

The Holocaust and Wales

Kindertransport 3

Arrival in Wales

Teachers' Notes

This is resource 3 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 third resource explores the story of Bea Green, a German Jewish child refugee, who travelled to Britain on the Kindertransport and lived in Wales after her school was evacuated there.

It contains:

- Background information about the Kindertransport and where to find out more
- Brief description of enemy alien status during the Second World War and where to find out more
- Short biographies of Bea Green and Dorothy Fleming
- Useful definition: the International Holocaust Remembrance Alliance's working definition of antisemitism
- Links to audio clips and video of oral history recordings of Bea Green and Dorothy Fleming
- Photograph of Bea Green's Enemy Aliens and Internees Card
- 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 explore the challenges faced by refugees arriving in a new place and to understand how communities can help welcome refugees
- To examine a range of perspectives around Jewish refugees in Wales
- To engage with a range of historical sources and evaluate how they can be used as evidence to interpret 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 how refugees might have felt on arrival in Wales. Ask learners how it feels to arrive at a place/country they've never been to before. Discuss how this might feel without having their parents or guardians present.

Watch [Video Clip: Bea Green – Arriving in Wales](#) and ask learners to note down how Bea felt at various points of the journey and during her time in Wales. Learners should note both positive and negative experiences.

Other useful questions:

- Why might the train journey have been so frightening for Bea?
- Is there a significance to the 'haunted house' story?
- How did Bea adapt to her new circumstances?

Activity 2

The resource could be used to study the differences between different types of primary sources. Listen to [Audio Clip: Bea Green – Enemy Alien](#) and examine historical source 7 (Bea's Enemy Aliens and Internees Card). Encourage learners to interrogate the different information given by both sources. Learners could write down five important pieces of information given by both the oral history and the document photograph. How do the documents complement each other? Are there any contradictions, and how might these be explained?

It should be noted that the sources are no more or less useful than each other, but they do contain different information which can tell us different things about the past.

Activity 3

The resource could be used to explore ideas of difference and belonging. Listen to [Audio Clip: Bea Green – Enemy Alien](#) and [Audio Clip: Dorothy Fleming – Enemy Alien](#) and the brief description of enemy alien status during the Second World War. What did it mean to be an 'enemy alien'? How might it feel to be branded an 'enemy alien' in a new and unfamiliar country? Was the use of this term justified?

Other useful questions:

- How did Bea and Dorothy react to being categorised as 'enemy aliens'?
- How did their peers and others around them respond?
- Why might children under the age of 16 be exempted from classification as 'enemy aliens'?

Activity 4

Watch [Video Clip: Bea Green – Arriving in Wales](#) and listen to [Audio Clip: Bea Green – Enemy Alien](#) and [Audio Clip: Dorothy Fleming – Enemy Alien](#). Ask learners to choose one of the people from the local community in Wales who Bea or Dorothy met:

- A classmate
- A schoolteacher
- Bea’s Girl Guide Leader
- A local police officer
- The local carpenter (who made the beds in Bea’s account)

Ask learners to write a short monologue (a speech for one character) that explains how the person reacted when Bea or Dorothy arrived in the local community. This could begin:

‘Today I noticed a new person in the town. Her name is...’

Share the monologues with the rest of the class. Time should be allocated at the end of the lesson to reflect on the learners’ responses.

Activity 5

The lesson could be used to challenge representations of refugees and their reception. Listen to [Audio Clip: Bea Green – Antisemitism](#) and look at the International Holocaust Remembrance Alliance’s working definition of antisemitism. Ask learners for their first impressions of Bea’s story. Were they surprised? Why? Ask learners to reflect upon what we may learn from the past to apply to today.

Other useful questions:

- How can we welcome and support refugees in our own communities?
- Would people’s responses of refugees in their community always be positive?
- What can we do to challenge negative responses?