

## Teachers' Notes

Thank you for engaging with our Holocaust Memorial Day resources, generously funded by the Marks Family Charitable Trust, the Association of Jewish Refugees and The Blue Thread, enabling us to provide these to schools for free.

We recognise that, while this subject is of the utmost importance, it might also feel like a tricky one to teach. To that end, we thank UCL Centre for Holocaust Education and the Lake District Holocaust Project who we have worked with to ensure both accuracy and sensitivity in all of our materials, helping you to support young people's understanding and learning. Author Tom Palmer, who has worked on these resources, has written the award-nominated novel *After the War*, and conducted extensive interviews and research as part of his work.

We have written these resources so that you will be able to use them both in the classroom and with any students that are having to isolate. We hope that they will be of great use to you and your students, enabling and inspiring them to produce a short piece of writing over the course of a week.

## About the resources

All resources can be downloaded for free from <https://literacytrust.org.uk/holocaust-memorial-day> and are designed for children in Years 6 to 9. They are based around Tom Palmer's book, *After the War*, the story of the Windermere Children, a group of 300 child refugees, all survivors of the Holocaust, who were liberated from concentration camps in 1945 and came to recover in the English Lake District.

Resources are designed to engage children through a five part-story and inspire and support them to write their own response to this aspect of the Holocaust, producing their own piece of work by the end of the week.

We have created a series of videos and worksheets to support students to consider two different responses to the arrival of Holocaust survivors into the community: someone who wants to help, and someone who is unsure about why refugees are coming to their community. These resources are intended to provide students with an opportunity to develop and demonstrate empathy, and sympathy to those less fortunate than themselves. We intend to help students to secure an understanding that societies, communities and individuals within them, can and should help and welcome those in need.

## The students' task

These resources will support and inspire students to produce a piece of creative writing of 100 words or more. Responses could take a range of forms: a short story about a Holocaust survivor or modern-day refugee, a debate, a presentation, poems, a play. Pupils might even

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be inspired to write a letter to someone in a position of authority, outlining what they think should be done to support refugees today.

Students' writing can be submitted to the National Literacy Trust, and we will work with the Lake District Holocaust Project to publish selected students' writing. Please send students' work to [sport@literacytrust.org.uk](mailto:sport@literacytrust.org.uk), with 'HMD writing' in the subject heading. Our deadline for submissions is **Friday 11 February 2022**.

To enable this we have provided the following:

- A PowerPoint presentation, to introduce the story and resources to students
- A set of 10 copies of *After The War* for 100 schools (books are not required for the resources and applications for these are now closed)
- A story written especially for Holocaust Memorial Day in five instalments by Tom Palmer
- Videos and worksheets to support and inspire pupils to write their own responses
- A teacher guide with ideas and sources to support your delivery and children's writing (this document)
- A free online Q&A event with Tom and Holocaust survivor Mala Tribich at 10.30 on Monday 24 January 2022.

### How to use these resources

We want these resources to support you to address this important topic respectfully and sensitively and to strengthen your confidence to deliver related activities. To this end, we are providing all resources in advance for you to review and consider their suitability in relation to your students.

Resources to support activity can be used in the following way:

- **The five-part story** should be read together in school, or at home. *Them* by Tom Palmer is written in the second person, to drive students to consider how this could be their own real experience. Tom talks about this in Workshop Video 1. It follows Joyce, a young girl who lives in the Lake District and bears witness to the arrival of The Boys – how they are received within her community, and how her feelings, as well as those of her own family, change as relationships are tested. Each chapter is a 10-minute read-aloud and is designed to be read one part each day from 24 to 28 January 2022. You can choose to share a video of Tom reading the story, or read chapters aloud yourself.
- **The PowerPoint presentation** to introduce the story and resources to students. This set of slides can be used to share with students the activities that they will be taking part in, and to let them know how they will be supported to produce a piece of work that could be published online.
- **Five short videos** (8-9 minutes each) show Tom Palmer guiding children to consider different viewpoints, how they fit into the day's chapter, and how to portray these in their own writing. Each video will come with an **A4 worksheet** that the children can use at school or home.

- **A live Q&A with Tom Palmer and Holocaust survivor Mala Tribich** about all the issues raised in the resources and story will take place at 10.30 on Monday 24 January 2022. Schools are invited to submit questions for this Q&A by emailing [sport@literacytrust.org.uk](mailto:sport@literacytrust.org.uk). Teachers must write 'HMD question' in the subject, and include information that they wish to share, considering data protection and safeguarding protocols. We will only use pupils' first names, year group, school and area (e.g. Ella, Y8, Alfred Academy in Newham). All questions are to be submitted by 17.00 Friday 21 January 2022. The Q&A will be a live Zoom webinar. You can sign up to take part using this link: <https://literacytrust.org.uk/events/holocaust-memorial-day-2022>.

### Framework for delivery

We recommend the following framework for each day throughout the week beginning Monday 24 January 2022:

1. Read, or share Tom's video of, a part of the instalment story (10 minutes)
2. Show the workshop video for that day. Children should be encouraged to note any tips and ideas (10–15 minutes)
3. Share the worksheet to support the activity for that day and support pupils to complete their task (30 minutes or more, depending on capacity)

Date	Story	Writing activity	Additional resource
Monday 24 <sup>th</sup>	Part one	Film and worksheet # 1	Live Q&A event. Intro PPT
Tuesday 25 <sup>th</sup>	Part two	Film and worksheet # 2	
Wednesday 26 <sup>th</sup>	Part three	Film and worksheet # 3	
Thursday 27 <sup>th</sup> (HMD)	Part four	Film and worksheet # 4	
Friday 28 <sup>th</sup>	Part five	Film and worksheet # 5	

In June 2022 we will be producing further resources to link this work to Refugee Week (w/c 20 June 2022, <https://refugeeweek.org.uk>). We will alert schools to these free resources in the summer term through our usual channels.

### Tom's top tips for writing

Here are some additional tips from Tom to support students' writing:

1. Research: Write down keywords that jump out at you from your source material. You can always add to these in later stages.
2. Planning: Use bits of paper and be free to move anything around. Add in further keywords if you like. Group keywords into scenes. Add feelings and descriptive words.
3. Drafting: Just get it down. The hardest bit, but also rewarding and fun. Don't worry about any mistakes. If you get stuck – leave it and keep going. Can you add dialogue? Can you paint a picture with your words?
4. Big editing: Move pieces around; add further information; link paragraphs. Can you use questions?

5. Little (line) editing: Replace words; add words; remove words. Repetition can be powerful. You can always undo any changes. Can you use formatting to put emphasis on certain words? Read the whole thing aloud.

### **Guidance for you on how to approach the subject**

Our resources show how one community reacted to survivors arriving in their community, and offer the opportunity to consider why they might react in these ways. Our hope is that they will help your children to develop their empathy skills, kindness, and generosity, and to consider those less fortunate than ourselves and how we might support them. For formal training and deeper insight into the topic, we strongly recommend that you explore the wealth of resources that support teachers to teach about the Holocaust (see [Sources and further resources section](#) at the end of this document).

Those of you who have students who are refugees themselves, from areas of conflict, will know to introduce the subject appropriately. Equally, you may have students who come from families who have limited experience of other cultures. These activities should provide an opportunity to open students' eyes and develop empathy for others.

While these resources are not designed to teach students about the Holocaust, our story and these activities may invite questions. For you and for your students. Here is some guidance for you about where you can find further help.

1. How much detail about the Holocaust should I share with children from this age range? The Holocaust Educational Trust states that, for primary-aged pupils, wartime persecution and murder are not appropriate topics. A guide for primary school teachers, and early teachers of early KS3 students, can be downloaded here: [https://www.het.org.uk/images/downloads/Primary/A\\_Guide\\_for\\_Primary\\_School\\_Teachers.pdf](https://www.het.org.uk/images/downloads/Primary/A_Guide_for_Primary_School_Teachers.pdf). The Holocaust is taught by law to students in Key Stage 3, typically in Year 9.
2. Does this story include any traumatic scenes? Whilst there are no traumatic scenes that directly deal with the Holocaust, the child survivors continued to live with and struggle with the effects of this trauma. The physical and emotional toll that this took upon their wellbeing is described here and so should be dealt with sensitively, whilst also ensuring that the wellbeing of your own students is supported.
3. How do I support students to explore viewpoints that might be considered challenging or different from their own? The story is about community and peace and explores positive values and friendship. However, with the presentation of a range of reactions to the arrival of the children, there are descriptions of undertones of discrimination and 'othering'. We want our young people to understand why fear and suspicion of those who may be perceived as being 'different' is damaging, harmful and unfounded. It is important to explore this with your students. You might consider some of the following approaches:
  - Group work, to enhance understanding, identify issues and to consider and demonstrate appropriate responses together.

- Link in with your school values, with a focus on kindness and community.
  - Encourage children not to judge, but to question. If you don't understand something, find out why it might be happening.
4. Where can I find appropriate definitions of keywords? The United Nations, UCL Centre for Holocaust Education and the Holocaust Educational Trust are good sources.

## Sources and further resources

### **Lake District Holocaust Project (<http://ldhp.org.uk>)**

Tom based his book, *After the War*, on the testimony of several Holocaust survivors that he listened to on the Lake District Holocaust Project website. Lake District Holocaust Project (LDHP) has worked for over 15 years to tell the story of 300 concentration camp survivors who came to England as refugees in 1945. There are several interviews with the Windermere Children, as well as local people who knew them when they arrived in England.

Their testimonies are an excellent first-hand source for your students to use for any research for their writing. These can be listened to at [http://ldhp.org.uk/?page\\_id=507](http://ldhp.org.uk/?page_id=507).

### **The UCL Centre for Holocaust Education (<https://www.holocausteducation.org.uk>)**

The UCL Centre for Holocaust Education has produced lesson plans and materials to support teachers in exploring the issues raised in the historical novel *After the War*. These materials are for KS3 students in a range of subject areas: History, RS, SMSC and English. Students will want to learn about the historical context in which Jewish children across Europe were persecuted and their families murdered. This in turn can lead them to confront key issues and seminal questions: such as, for instance, how and why did the Holocaust happen? Materials are designed to help teachers to explore these questions with their students.

Access these materials for free on the UCL website:

<https://holocausteducation.org.uk/lessons/open-access/lesson-materials-to-support-after-the-war-a>.

Further Holocaust Memorial Day resources, including free CPD for teachers, can be accessed from UCL's Centre for Holocaust Education website:

<https://www.holocausteducation.org.uk>.

### **National Literacy Trust HMD resources from 2021**

#### **(<https://literacytrust.org.uk/resources/holocaust-memorial-day-2021>)**

The resources we have produced are structured activities for you and your students to engage with, learn about, and respond to Holocaust Memorial Day, leading and enabling your students to produce their own work. If you would like further support for your students' writing, specifically supporting how they research, plan, draft and edit, you might wish to access our resources to commemorate Holocaust Memorial Day in 2021, when the National Literacy Trust worked with Tom Palmer to support students to create their own story as a response to a story called *The Question*. These resources can be used alongside this year's to support your students' writing.

### **Suggested reading (fiction)**

- *After The War* by Tom Palmer
- *Once* by Morris Gleitzman
- *The Midnight Guardians* by Ross Montgomery
- *Hitler's Canary* by Sandy Toksvig
- *The Silver Sword* by Ian Serraillier
- *The Diary of Anne Frank (Abridged for young readers)* by Anne Frank
- *When The World Was Ours* by Liz Kessler

### **Curriculum links (to follow)**

English POS KS2

English POS KS3