

# KINDERTRANSPORT LESSON PLANS FOR YEARS 10-13



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The PowerPoint will explain what the Kindertransport means.

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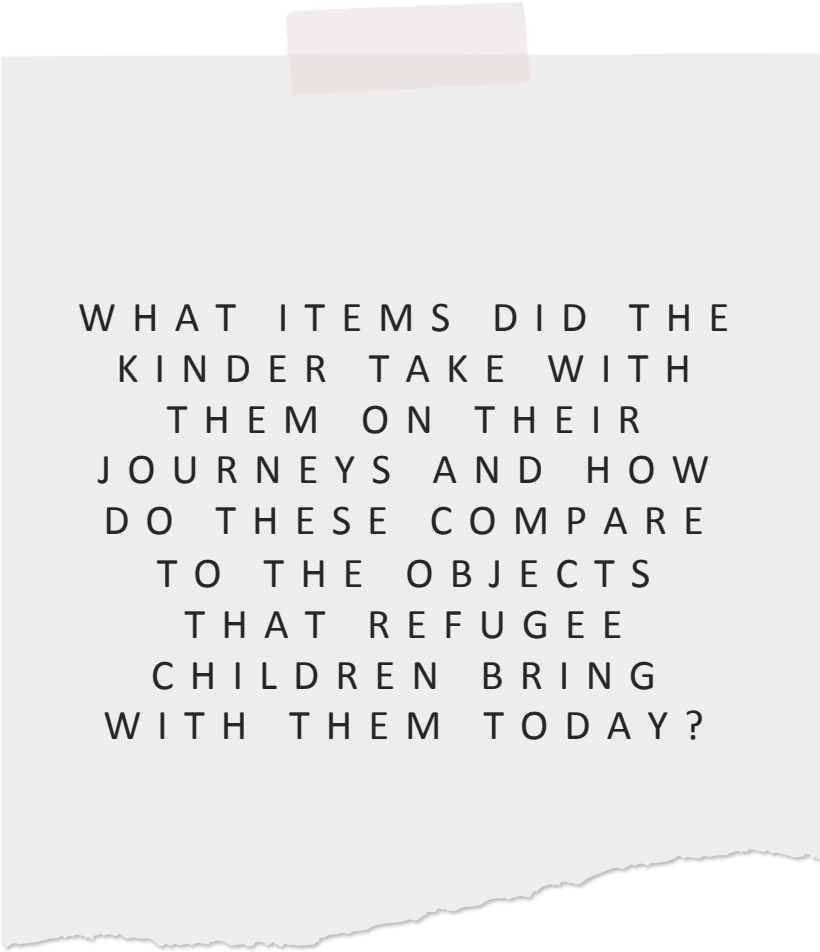
It will give a brief history of the events before, during and after the Kindertransport.

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It will also touch on the memory of the Kindertransport.

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The amount of detail you wish to go into depends on the age of the students.



WHAT ITEMS DID THE  
KINDER TAKE WITH  
THEM ON THEIR  
JOURNEYS AND HOW  
DO THESE COMPARE  
TO THE OBJECTS  
THAT REFUGEE  
CHILDREN BRING  
WITH THEM TODAY?

## Learning Outcomes

To gain awareness of the different objects that refugees bring with them on their journeys, and their practical and sentimental value.

To identify the stories behind these objects and how they are forms of testimony.

## ACTIVITY ONE: WHAT ITEMS DO YOU OR YOUR PARENTS PACK WHEN YOU TRAVEL SOMEWHERE?

- Students could make a list of what they would pack.
- Or they could draw the items that they would pack within a suitcase.



## ACTIVITY TWO: LOOKING AT A HISTORICAL SOURCE TO UNDERSTAND THE STORIES BEHIND THE OBJECTS

Explain to the class that the Kinder had to carry their suitcase so they could only pack objects that could fit into a small suitcase.

Show the class a list of objects that the Kinder brought with them. This way the children can actually see what the Kinder took with them.

<https://www.yadvashem.org/yv/en/exhibitions/bearing-witness/suitcase-heinz-finke.asp>

Ask the students why the Kinder packed pyjamas, socks, toys?

Explain that the Kinder did not know how long they were going to be away from their parents for or how long they would be in their host nation.

Also explain that the parents of the Kinder tried to pack the essentials i.e., they wanted their children to be prepared for life in their host nation.

The Kinder's parents packed their best clothes.

## MORE SPECIFIC EXAMPLES

These website links show how objects are displayed in museums and online.

Think about why museums often choose teddy bears to represent the story of the Kindertransport?

So, we want the students to think about how these objects relate to childhood.

Sometimes Kinder brought teddy bears with them.

[https://  
encyclopedia.ushmm.org/  
content/en/artifact/teddy-bear-  
carried-by-a-child-on-a-  
kindertransport](https://encyclopedia.ushmm.org/content/en/artifact/teddy-bear-carried-by-a-child-on-a-kindertransport)

When we remember the Kindertransport, why do we remember it through such things as a teddy bear, or a doll?

[https://jewishmuseum.org.uk/  
50-objects/2007-36-2/](https://jewishmuseum.org.uk/50-objects/2007-36-2/)

# OBJECTS IN MUSEUMS

This is an exhibit from the exhibition “Für das Kind” (“For the Child”). It shows coat hangers Kinder brought with them. Some have dedications (such as “For the Good Child”, “For the Dear Child”), but not all of them do.

Why bring a coat hanger with you? We want the students to think about how you can take unexpected items with you.

Look at some of the images of the “For the Child” exhibition when thinking about this.

<https://www.acflondon.org/events/virtual-exhibition-fuer-das-kind-child/>

# COMPARING LISTS

- Ask the students to compare the list of items that they have drawn up to take with them with the kind of objects that the Kinder took with them.
- What are the differences?
- How might you explain these differences?
- What similarities are there? And what do these mean?



# ACTIVITY THREE: MEMORIES AND FEELINGS ATTACHED TO OBJECTS

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graph TD; A[After the students have looked at the list get them to think about what items are practical ones and which ones are sentimental ones.] --> B[Ask the class about their favourite toys and which one they would want to take with them and why?]; B --> C[We want the students to think about memories attached to a certain object – i.e., a doll or something like that – who gave it to them? Was it a birthday present? Why do they feel connected to it?];
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Ask the class about their favourite toys and which one they would want to take with them and why?

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## ACTIVITY FOUR: SURVIVOR TESTIMONY AND OBJECTS

What does the survivor talk about?

Do they remember packing?

Why did they choose to take these items with them?

Did they use their suitcase in later life?

Did they take items with them in any other way?

# ACTIVITY FIVE : WHAT REFUGEE CHILDREN BRING WITH THEM TODAY

Get the students to think about the similarities and differences between what Kinder brought with them compared to refugee children today.

Do refugee children still use a suitcase – does it look different?

Here are some website links to a project about today's refugees and what they brought with them.

View some of the suitcases and compare with what the Kinder took with them.

<https://www.unpackedrefugee.com>

<https://www.infomigrants.net/en/post/5519/refugee-baggage-project-a-suitcase-to-tell-a-story>

## ACTIVITY SIX: CREATING YOUR OWN DISPLAY

Create a display around items that refugees have brought with them and the significant stories that are associated with them.

Maybe include testimony from two different refugees.

Is there a difference between what boys bring with them compared to girls?



## ACTIVITY SEVEN: OBJECTS AND MEMORIALS

- This is Frank Meisler's Kindertransport memorial in London. As you can see there is a teddy bear, violin and suitcases present.
- Get the students to think about why these objects should be included in a memorial to the Kindertransport?

# S U M M A R Y

- Students have learnt to relate their own life experiences to that of past and present refugees.
- They have learnt to think about the important of objects in different contexts.
- They have learnt to think about the value and significance attached to objects.
- They have also learnt to think about what a particular object can symbolise.