

Key theme: Exploring the compassion and sacrifice of the Scottish missionary teacher, Jane Haining

Introduction

This series of learning experiences looks at the life and work of the Scottish Missionary and school teacher, Jane Haining. The suggested learning experiences can provide a foundation for further learning in Social Studies, R.M.E. and in other curriculum areas. It should also allow learners for personal reflection about contemporary issues.

Jane Haining was born in Lochanhead Farm in the village of Dunscore, Dumfries and Galloway on the 6th June 1897.

Haining was appointed as matron of the Girls' Home of the Scottish Mission in Budapest, Hungary, in 1932. She cared for around 400 children from aged six to 16 years. Most of the girls were Jewish.

In 1940, as the situation within Hungary became dangerous, the Scottish missionaries were ordered to leave. Haining refused to leave and give up the children.

In March 1944 the German army occupied Hungary and began deporting Jews. On 25 April 1944, two Gestapo men appeared at the mission where Jane Haining worked. They searched her office before giving her just 15 minutes to gather her belongings. She was taken for interrogation.

Haining was deported to Auschwitz-Birkenau. She wrote postcards to her friends. Her last message asked for food. She ended the her letter with the words: "There is not much to report here on the way to heaven."

The official report said Haining died of starvation in July 1944. But it is almost certain she was gassed in the last 'selections' at Auschwitz before the Russians liberated the camp. She was just 47 years old.

Yad Vashem recognised Jane Haining as 'Righteous Among the Nations' on 27 January 1997, the 52nd anniversary of the liberation of Auschwitz.



Prior learning

Most learners will have experience of researching and discussing a significant person in local or Scottish history.

Some learners will have experienced loss and grief.

Some learners will have read accounts of children during WW2, such as Anne Frank's Diary.

Most learners will have experience of visiting a church, graveyard, war memorial or other place of remembrance.

Experiences and outcomes

Social Studies – *People, Place and Environment*

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

I can use my knowledge of a historical period to interpret the evidence and present an informed view. **SOC 3-01a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. **SOC 3-06a**

I am developing my understanding that people have beliefs and values based upon religious or other positions. **RME 2-09b**

I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues. **RME 3-09b**

Learning experience A: The Life of Jane Haining

Introduction

Scottish Missionaries were advised to return home but Jane declined. There were 315 pupils including 48 boarders and Jane was determined to remain to look after them. She wrote, "if these children need me in the days of sunshine, how much more do they need me in days of darkness?"

Stimulus

Watch and discuss this clip from the BBC documentary about Jane Haining
<http://www.bbc.co.uk/programmes/p02cc0m9>

Watch the 2 short video clips about the life of Jane Haining.

Skills

Through research activities and practical investigations learners will develop skills in:

- **observing, describing and recording**
- **comparing and contrasting**
- **interacting with others – collaborative learning**
- **listening and talking**
- **developing curiosity – in the world around them and beyond**
- **problem solving skills**
- **presentation skills – oral, written, multimedia**

Suggested key learning

Learning intentions and success criteria should be established through dialogue with learners

Learners can:

- learn how to locate, explore and link periods, people and events in time and place
- explore and evaluate different types of sources and evidence
- develop my understanding of my own values, beliefs and cultures and those of others

Useful Resources

Christian charities:

[Live programmes - Christian Aid](#)

<http://www.salvationarmy.org.uk/>

<http://www.boys-brigade.org.uk/>

Children and Young People's Commissioner, Scotland

<http://www.cypcs.org.uk/rights>

UNICEF

<http://www.unicef.org/crc/>

Possible learning activities

After watching the video clips, use the time line of Jane Haining's life to create a storyboard / comic strip / PPT presentation about her life.

Read pages 1-3 of the archive document 'Brief notes: Budapest Mission' (PDF). Jane Haining refused to return home because of her devotion to her work in the Mission School. Debate the pros and cons of Jane's decision to remain in Budapest.

Jane Haining's Faith and her Mission to look after the children were deeply important to her. Write a letter from the Church of Scotland pleading for her to come home or a letter from Jane explaining why she must stay in Budapest.

Read Jane Haining's 'list of sins' on page 4 (PDF). Do you think these are serious enough for someone to be arrested and taken to a concentration camp? Using drama, act out the scene of her arrest. Explore the arguments made by Gestapo and the Mission in her defence.

Compare the Nazis treatment of the Jewish children with the articles of the United Nations Convention of the Rights of the Child. How many of the rights have they violated and why?

Research the work of charities such as Save The Children, Red Cross, War Child and Oxfam. Where in the world today are children suffering and needing support because of war? What can you do to help?

Learning experience A: The Life of Jane Haining

Reflecting on learning

Dialogue with learners will establish how the **design principles** were addressed:

Breadth - What other curricular areas were covered during this topic? Can you relate learning to areas of real life and /or school learning?

Personalisation and choice - Were you given the opportunity to choose your own methods of investigation or recording?

Depth - Were you given the opportunity to show what you have learned and explain your learning to others? Have you led learning in any way?

Coherence - Can you discuss some of the K/U and skills you have developed? How have you used these? Can you relate them to real life or other areas of learning?

Progression - Have you used the skills and K/U you already had of the subject and have you built on these?

Relevance - Can you identify an everyday context where you would use your K/U and skills?

Challenge & enjoyment - Did you enjoy the learning? Why/why not? Were you given enough challenges throughout your learning to put your knowledge/understanding and skillset to use in different ways? Can you suggest how to make the learning more challenging and/or enjoyable e.g. how to **take learning further**?

Possible evidence

Possible methods of assessment are listed below. Select as appropriate or devise your own.

Say: debate the pros and cons behind Jane Haining's decision to remain in Budapest.

Write: write a personal letter from Jane Haining explaining her reasons for staying and her commitment to her faith.

Make: in groups, prepare a PowerPoint or Prezi presentation about the present day work of charities supporting children in war torn countries.

Do: dramatise the scene of Jane Haining's arrest to explore the arguments on both sides.

Taking it further

Research and learn about other famous Scottish missionaries. Including:

Mary Slessor [About Mary | The Mary Slessor Foundation](#)

Eric Lidell [Biography - Eric Liddell Centre](#)

Further research the experience of Jewish Children under Nazi Regime

[Kindertransport | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

[Children during the Holocaust | Holocaust Encyclopedia \(ushmm.org\)](#)

Learning experience B: The Holocaust and Remembrance

Introduction

Jane Haining is the only Scot to be remembered by Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority in Jerusalem. She was rewarded the title, 'Righteous Amongst Nations.' Her life is also commemorated by a plaque in the village of Dunscore where she grew up and two stained glass windows in Queens Park Church, Glasgow – where she attended as a young woman. The Scottish singer Karine Polwart has written a song about Jane Haining called Baleerie Baloo.

Stimulus

Listen to the song written about Jane Haining by the Scottish singer Karine Polwart

<http://karinepolwart.bandcamp.com/track/baleerie-baloo>

Watch the 'Star of David' video clip

Skills

Through research activities and practical investigations learners will develop skills in:

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For more info on skills visit: [BTC 4](#) and [Principle and Practice](#)

Suggested key learning

Learning intentions and success criteria should be established through dialogue with learners

Learners can:

- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral value
- recognise religion as an important expression of human experience
- use expressive arts and creativity to dignify acts of remembrance

Useful Resources

Baleerie Baloo lyrics [KARINE POLWART - BALEERIE BALOO LYRICS \(songlyrics.com\)](http://songlyrics.com)

Keep the memory alive

[Names of Righteous by Country \(yadvashem.org\)](http://yadvashem.org)

Righteous Amongst Nations lesson plan [Jane Haining \(yadvashem.org\)](http://yadvashem.org)

Possible learning activities

Study the stained glass windows dedicated to Jane Haining from Queens Park Church (PPT). Analyse the words and symbols. What do they tell us about faith and values and how Jane is being remembered?

The title of the song Baleerie Baloo by Karine Polwart is from an old Scots lullaby. What songs do you know that would be fitting as songs of remembrance? Write a poem or set of lyrics to remember Jane Haining.

Research the history of Yad Vashem.

<http://www.yadvashem.org/> And Holocaust Memorial Day <http://hmd.org.uk/> Why is it important for people to safeguard the memory of the Holocaust for future generations?

Watch the 'Star of David' video clip.

Use a storyline approach to research and explore other people who risked their lives to help Jews during WW2.

If you were to create your own artistic expression to remember Jane Haining what would you do?

Paint, sculpt, write, compose a song, create a dance or something else to remember Jane Haining's life and sacrifice.

Learning experience B: The Holocaust and Remembrance

Reflecting on learning

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Possible evidence

Possible methods of assessment are listed below. Select as appropriate or devise your own.

Say: present a PowerPoint presentation based on storyline research about another person who risked their life during WW2 to help the Jews.

Write: a song, or poem that shares the story of Jane Haining.

Make: through Expressive Arts create something to remember Jane Haining that reflects on her life.

Do: your local church, graveyard or war memorial to explore and reflect on the different ways we choose to remember the dead.

Taking it further

Research the story of Anne Frank and the people, including Miep Gies, who helped her family hide from Nazi persecution.

Use the My Hero Project <http://myhero.com/> to make a film remembering / celebrating a hero from history or the present day.

Research war memorials in your local area. Use the Commonwealth Graves Commission site to compare with other memorials. Try to research and discover the individual stories of some of the names on the war memorial. <http://www.cwgc.org/>

Jane Haining Timeline

- 1897 - birth of Jane Haining
- 1909 – Jane begins studies at Dumfries Academy
- 1915 – Jane joins Queens Park church, Glasgow
- 1917 – Works at J&P Coates Factory, Paisley
- 1932 – Jane appointed Matron of the Girls’ Home, Budapest
- 1933 – Adolf Hitler becomes Chancellor of Germany
- 1938 – Anschluss of Germany and Austria
- 1939 – WW2 begins
- 1940 – Scottish Mission repeatedly asks Jane to return but she declines each time
- 1944 – April 25 – Jane arrested by the Gestapo
- 1944 – May 15 – Jane transported to Auschwitz
- 1944 – July 17 – Death of Jane Haining of ‘cachexia.’
- 1997 – Jane given posthumous award of Yad Vashem’s Righteous of the Nations Award