

Activity 3: Kindertransport & Child Refugees in Wales: Part 3 - Arrival in Wales



TOPIC

Kindertransport
Child Refugees in Wales

AGE GROUP

Years 7-9 (ages 12-14)
Progression Step 4

LENGTH

1 hour

AREAS OF LEARNING AND EXPERIENCE

Expressive Arts
Health and Well-being
Humanities
Languages, Literacy and Communication

DESCRIPTION

In this activity, students will learn about the child refugee experience during the 1930s and their arrival in Wales. They will develop an understanding of the challenges the children faced and the response of the local communities. They will also learn about the shared experiences of child refugees, as well as the differences.

This activity forms part of the *Kindertransport & Child Refugees in Wales* module and it is recommended to complete *Activities 1* and *2* of this module before completing this activity.*

LEARNING AIMS

As a result of completing this activity, students will:

- Develop an understanding of challenges faced when arriving at a new community/home.
- Develop an understanding of how the shared experience of child refugees can be both similar and unique.
- Understand how communities can help welcome refugees.

EQUIPMENT NEEDED

Whiteboard/markers, projector, computer to listen to the video testimony, paper/card/colouring pens/pencils, glue, sticky tape, printer, video recording equipment (smartphone/tablet).

* A full list of activities can be found at the end of this document.



Teachers' Notes

Activity 3: Kindertransport & Child Refugees in Wales: Part 3 - Arrival in WalesConsider

On the board, write down the words 'Home' and 'Community'. Ask students to think about these words and as a class, volunteer what words come to mind when they think of this expression.

Ask them to think about what difficulties child refugees may face when arriving in a new home and new community. Ask the students to work in small groups and to write on the Student Worksheet five things that refugee children may find challenging (**Task 1**).

Ask the students to think about how they could help with those challenges and write the responses on the board.

Collect

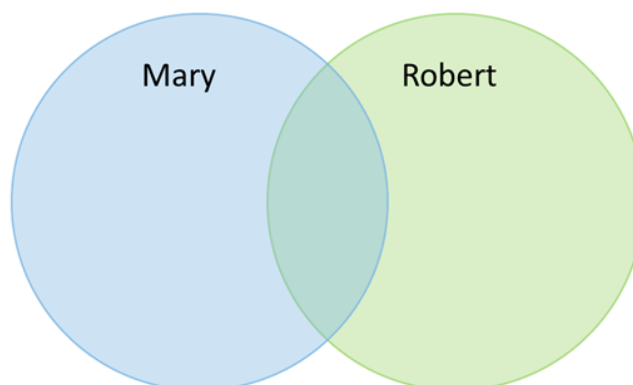
Note: Students should complete both tasks in this section by working in pairs or small groups.

Inform the students that they will be listening to two testimonies:

- Mary Hochberg's account of arriving in Abergele.
- Robert Wasserberg's account of arriving in Llanwrtyd Wells.

Then, ask the students to work in small groups and answer the questions below by completing a Venn diagram (**Task 2**).

1. How do Mary and Robert describe their new home and community? List three examples.
2. What do the clips say about the local community and about feeling welcomed? List two examples.
3. What challenges do Robert and Mary face? List three examples.



Teachers' Notes

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Collect continued

Finally, ask students to explore similarities and differences in Mary's and Robert's experiences and write down their answers on the worksheet (**Task 3**). Students should refer to the Venn diagram they have completed.

1. How were Mary's and Robert's experiences similar? List three examples.
2. How were Mary's and Robert's experiences different? List three examples.

Construct

Ask the students to work in small groups to create a collage of the expression CHILD REFUGEE using their own family/community photographs or communicating their experience by drawing. As an example, the students may wish to draw images/words, which represent what has been discussed throughout the lesson or the module, e.g., Safety, Journey, Home, Wales, Welcoming Communities, etc.

For students, who are not able to provide photographs or do not wish to draw, you can print off the photographs in **Handout 1**.

When forming the groups, ensure that in each group there are some students who are drawing and some who are using photographs.

Communicate

Within the small groups, ask the students to discuss their artwork/photographs and what they have learnt about the Kindertransport and the child refugee experience. Record short clips of the discussions and upload them to the school website. Display the collage and accompanying text in the classroom/corridor.



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Appendices

1. Handout 1: Images.
2. Handout 2: Video Transcriptions.
3. Handout 3: Student Worksheet.

List of Activities

- Activity 1: Kindertransport and Child Refugees in Wales: Part 1 - Driving Forces.
- Activity 2: Kindertransport and Child Refugees in Wales: Part 2 - The Journey.
- Activity 3: Kindertransport and Child Refugees in Wales: Part 3 - Arrival in Wales.
- Activity 4: Jewish Life in Pre-War Europe – Identity, Diversity and Commonality.
- Activity 5: The Legal Effect: How Laws can Persecute or Protect.
- Activity 6: Prejudice and Propaganda.
- Activity 7: Britain and the Legacy of Loss - Part 1.
- Activity 8: Britain and the Legacy of Loss - Part 2.
- Activity 9: Re-thinking Responsibility.
- Activity 10: Resistance and Remembrance.

Cover Image

Abernant Lake Hotel in Llanwrtyd Wells, September 2019. Image: JHASW/CHIDC.

