

## Teacher Notes

*These three short clips are designed to foster discussion and further learning following viewing of the **Kindertransport** film. They will help you discuss the film, the Holocaust, and Holocaust Memorial Day with your students. In these clips, three Holocaust survivors talk about their lives in Nazi Germany and their experiences of coming to the UK as child refugees on the Kindertransport.*

*Please see notes below on context and **key discussion points** drawn from the clips.*

### **Clip 1: Ann Kirk BEM**

Ann was born in Berlin, Germany in 1928. In this clip, Ann talks about her early life under Nazi rule and how the family began to feel unsafe living in the country that had been their home.

- **You might introduce this clip by talking with your class about how we feel about the country we live in – how are we made to feel included or welcome in our communities? How do we come together as a community?**

Be aware that some students might feel excluded or ‘different’ in some ways from their peers, so this conversation should be handled sensitively – focus on the things that unite us (such as support for a national sports team, or the shared community of your school, for example). This will help them understand how Ann felt the Nazis wanted to exclude her for being Jewish.

When Ann talks about her appearance she says “I didn’t look Jewish” – here she is saying that her appearance didn’t conform to the Nazis’ stereotypical view of what Jewish people looked like.

- **This is an important teaching point for your students because it illustrated how the Nazis’ racial ideology was entirely flawed and based on stereotypes.**

Ann speaks about feeling she needed to hide her Jewish identity in public.

- **At the end of the clip, you could discuss with your students how they feel about hearing Ann’s thoughts about growing up in Nazi Germany? Was there anything that surprised them, or that they didn’t realise before that they now know, or want to find out more about? You could also (sensitively) ask about how they express their identity – from wearing a football shirt, or a favourite item of clothing, to a religious symbol, etc?**

You might link this to a discussion about how diversity is celebrated in your school community and how people are made to feel welcome. This contrasts with how Ann feels in this clip and how she and other Jewish children were treated in their schools under Nazi rule

– eventually they were excluded from education completely, and were forced to wear a Star of David not as a celebration of their religion, but as a sign that they were different

### **Clip 2: Bob Kirk BEM**

Bob was born in Hanover, Germany, in 1925. After Kristallnacht / the November Pogrom, he travelled alone to the UK on the Kindertransport.

- **You might consider with your students what a difficult decision this would have been for Bob’s family, but how they would have wanted to put his safety first. Your students could think about how difficult it would have been for Bob arriving in the UK as an unaccompanied child refugee – for example, how he would have struggled to communicate in a different language (Bob says he “didn’t speak any English” in this clip).**

Again, this might need to be handled sensitively as some of your students might have had similar experiences in their lives.

Bob talks about his many moves on arriving in the UK. With so much movement and change, Bob says he was always thinking, “well, what’s gonna happen next?”

- **Your students might want to reflect on this question and how refugees like Bob often feel powerless as they are moved around.**

You could share with your students that after moving back to London Bob started school again, but then was evacuated, becoming a refugee once more. They might want to think about the impact this had on him and on his education, in particular.

### **Clip 3: Vera Schaufeld MBE**

Vera also came to the UK on the Kindertransport when she was nine years old. She had been born in Klatovy (which is now in the Czech Republic). When the Nazis invaded Czechoslovakia in March 1938 her life changed and she experienced antisemitism for the first time (particularly from her teacher). To keep her safe, her parents made the decision to send her to the UK on the Kindertransport from Prague station.

- **Vera’s story highlights for your students that the war and the Holocaust extended beyond Germany. It is important that they understand that while some people in invaded countries (such as Czechoslovakia) resisted the Nazis and their ideology, some embraced it (illustrated by Vera’s teacher’s antisemitism). Students should understand that the Holocaust was perpetrated not just by the Nazis, but also by collaborators across Europe.**

In this clip Ann talks about the Christian family she lived with in the UK. Their faith was clearly important to them because they went to Church every Sunday, but Vera’s family were Jewish. In the clip Vera talks about a telephone conversation the family had with her father,

during which he agrees that she can go to Church with them for their convenience – so long as they do not try to convert her to Christianity. They agree not to do so.

- **You could discuss with your class how these blended families worked in reality – with their different languages, different cultures, and (often) different religions. They could think about how they get along with different people and how difference is celebrated between friends and family. They might also consider what role faith might have played in the host family’s decision to take in a refugee.**

### **After the war**

Although Ann, Bob, and Vera were all able to keep in contact with their parents at first, eventually they all lost touch as the war progressed and the Nazis and their collaborators realised their plans for the Holocaust. None of their parents survived, and all three made the UK their home after the war.

- **They have contributed so much to our society, as so many refugees do. This is an important point to remember, recognise, and celebrate with your students.**

### **Final thoughts...**

These three short clips have helped your students learn something about pre-war life for Jewish children in Germany and the Czech Republic, and the experiences of child refugees in the UK during the war.

- **It is important to remind your students that these are just three stories, from the millions that could be told. Each story is unique but helps us gain some understanding of survivors’ experiences.**

It is ***not advisable*** that students undertake unsupervised internet searches about the Holocaust as the content might be shocking, or misleading. If you (or they) would like to find out more you can visit our resources page [here](#), or:

You can learn more about the Kindertransport [here](#).

You can learn more about Ann Kirk BEM [here](#).

You can learn more about Bob Kirk BEM [here](#).

You can learn more about Vera Schaufeld MBE [here](#).

*Holocaust Learning UK would like to thank Dr Alasdair Richardson, Reader in Education (Holocaust Education), The University of Winchester for his help in the preparation of these notes. To read a full version of Dr Richardson’s discussion and explanation, please click [here](#)*