

## The Holocaust and Wales

### Kindertransport 4

#### Life in Wales

#### Teachers' Notes

This is resource 4 of 4 on the topic of the Kindertransport and can be used alongside the other 3 resources. The resources explore the stories of child refugees who came on the Kindertransport to Wales.

This fourth resource explores a range of locations across Wales where child refugees lived and the impact of the Kindertransport on local history in Wales. It is also an opportunity to reflect on the knowledge gained in the previous three Kindertransport resources.

It contains:

- Background information about the Kindertransport and where to find out more
- Useful definition: 'local history'
- Blank Map of Wales
- Information sheets on child refugees:
  - Renate Collins
  - Lia Lesser
  - Heinz Lichtwitz
  - Gwrych Castle
  - Czechoslovak State School

The resource assumes a basic understanding of the Holocaust. You may wish to cover the Holocaust Educational Trust's (HET) worksheet ['Defining the Holocaust'](#) before exploring these resources. See also the HET's ['General Principles for Teaching the Holocaust'](#).

#### Learning aims:

- To understand the importance of 'local history' and its links to other histories, including regional, national and international
- To explore the range of locations across Wales where child refugees lived and understand how these stories have shaped local history in Wales
- To develop critical thinking and a sense of empathy with those who have experienced suffering in the past
- To explore the importance of this story on Wales and the wider world and its connections to contemporary issues, including refugees, antisemitism, prejudice and racism

## Curriculum links

### The Four Purposes

Ambitious, capable learners who:

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- can communicate effectively in different forms and settings
- can explain the ideas and concepts they are learning about
- undertake research and evaluate critically what they find

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- express ideas and emotions through different media

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- have the confidence to participate in performance

### Statements of What Matters

Main Area of Learning and Experience: Humanities

Progression Step: 3 & 4

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways
- Human societies are complex and diverse, and shaped by human actions and beliefs

- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

#### Other Areas of Learning and Experience:

##### Health and Well-being

- How we process and respond to our experiences affects our mental health and emotional well-being
- How we engage with social influences shapes who we are and affects our health and well-being

##### Languages, Literacy and Communication

- Expressing ourselves through languages is key to communication
- Literature fires imagination and inspires creativity

#### **Cross curricular skills and integral skills**

##### Literacy

- Developing oracy through discussion, role play, questioning and presentations, and adapting oracy skills for audience and purpose while listening to and debating different viewpoints
- Developing all styles of writing, e.g. describing, explaining, discussing, evaluating and creative writing, combined with the use of disciplinary-specific terminology and vocabulary
- Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints

##### Creativity and innovation

- Encouraging openness to different ideas and ways of thinking, enabling the expression of reasoned opinions about these differences

##### Critical thinking and problem-solving

- Developing the ability to think analytically and understand the past and present as well as to imagine possible futures
- Collecting, reflecting and critically evaluating the use of sources and evidence

##### Personal effectiveness

- Evaluating, justifying and expressing considered responses in a variety of ways

#### **Cross-cutting themes**

##### Relationship and sexuality education (RSE):

- The material offers learners opportunities to explore human rights, values, ethics, philosophies, and religious views relating to relationships

- It supports learners to engage critically with local, national, and global RSE issues in both the past and present, helping them to become ethical, informed citizens

Human rights education and diversity (e.g., discrimination, racism, antisemitism, refugees)

- Learners develop an understanding of the importance of democratic values and human rights and reflect on their civic responsibilities

### Cynefin – supporting learning in local contexts

The Holocaust is a large topic that can seem distant to learners in Wales. These resources allow learners to hear the stories of people who were directly affected by the Holocaust, and who lived in Wales. These are the stories of people who contributed to and were part of their local Welsh communities. They settled and had families here and their history is part of the story of Wales.

Learning about the Holocaust through local examples allows learners to discover their heritage and develop a sense of place and cynefin. It also removes the idea of ‘otherness’ – that this happened to other people in another place and time – and instead creates feelings of connection and empathy. These local examples can help learners to understand the link between Welsh history and global events like the Second World War and the Holocaust.

The full list of 20 resources about The Holocaust and Wales are:

- [Kindertransport 1: Jewish Life in Central Europe before the Second World War](#)
- [Kindertransport 2: The Journey to Britain](#)
- [Kindertransport 3: Arrival in Wales](#)
- [Kindertransport 4: Life in Wales](#)
- [Kristallnacht 1: Memories of Kristallnacht](#)
- [Kristallnacht 2: The last bar mitzvah](#)
- [Jewish Artists in Wales 1: Josef Herman](#)
- [Jewish Artists in Wales 2: Heinz Koppel](#)
- [Aero Zipp Fasteners at Treforest Trading Estate](#)
- [General Paper and Box Manufacturing Company at Treforest Trading Estate](#)
- [Internment of ‘enemy aliens’ 1](#)
- [Internment of ‘enemy aliens’ 2](#)
- [Jewish Refugees as Domestic Servants](#)
- [Jewish Refugee Doctors, Dentists and Nurses in Wales](#)
- [Jewish Refugees in the British Army during the Second World War](#)
- [Religious Life of Jewish Refugees in Wales](#)
- [The Welsh Language](#)
- [Liberation](#)



- [Identity](#)
- [Remembering the Holocaust](#)

## Ideas for activities

### Activity 1

The resource could be used to highlight the locations of different refugees across Wales. Show the **Blank Map of Wales** to learners and ask them to mark where their school is located. Then split learners into groups, giving each a different **Information Sheet**. Ask learners to identify locations relevant to the refugees' stories and add them to the map (these can also include Bea Green and Dorothy Fleming from earlier Kindertransport resources).

#### Other useful questions:

- Why did refugees arrive in these places in Wales?
- How might refugees have reacted to arriving in each of the different locations?
- How might locals have responded to groups of refugees or individual refugees arriving in their city, town or village?

### Activity 2

The resource could be used to hone learners' enquiry skills. Split learners into groups and assign each group a different **Information Sheet**. Ask learners to read through their sheet and write down:

- the location associated with Kindertransport refugees
- five key facts/pieces of information found within the sheet

Next, ask learners to construct a table with the same headings (location, key facts) and share their findings with the class, with each writing down the answers of other groups (this could also be done individually on paper or on a main screen/board). You might want to share the **Information Sheets** with the whole class – were there any other key facts that learners could identify?

### Activity 3

The resource could be used to compare the experiences of Kindertransport refugees who were housed as groups with those housed as individuals. Split learners into groups and ask them to look at an **Information Sheet** looking at either an individual (e.g. Renate Collins, Lia Lesser, Heinz Lichtwitz) or a group of refugees (e.g. Gwrych Castle, Czechoslovak State School). Ask them to write down positive and negative aspects of being housed as a group or as an individual. For example:

	<b>Positive</b>	<b>Negative</b>
Group	Easier to make friends	Little time alone
Individual	Less of a change from home	Might not like foster family

Encourage learners to share their answers with the rest of the class. Which setting would they prefer? Why?

#### Activity 4

The resource could be used to introduce learners to other languages. Ask learners to read the **Information Sheet(s)** on Heinz Lichtwitz and the Czechoslovak State School. Why might Heinz have forgotten his German? Why was it important for child refugees at Llanwrtyd Wells to continue to speak Czech?

Introduce learners to these simple phrases in German and Czech and encourage them to speak a little of either language.

	<u>German</u>	<u>Czech</u>
Hello!	Hallo! <i>hallo</i>	Ahoj! <i>ah-hoy</i>
Good day (another Hello)	Guten Tag <i>goo-ten tag</i>	Dobrý den <i>dob-ree den</i>
How are you?	Wie geht es dir? <i>vee gate es deer</i>	Jak se máš? <i>yak se maash</i>
I am very well	Mir geht es sehr gut <i>meer gate es ser goot</i>	Mám se dobře <i>mam se dob-zhe</i>
What's your name?	Wie heisst du? <i>vee heist [as in a robbery] doo</i>	Jak se jmenuješ? <i>yak se yee-meh-noo-yesh</i>
My name is...	Ich heisse... <i>eech [ch as in loch] high-se</i>	Jmenuji se... <i>yee-meh-noo-ee se</i>
Goodbye!	Auf Wiedersehen! <i>owf vee-der-sen</i>	Nashledanou! <i>nas-hle-da-no</i>

#### Activity 5

The resource could be used to reflect on the impact of Kindertransport refugees on local history in Wales. Ask learners to read the definition of **local history** given. What differences are there between local, regional and national history? What are the similarities? Can they think of any examples of local history in their own area?

Ask learners to pick one **Information Sheet** and read through it. Using the information given in the sheet, ask learners to imagine that they are a reporter for a local newspaper during the Second World War, tasked with writing a short article on the arrival of a Kindertransport refugee/refugees in their area. What material would they include? What would the headline be? Ask them to write a short piece (between 300 and 400 words). Time should be allocated at the end of the lesson to reflect on the learners' creative responses.

### **Activity 6 – Class discussion**

The resource could be used alongside the other three Kindertransport resources to reflect on the Kindertransport scheme as a whole. Encourage learners to discuss their impressions of the scheme and write them down.

#### **Some useful questions:**

- Why did the British government waive visas for 10,000 children to arrive in the UK from Nazi Germany between 1938 and 1939?
- How did Kindertransport refugees respond to moving to the UK/Wales?
- How successful was the Kindertransport scheme?
- What does the Kindertransport tell us about British/Welsh attitudes to refugees before the Second World War?
- How might child refugees feel about Britain/Wales following their escape?
- What lessons can we take from the Kindertransport scheme when responding to refugee crises today?