

ROBBINSVILLE HIGH SCHOOL

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Imagine a high school with an archway entrance, concrete pillars, and windows emphasizing the immense height of the brick building. Inside, the carpeted floors mute the sounds of individuals walking. The eight long hallways connect to a central part of the building. Before reaching the end of one corridor, the freshmen students enter their history classroom.

The cinderblock walls are white with minimal scrapes. The 6' windows flood with sunshine late in the afternoon. Americana paraphernalia is dripping from the walls. Red, white, and blue holographic stars adorn the pictures of the Gilded Age presidents. The topic throughout the entire year is American History, 1877-1945. However, the teacher breaks free from the curriculum—the students research the Armenian Genocide after learning about America's involvement in World War I. Turkey is a foreign place to the 14 year olds living in a quiet suburb; consequently, the 1915 Turkish genocide is even more unbelievable. The students felt as if *they* were the aliens, wondering how did they *not* know about it. The beautifully decorated classroom suddenly becomes less relevant when such violence and hatred is discussed. Jared Miller, a freshman sitting in the back corner of the classroom *chose* to shed more light on the senseless acts of violence. Jared wanted to illuminate the topics of prejudice outside the 4 walls of history classroom tucked away in one of the corridors... in the newly constructed school... in a town that was viewed as a safe place to raise a family.

Jared set out to generate awareness for other students who *unknowingly* turned a blind eye to past world affairs. Jared created a power point emphasizing vital facts and pictures relating to the Armenian, Holocaust, Cambodian, Rwandan genocides. The entire high school will become part of the awareness project when it is shared in the central part of the building, *the commons*. While students eat lunch in the commons, Jared's power point will be projected on to 3 large screens that suspend from the ceiling.

Jared also recognized how students may ignore the facts projected during lunch. Therefore, he made flyers for each lunch table that highlighted many of the genocide topics. Jared's messages focused on bullying prevention in connection to the hatred generated from genocide. As stated in his last power point slide, "Nobody is superior or inferior, everyone is equal whether a bully chooses to accept it or not."

In order for Jared's message of anti-bullying and genocide awareness to have the utmost positive impact, the power point and flyers will be presented on the day a Holocaust survivor speaks to the school. Dr. Charles Rojer, a hidden child, has agreed to share his personal story on May 12, 2015.

Thus, in the high school, Jared solely organized an awareness day that will impact 900 students. Jared is also setting up a presentation for his history class to hear another personal story from a Holocaust survivor who lived in a concentration camp.

Jared's desire to help others and spread positive messages was evident even earlier this year when he ran the community "fun run" and donated the money to Special Olympics. He has been organizing this event for several years! Jared's acts of altruism have always promoted the respect of others, which is why I am nominating Jared Miller for the *2015 Youth Holocaust & Genocide Awareness Award Program*.

If any further information is necessary, please contact without hesitation: dolina@robbinsville.k12.nj.us

Sincerely,
Ms. Angel L. Dolina