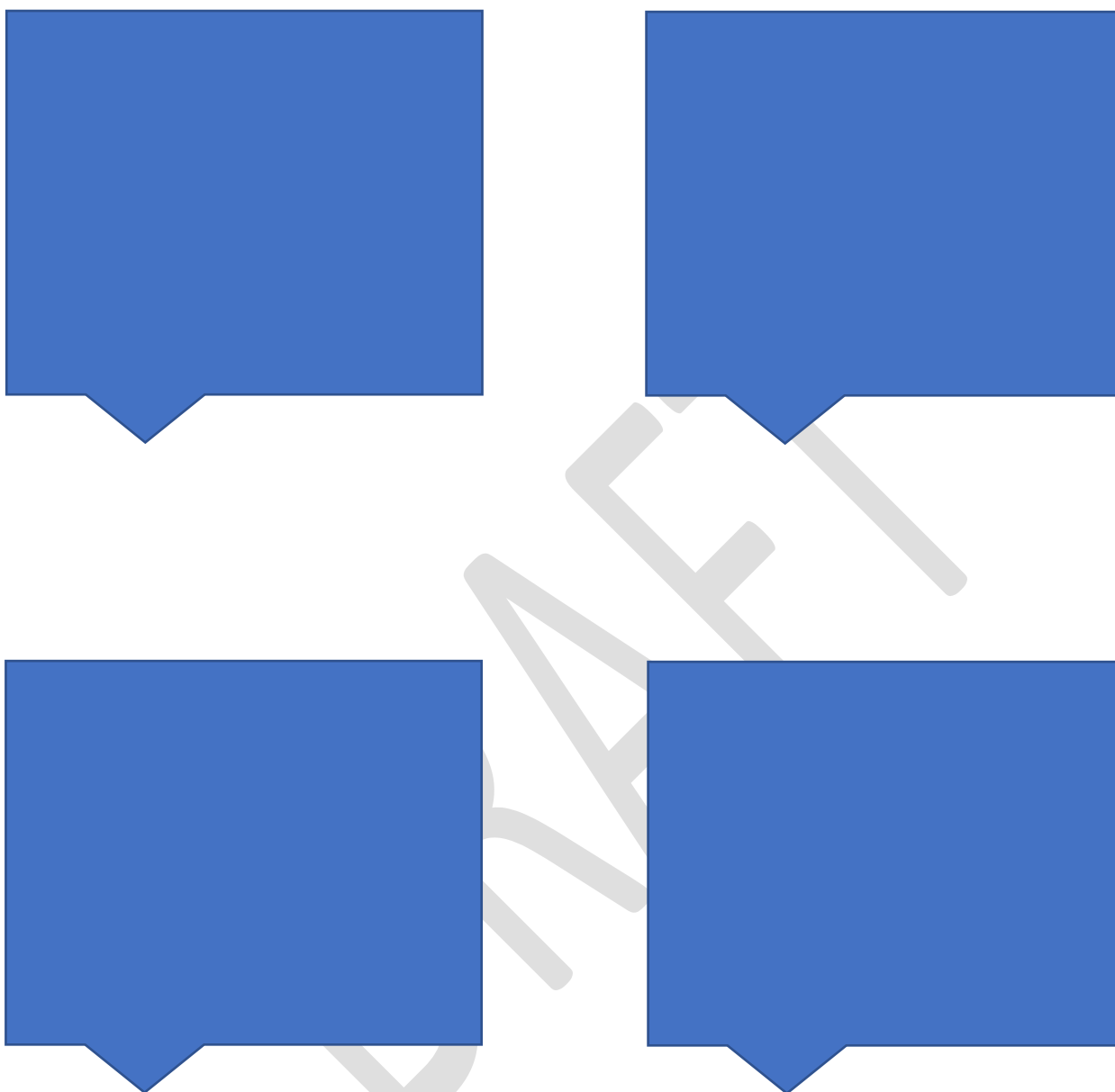
Resource 2. Timeline template

Instructions: On the top part of the line insert the year. On the bottom part of the line insert the event, for example:

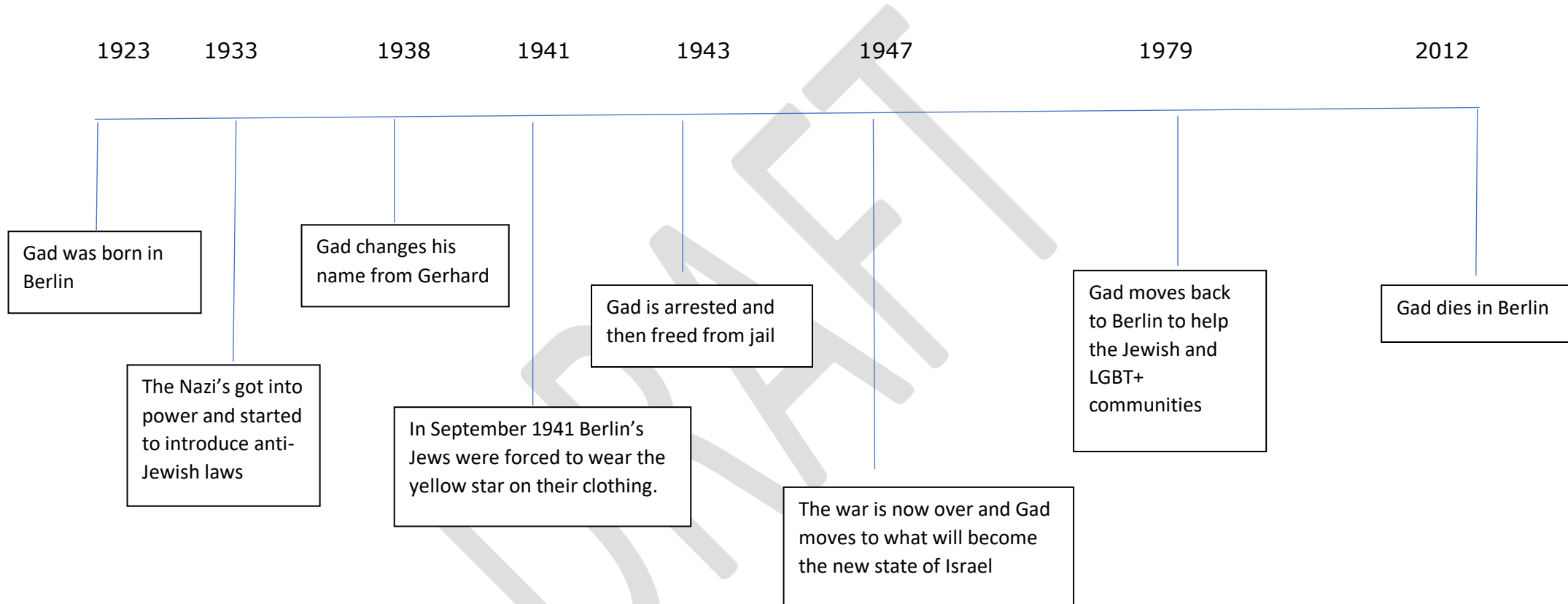
1923

Gad was born

Resource 3. Thought bubble template



Resource 4. SEND Timeline template



Resource 5. Story board template

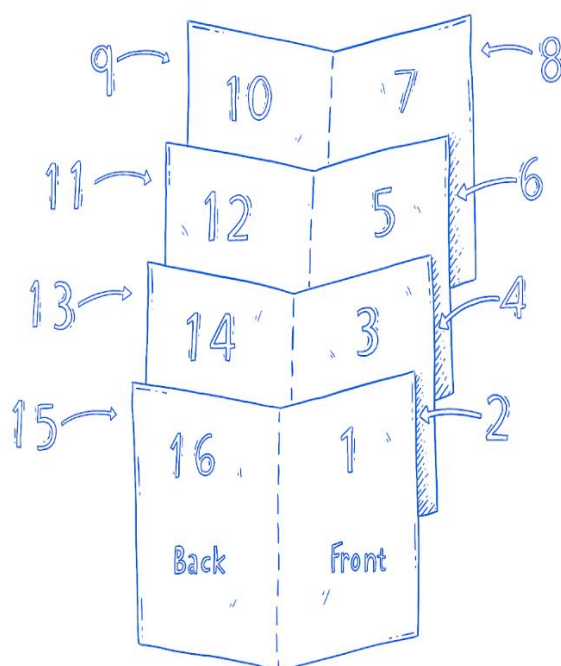
Page number

In this box draw the scene, using your timeline

In this box, write the dialogue of what the characters are saying

Resource 6. Creating a Zine/Comic instructions

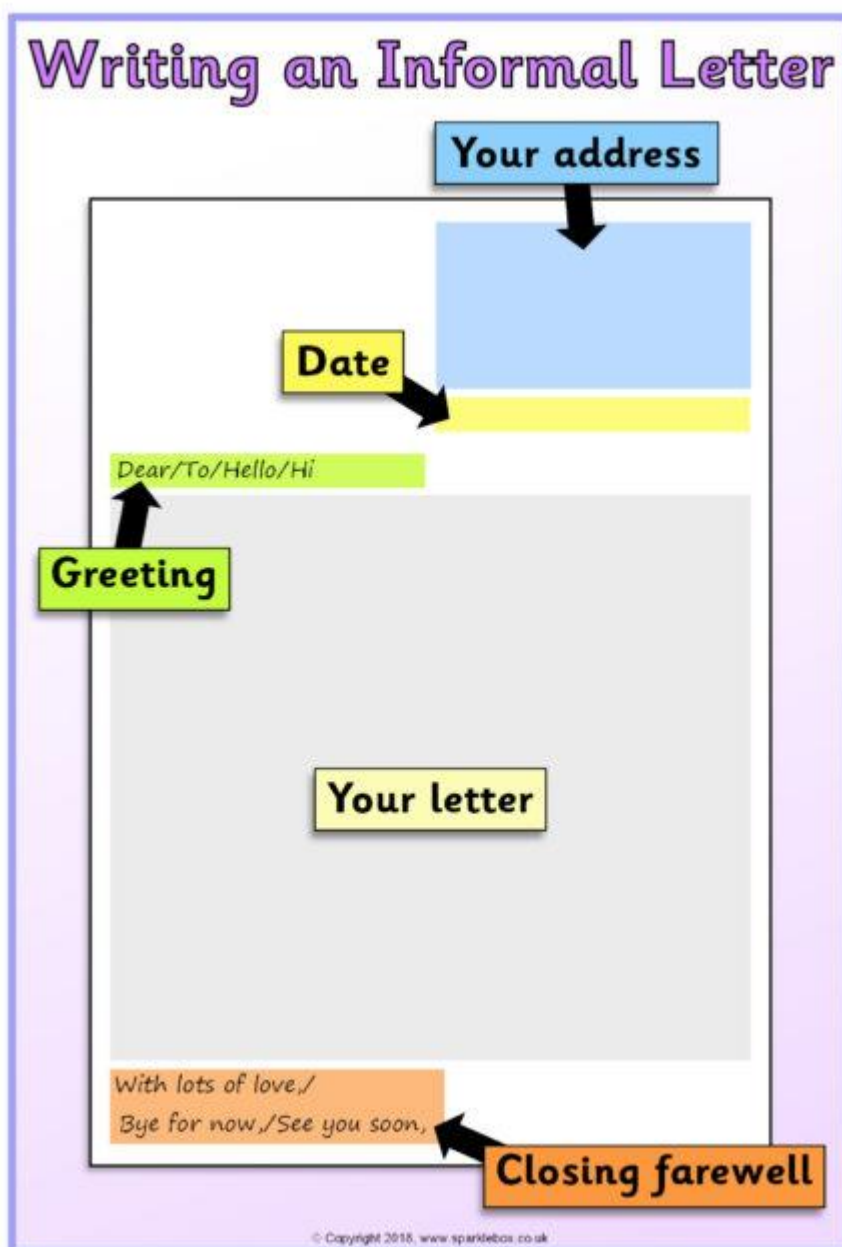
1. Create a story board (see resource 5)
2. Fold an a4 sheet of paper in half.
3. Open your paper so that it is folded in half.
4. Fold your paper lengthwise (along the crease that has the slit).
5. Fill in your blank booklet using your story board.
6. Share your Zine/Comic!



Resource 7. Writing a letter template

Use this template if you find it helpful. Otherwise, do feel free to write a blog or social media post or draw a picture.

Writing an Informal Letter



Your address

Date

Dear/To/Hello/Hi

Greeting

Your letter

*With lots of love,/
Bye for now,/See you soon,*

Closing farewell

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Resource 8. Diary template (also for SEND)

Diary Entry	
Today's date:	Diary entry title:
<p>Dear Diary,</p> <p>This is what happened...</p> <p>This is how I felt...</p> <p>This is what I think will happen next...</p>	

Resource 9. Book review template

Chapter title	Summary of the chapter	
What are the overall themes in the book?	I enjoyed the book because	Things I thought could be better.....

Resource 10. Supporting 'coming out'



WHAT CAN YOU DO TO HELP?

BEFORE SOMEONE COMES OUT:

- Don't judge people, create spaces where people can be themselves
- Challenge homo/bi/transphobia when you see and hear it
- Talk about LGBT people and celebrities in a positive way
- Get the knowledge e.g. reading resources like this!

WHEN SOMEONE COMES OUT TO YOU:

- Don't overreact or make a big deal out of it
- Thank them for trusting you, let them know you won't tell anyone without their permission
- If someone comes out to you as trans, ask which pronouns (she, he, they) they would like you to use for them
- Don't ask rude or really personal questions
- Remind them you're there if they do need to talk or for support
- Don't try to compare them to others and don't make assumptions!
- Let them know where their nearest LGBT youth group is

Source: The Proud Trust

Resource 11. Glossary of commonly used terms

The glossary here has been developed by KeshetUK specifically to support Jewish organisations and educators to build their LGBT+ related vocabulary. This list is not comprehensive, but includes some of the most common terms in current use in the UK. These are provided with the caveat that language is always evolving and changing.

Distinguishing Sex, Gender and Sexuality

A word about distinguishing 'sex' and 'gender'	Sometimes the terms 'sex' and 'gender' are used interchangeably to mean 'male' or 'female', but understanding these concepts distinctly is helpful.
Sex ...	This comprises four main biological identifiers – external anatomy, internal organs (e.g. uterus), chromosomes and hormones. Sex assigned at birth is usually based on external anatomy and sometimes more generally by reproductive functions. This is distinct from ' Sexual orientation ' (see below).
Gender ...	Is a person's internal sense of their own gender identity, whether male, female, or something else such as ' Non-binary ' (see glossary below). Gender is also an external expression or performance of the norms and behaviours that society associates with particular genders.
When using these terms, it is important to remember that:	<ul style="list-style-type: none"> • Sexuality/Sexual orientation and gender identity are not the same thing • Not everyone identifies with the sex that they were assigned at birth • Not everyone thinks of themselves as 'male' or 'female' in the ways that society/culture defines them

Ally	A person who actively supports and advocates for people who belong to marginalised, silenced, or less privileged groups without actually being a member of those groups.
Asexual	A person who is not sexually attracted to people of any gender. Unlike celibacy, which is a choice, asexuality is a sexual orientation. Asexual people have emotional needs and can form intimate relationships.
Bisexual or Bi	Refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender.
Biphobia	The fear or dislike of, or prejudice against, bisexual people, bisexuality, or people who are perceived to be bisexual whether or not they are.
Cisgender or Cis	Someone whose gender identity is the same as the sex they were assigned at birth. 'Non-trans' is also used by some people.
Coming out	A person telling someone/others about their sexual orientation or gender identity. Coming out is a process of disclosure over which people maintain some choice and control, as opposed to having others reveal their gender identity or sexuality without their consent (see 'Outing, to out' below).
Gay	Refers to a man who has a primary or exclusive emotional, romantic and/or sexual orientation towards men. Also, a generic term for lesbian and gay sexuality. Some women use the term 'gay' rather than lesbian.
Gender fluid	Refers to someone whose gender identity is a dynamic mix of male and female, which can vary over time. Being gender fluid has nothing to do with genitalia or sexual orientation. See also non-binary.
Gender variant	Someone who does not conform to the gender roles and behaviours assigned to them at birth. This is often used in relation to children or young people.
Heterosexual / Straight	Refers to a person who has an emotional, romantic and/or sexual orientation towards people of a different gender.

Homosexual	This is a more medicalised term used to describe someone with an emotional, romantic and/or sexual orientation towards someone of the same gender. The terms 'gay' or 'lesbian' are now more generally used.
Homophobia	The fear or dislike of, or prejudice against, lesbian or gay people, homosexuality, or people who are perceived to be gay or lesbian whether or not they are.
Intersex	A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the normative definitions of female or male. The term hermaphrodite is archaic and generally considered to be offensive and inappropriate.
Lesbian	Refers to a woman who has a primary or exclusive emotional, romantic and/or sexual orientation towards women.
LGBT+	LGBT refers to people who are lesbian, gay, bisexual and/or transgender; the '+' denotes additional identities, such as those who are gender-fluid, non-binary or questioning their sexuality or gender identity.
Non-binary	An umbrella term for a person who does not identify as male or female. See also gender fluid.
Outing (to 'out')	Revealing confidential information about someone's sexuality or gender identity without their permission or against their will.
Pronoun	Words that refer to people's gender in conversation, for example, 'he' or 'she'. Some people may use gender neutral pronouns such as they / their.
Queer	A reclaimed term for those who don't identify with traditional categories of sexuality and gender identity. The term recognises sexuality and gender identity as fluid. Some people still find the word 'queer' derogatory.
Questioning	A person exploring their sexuality or gender identity.
Sexuality / Sexual orientation	A person's emotional, romantic and/or sexual attraction to another person.
Trans or transgender	An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Transgender people may describe themselves using one or more of a wide variety of terms, including but not limited to trans, cross dresser, non-binary, genderqueer.
Trans man / Trans boy	A person who was assigned the gender of female at birth, but who identifies and lives as a man/boy.
Trans woman / Trans girl	A person who was assigned the gender of male at birth, but who identifies and lives as a woman/girl.
Transitioning	The steps a transgender person may take to live in the gender with which they identify which differs between people. Social transition can include telling friends and family, changing their name, dressing differently and changing official documents. Some people's transition includes medical interventions such as hormone therapy and surgeries, but not all transgender people want or are able to have this.
Transphobia	The fear or dislike of, or prejudice against, transgender people, or people who are perceived to be transgender, whether or not they are.
Transsexual	This is a more medicalised term referring to someone who has transitioned. The terms 'transgender' or 'trans' are now more generally used.

Evaluation – Gad Beck Learning Resource - JCoSS

Please fill out this evaluation form. It's for the young person to fill out – but can also be filled out the parent, guardian or any educator. This can either be collected by the member of staff or sent through individually.

To fill it out online – [please click here](#) or go to <https://bit.ly/KeshetUK12>.
Otherwise, please email us a copy of the below or email any feedback you have to info@keshetuk.org

Please let us know which activities you took part in: _____

(please tick)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The resource helped me to recognise the contribution Gad Beck made					
Please give any examples here.					
The resource helped me to understanding the importance of Gad Beck's story to today's Jewish community.					
Please give any examples here.					
I enjoyed the types of activities I did during this resource.					
Please give any examples here.					

1. Which part of the resource was most useful for you? Why? Please give examples, if you can.

2. Which part of the resource was least useful for you? Why?
Please give examples, if you can.

3. Do you have any other feedback or comments about the resource?