

## The Holocaust and Wales

### Kindertransport 2

#### The Journey to Britain

#### Teachers' Notes

This is resource 2 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 second resource explores the Kindertransport journey of a young Austrian Jewish girl, Dorothy Fleming. She made this journey to Britain in 1939 before eventually settling with her family in Cardiff.

It contains:

- Background information about the Kindertransport and where to find out more
- Useful definition and video: 'Who is a Refugee?'
- Short biography of Dorothy Fleming
- Link to audio clip of oral history recording of Dorothy Fleming
- Photographs showing 1930s child refugees
- Transcripts of the video and audio clips

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 meaning of the term 'refugee', to reflect upon the experiences of Jewish child refugees and the role that the Kindertransport played
- To engage with a range of historical sources to create a personal and creative response
- 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 explore the meaning of the term 'refugee'. Ask learners for words they associate with 'refugees'. Watch the first 60 seconds of [Who is a Refugee? UNHCR Video](#) explaining what a refugee is and go through the [United Nations' definition](#).

#### Other useful questions:

- Why might someone become a refugee?
- What protections might refugees receive from a 'safe' country?
- What is the difference between a refugee, an asylum seeker and an 'economic migrant'?
- Is it important that refugees are granted international protections?

### Activity 2

Re-cap Dorothy Fleming's story from the Kindertransport 1 resource. Using the **background historical information** and her **biography**, remind learners that Dorothy and her sister were among 10,000 children who came to Britain on the Kindertransport travelling alone, without their parents. You can hand out their completed **worksheets** perhaps peer marking each others' and/or projecting an exemplar.

Ask learners to discuss in pairs why German and Austrian Jews might have become refugees in the 1930s. Feedback discussion points to the whole class and refer back to the definition of a refugee when needed.

### Activity 3

Listen to [Audio Clip: Dorothy Fleming – Kindertransport Journey](#) and show the two **photographs** of Dorothy and her sister and child refugees arriving in Harwich. Ask learners to note down any significant details they hear about the journey or see from the photographs. Why did they think they were significant?

#### Other useful questions:

- Why weren't Dorothy's parents 'about' in Vienna?
- How would Dorothy's parents have felt before sending her and her sister to Britain? What about Dorothy herself?
- Why might the boy on the train be so concerned about finding his father's gold watch?

- Can you remember the longest journey you've had to take without your parents/guardians?
- Why might the British government only have allowed child refugees?

#### **Activity 4**

Using [Audio Clip: Dorothy Fleming – Kindertransport Journey](#) and the **photographs** as a starting point, divide the class into four groups. Each group is given one of the following people to focus on:

Group 1: Dorothy

Group 2: Dorothy's sister

Group 3: Boy with the gold watch

Group 4: Children in the photograph arriving at Harwich (if you have a larger class and need more groups, then you can identify individual children from this picture and increase the number of groups accordingly).

Ask the groups to write down on a large piece of paper some adjectives to describe how the person they have been assigned might be feeling during the journey. Encourage a range of emotions e.g., 'brave' and 'responsible' as well as 'frightened'. Between the groups, you should have a range of responses for all the different children in the stories. Feedback and share each group's responses with the whole class.

Using the responses gathered, learners are to write a piece of creative writing titled 'The Kindertransport Journey' to explore some of the experiences that the children might have been going through on the train. This can be in the form of prose or a short poem. To keep some distance from this challenging subject area, learners should write in the third person as a 'fly on the wall' rather than from the perspective of the Kindertransportees themselves. Time should be allocated at the end of the lesson to reflect on the learners' creative responses.

#### **Activity 5**

Some learners may wish to capture the journey on the train in an artistic way. Invite them to draw or paint a picture depicting 'The Kindertransport Journey'. Encourage a range of individual creative responses here using different mediums and materials. Time should be allocated at the end of the lesson to reflect on the learners' artistic responses.