



Identity

GUIDELINES FOR TEACHERS

This is one of 20 educational resources about the Holocaust and Wales.

It explores the post-war life of refugees in Wales, and how they adjusted to their new identities.

Ages: 9-14.

1. PURPOSE OF THE RESOURCE

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**.

2. LEARNING AIMS

The aim of the resource is to enable learners to:

1. Explore past and contemporary ethical and moral issues and engage with concepts of prejudice, discrimination, antisemitism, extremism, equality, tolerance, humanity, responsibility, good, and evil, make a connection between past and present issues and consider what is happening locally and globally today.
2. Develop critical and reflective thinking.
3. Develop confidence, resilience, and empathy: to become more aware of their own experiences and feelings when engaging in activities with others, and to recognise that other people have experiences and feelings.
4. Become responsible citizens in Wales and the wider world.

3. FOCUS OF THE RESOURCE

1. Critically reviewing how past and contemporary events are perceived, interpreted, and represented; forming their own viewpoint and developing self-awareness.
2. Critically analysing and evaluating evidence; interpreting and synthesising information; drawing informed conclusions about the world, its past, present, and future.
3. Learning about the complexity and diversity of human societies (e.g., values, social norms, rituals, and faiths) and the impact of actions and beliefs.
4. Developing an understanding of challenges and opportunities in their personal lives and wider society and considering how to respond ethically.

4. WHAT SKILLS, KNOWLEDGE, AND EXPERIENCE THE RESOURCE HELPS DEVELOP

Indicators of learning:

1. Knowledge and understanding about the post-war life of refugees in Wales and challenges they faced.
2. Understanding the concepts of belonging and identity within different contexts: ethical, social, and legal.
3. Ability to critically evaluate, and use different sources (e.g., photographs and oral histories) to form and express their own views, opinions, knowledge, and understanding.
4. Ability to make a connection between past and contemporary discrimination based on race, ethnicity, and religion and consider what is happening today in Wales, the UK, and the world, e.g., refugees coming to the UK/Wales.
5. Understanding that people have different beliefs, values, and experiences and respecting the needs and rights of others.
6. Ability to work as part of a team.
7. Experience of participating in group discussions and tasks.
8. Becoming more aware of their own experiences and feelings, values, and beliefs and being able to communicate them.
9. Developing empathy for other people and their circumstances/challenges they face(d), e.g. children who came to the UK on Kindertransport, or modern-day refugees.

5. HOW THE RESOURCE SUPPORTS LEARNING IN LOCAL (CYNEFIN), NATIONAL, AND REGIONAL CONTEXTS

This resource allows 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.

These local examples can help learners understand the connection between Welsh history and global events like World War Two and the Holocaust.

6. BACKGROUND INFORMATION

Belgian refugee **Karel Lek**, who moved to Bangor in North Wales (and subsequently Beaumaris on Ynys Môn), became an artist after the war. He exhibited his work at numerous galleries in Britain and Europe, including the Royal Academy. Karel was inducted into the Royal Cambrian Academy in 1955 and was awarded an MBE in 2003. Karel's father held Belgian-British citizenship since his great-grandfather had worked in London for six years in the late 1800s. Karel later said, "The misfortunes of the last War brought me, as a boy of eleven, from Antwerp to North Wales, where I have lived for

over 70 years. I sometimes wonder whether this qualifies me to call myself a Welshman!”¹ He passed away on St David’s Day in 2020.

Gaby Koppel was born in Cardiff in 1957. Her parents, Henry and Edith, were both Jewish refugees – her father from Germany and her mother from Hungary. There was a small community of Jewish refugees in Cardiff, many of whom worked at the Treforest Trading Estate in Pontypridd. Her father worked at Treforest as an engineer for Aero Zipp, which had been founded by Gaby’s grandfather Joachim Koppel in the 1930s. Unlike many refugees, Gaby’s parents regularly returned to their home countries on business or on holiday. Gaby now works as a journalist and producer in London.

Kate Bosse-Griffiths was a Jewish refugee who fled from Germany to Britain in 1937. She married Welshman John Gwyn Griffiths in September 1939 and moved to Pentre in the Rhondda. She learned Welsh and became a passionate advocate for the Welsh language, even publishing poetry and books in Welsh. The family moved to Swansea after the war, where she continued to write for the Welsh-language press, supporting the creation of the Cymdeithas yr Iaith (Welsh Language Society) in 1962. She died in Swansea in 1998.

7. IDEAS and QUESTIONS

1. This resource can be used to explore the post-war life of refugees in Wales, and how they adjusted to their new identities.

Questions:

- What challenges did Jewish refugees face after the war?
- How important were the Welsh language and belonging in Wales to their identity?

2. This resource can be used to explore the idea of belonging and what it means to be from somewhere.

Questions:

- What does it mean ‘to belong’?
- What is the relationship/connection between language/ethnicity/religion and identity?
- What does it mean to be a global citizen?
- What is the meaning of the word hiraeth and why is it specific to the Welsh language (why can it not be directly translated into English)?

3. The resource can be used to encourage learners to develop respect for the needs of others.

Questions:

- What challenges do refugees/immigrants in the UK and Wales experience?
- How can learners help refugees/immigrants adjust to their new lives?

8. RESEARCH AND FURTHER INFORMATION

1. Introduction to teaching and learning about the Holocaust:

¹ Cai Parry-Jones, *The Jews of Wales: A History* (Cardiff: University of Wales Press, 2017), p. 124.

International Holocaust Remembrance Alliance's (IHRA) [Recommendations for Teaching and Learning about the Holocaust](#) provide information on why, what, and how to teach about the Holocaust.

The Holocaust Educational Trust's worksheet '[Defining the Holocaust](#)' may be used to introduce learners to the topic of the Holocaust; it helps learners to think about how the Holocaust is defined and why the issue of definition is important.

2. Further reading:

Karel Lek:

- Art UK: [Karel Lek](#).
- Nathan Abrams: [Karel \(Charles\) Lek, MBE, RCA](#).
- Cai Parry-Jones, *The Jews of Wales: A History* (Cardiff: University of Wales Press, 2017), p. 124.

Hiraeth:

- Wikipedia: [Hiraeth](#).

Sehnsucht:

- Wikipedia: [Sehnsucht](#).

3. A list of 20 resources about [the Holocaust and Wales](#):

- [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.](#)
- [Memories of Kristallnacht: Destruction and Flight.](#)
- [Memories of Kristallnacht: The Last Bar Mitzvah.](#)
- [Jewish Artists in Wales: Josef Herman.](#)
- [Jewish Artists in Wales: Heinz Koppel.](#)
- [Aero Zipp Fasteners at Treforest Trading Estate.](#)
- [General Paper and Box Manufacturing Company at Treforest Trading Estate.](#)
- ['Enemy Aliens' and Internment Camps.](#)
- ['Enemy Aliens' and Human Rights.](#)
- [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.](#)