**We**, **the** **people**.

Elective group: Kindertransport.

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Schools:

Private middle school Parnas, Wroclaw, Poland and Railway Technical School, Belgrade, Serbia.

Course: English as a second language/history, social studies and civics education.

This is a set of 3 or 4 lessons depending on the outcomes of student’s work/ Educational project work.

Grade: The lessons are for students age 14-18, depending on the school.

Centropa materials: Lucia Heilman’s interview.

Objectives :

* Build your students’ awareness of the history.
* Make your students aware of their own feelings.
* Build the connection between past and presence.
* Read and analyze authentic resources.
* Create your own story.
* Make your students aware of current global problems.
* Develop students’ awareness of social and individual responsibility.
* Encourage the developing of students’ capacity to understand deeper and accept emigration issue.
* Encourage students to take action.

**Preparation**:

**Lesson 1, part 1**

Students are asked the following questions:

1. What is your favorite place?

2. Why is it your favorite place?

3. How do you feel in this place?

4. What do you like to do in this place?

5. What is your favorite place to live in?

6. Tell me 3 things that are the most important for you.

Then students are given some time to think and process their answers and feelings.

After the set time, students share their own ideas with their pairs, partners. Then they are more open to share their ideas. Make sure they are understood correctly by each other, because later they will present their partners answers. They try to find some similarities and differences.

**Lesson 1, part 2**

Ask your students if they know anybody from their families, who left their country /homeland. If they don’t know anyone ask them to explore further. Ask families, friends, neighbors.

Students should have a short interview about the reasons for leaving the country, but also what things, objects, items these people took from their homes to stay in touch with their culture, traditions, families, and memories.

Students should have at least a week to prepare for the next lesson based on their survey.

**Lesson 2**

Students bring their results to the class. If possible they may ask the family members to bring those objects mentioned before. However, they might be of a great importance, value to these people, then a description, photos of the items, something that can be seen by others.

Next, ask your students to present their stories. Again, ask your students to try to find some similarities and differences. During the speeches, the other students should pay attention to which country is mentioned, why they decided to leave, come to another place, when, in which circumstances, how it defined their life later on, what problems they had etc. Some interesting stories, detailed. And then about the subjects, items, or photos (such as when it was taken, why). Let others see the objects, photos, concentrate on them for some time. Allow some time to process.

Expected results:

1. Students realize that everybody needs a home and that we don’t leave our places where we live without a reason.
2. Students are emotionally and intellectually prepared to follow lesson 3 and 4.
3. Students are confronted and personally involved in the project.

Effects:

* Students understand and feel the topic.
* They connect with the topic.
* The students are open for the next activities
* Their level of compassion is risen.
* We just touch their empathy to develop further understanding of the next lesson.

**Lesson 3**

Kindertransport.

The students will work with Lucia’s story.

They are divided into smaller groups to work with 6 carefully selected extracts from her interview. Make sure they are given a set of photos from Centropa page with her family (see attachment)

Each group has a part concerning different stages from Lucia’s life: pre-war, childhood, during war. See attachment about the extracts from the interview.

They are to read the story, then discuss it with their partners, analyze and think about the most important things. We might ask them to put the events in a chronological order a kind of timeline, put the events in some sort of historical context, to have a deeper understanding of historical context. (Depends on the group and time you have).

Students will try to compare the story with the material from previous two lessons. A discussion can be done in smaller group or in a class, depending on the group dynamics and attitude.

We try to look at Lucia’s story from different perspective, bearing in mind the stories we heard during the previous lessons.

Working on students ‘empathy and sensitivity during the previous lessons, they should feel connected to her story. Not just looking at a person who has become a part of our shared history, but mostly connecting her with our contemporary events, feelings, fears etc.

Students may compare Lucia’s story with their own answers from the first lesson. (Questions about their places, feelings, values etc.).

Depending on the group different homework might be said, example, the group who read the story about Reinhald might have a task to find and search one story about Righteous among the nations from their own country. If there is none in your country, research the story of Irena Sandler (Poland), Spasenje Prica who saved his students (Gerson Kaponi).

Find a similar story about a girl, boy who survived in similar way (hiding) for example “It was just a picnic “by Reli Alfandari Prado (available in German and Serbian ).

At the end of the lesson we can tell students to go back to Centropa page to read the whole interview.

**Lesson** 4

This lesson is a follow up of the previous lessons, it is in a form of the project.

* The first project for countries who now face refugees’ crisis.

If you teach in a country that has been facing the refugees’ crisis, this project can be conducted as a follow up of Lucia’s story.

Make sure you know if you are legally allowed to visit a refugees place such as bus station, train station etc.(if needed).

The language barrier can be solved by asking local schools, university if they know anyone speaking the language (English might not be the only means of communication).

Ask your students to collect some toys, school supplies before so when you go to visit this place, you are prepared.

Prepare some maps with countries outlines, they should be copies so the kids can draw on them, take notes etc.

Prepare your students for this visit, emphasize the importance of listening carefully, taking it slowly, not rushing into this. After having these previous lessons, your students should be prepared to starting the first conversations.

Ask your students to research the story of Saint Loise.

It will be advisable to take up to 12 students for this visit as a larger group might be too difficult to handle.

Start with basic questions such as:

1. Where are you from?
2. What is your name?
3. Where is your family?
4. What would you like to do?
5. Why did you decide to leave?

Depending on the age and the situation, your students might come up with various questions.

They may ask the refugee kids to show them on the map their homes, hometowns, the routes they took to get here. Just have a conversation, get your students interested in refugees stories. Therefore, translation help might need needed. Students may ask Refugee Kids to teach them some basic words from their language. Any kind of communication exchange will be highly valuable.

Your students may ask them to give the message to the other kids at school.

Make sure you have the permission to publish the stories, take photos etc.

After this visit, ask you students to write the stories of refugee children. Make the stories heard and well -known. You might use local media, school newspaper, other parents help etc.

* The second project is for country that has no refugee places due to various reasons (no government support, indifference of the society etc.).

Ask your children to imagine they have to leave their own country, family, friends etc. Tell them to prepare their own memory box that would help them to keep in touch with their own culture, family, friends, memories etc. Allow some time to prepare the boxes.

Ask you students to present their ideas to the others. It might be done in a form of exhibition or presentation, depending on your students.

After the presentation, exhibitions talk to your students about refugees’ crisis. Make them aware of the fact that some kids had no chance to get their own memory box. Ask your students what they can do to help. Start by writing short messages /notes for the refugee kids. What your students want to share with them. Letters and postcards (sweets etc.) and send them to refugee camps.

Depending on the outcomes of the project you might do various things with your students to make them aware that refugee crisis is also our responsibility that things need to be done in order to help.

**Outcomes:**

Knowledge:

* Connection of local and global history
* Deeper understanding of the history, zoom in on some important parts of history.
* Connecting places (geography)
* Connecting local and global problems
* Working on English as a source of communication

Skills:

* Working on emotional and intellectual levels
* Developing of empathy
* Transfer of the information
* Analysis of authentic materials
* To feel individual responsibility
* To feel social responsibility
* To develop students capacity of understanding emigration issue.