

Resources for primary schools

# Remembrance

Sunday 11 November 2018



# Session 1

## Resources

- Psalm 19 – How clearly the sky reveals God's glory (p. 18 in *Hear My Cry*).
- Storm sky – <https://chrismartinphotography.files.wordpress.com/2011/07/a-dark-prairie-storm-c2a9-2011-christopher-martin.jpg> (Available for you to use with this lesson plan by the kind permission of the photographer – please note that he holds the copyright for this image.)
- Rainbow – <https://unsplash.com/photos/g2pdILavGCY>
- Pathé clip of the Armistice – <https://www.youtube.com/watch?v=S1QSNP9ibBs>
- Youtube clip – <https://www.youtube.com/watch?v=cU5cilogW2U>
- 'Kitbag' – This could be an actual one, if you have one available, or another bag. All of the items needed for each session are simple to find or to create. There are some pictures which show the items in the separate document called 'The Digital Kitbag' if you prefer to use them.
- Paint sample strips.

## Assembly

Explain that this year marks the 100th anniversary of 'the Armistice', the end of World War One. What do the children know about World War One? If they are not also covering this as a topic, the children will need additional input in class to introduce the topic. *Archie's War* by Marcia Williams is a good picture book starter for discussions.

Share Psalm 19 with the children (p. 18 of *Hear My Cry*). Look at the first verse. It talks about how the sky communicates without any words. Using the imagery of skies, rainbows and storms to link to the emotions people might have felt in 1914-1918, and to express the end of the war being like the clear sky after a storm.

Show picture(s) of stormy skies. How do they make people feel? What words come to mind when the children look at the picture?

Show picture(s) of rainbow skies. How do they make people feel? What words come to mind when the children look at the picture?

Explain to the children that when the war started in August 1914, many people in Britain expected that it would be over by Christmas. That's like being scared of the storm, the thunder and lightning and being told it will be over soon, and that the clear blue sky will return. But the war actually lasted for more than four years, like a stormy sky that has no end and never seems to get quieter or less scary. Over the four years of World War One, around 886,000 soldiers, sailors and airmen from the UK died. They were husbands, fathers, brothers, sons and friends. Almost everyone would have known someone who had died. Often, it would have been a close friend or relation. Share the quote 'The greater the storm, the brighter the rainbow'. Coming after such a long period of darkness and despair, the Armistice would have been an even brighter event because of its contrast to the suffering and destruction of the previous four years, just as a rainbow after a great storm appears brighter in the sky.

Share the Pathé clip at <https://www.youtube.com/watch?v=S1QSNP9ibBs>. After four years of war, with almost everyone having lost someone they knew, how did they all feel now that peace had finally come? Look at the crowds waving and the faces of people celebrating.

# Session 1 (page 2)

## Reflection time:

- Ask the children to think about how the people would have felt on hearing the war was over – you could re-play the Pathé clip at the same time.
- A suitable prayer to use to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.

## Follow-up activities for FS2 & KS1

### Aim:

To name and describe the children's own feelings and the feelings of others.

Introduce the 'kitbag'. Explain that all soldiers had to carry everything they needed around with them – this was their 'kit'. Along with their uniforms, they were issued with a kitbag, which they used to keep all of their equipment in. From leaving barracks to returning home, this was all they could take with them. Show the clip at <https://www.youtube.com/watch?v=cU5cilogW2U>, in which all of the soldiers can be seen carrying their kitbags.

Throughout this unit we are going to be looking at what is in the kitbag. Today, take out photographs of different types of skies; clear skies, storms and rainbows.

Talk about which emotions the children associate with each picture – which are dark and stormy? Which are bright and colourful? Which are in between? Explain that we all feel all of these emotions at different times in our lives. You could share a picture book e.g. *The Bossing of Josie* by Rhonda and David Armitage or *Have you Seen Elvis?* by Andrew Murray to illustrate this. How do the children feel when they have an argument with one of their friends? What can they do if they have a fall out with their friends? Who can help them? How do they feel when it is resolved and they are friends again?

### Activity:

- EYFS – oral, participation in discussions above
- KS1 – Draw a picture/write about a time that makes them feel like the stormy sky and/or rainbow.

## Follow-up activities for KS2

### Aim:

To recognise the feelings of others and how they compare to the children's own feelings, and to use their understanding of the scale of feelings of others to describe reactions to the Armistice.

Introduce the kitbag. Explain what it was and that from leaving barracks to returning home, this was all the soldiers could take with them. Share the clip at <https://www.youtube.com/watch?v=cU5cilogW2U>, in which all of the soldiers can be seen carrying their kitbags. Each session we are going to be taking a different item out of the bag. Take out photos of the Armistice (there are some good examples at [www.iwm.org.uk](http://www.iwm.org.uk)). Look at the faces on the photos. How are they feeling? Why? Refer back to the assembly. Most people at the time had expected that the war would be over by Christmas 1914, five months after it started, but it lasted four years and four months and took the lives of 886,000 UK soldiers.

## Session 1 (page 3)

If this were happening now, how would we hear about it? Newsround? TV? Social media? One hundred years ago how would people have found out? Explain about Pathé news and how people got their news from the silent films which were shown at the cinema before the main film. Explain that they hadn't worked out how to record sound and images at the same time yet. The first 'talkie' wasn't released until 1927, almost ten years after the war.

How do the children feel when they fall out with their friends and when they have resolved the argument? Using paint sample strips, grade the emotions from how they feel when they fall out with their friends to how the people in the film might have felt after four years of war. Repeat for how they feel when conflict is resolved. (You will need these again in some of the other sessions.)

Using the Youtube clip with soldiers carrying kitbags, model how to narrate it. Describe what is happening, the emotions the soldiers may be feeling, using feelings from the paint samples.

### Activity:

- Children to record or orally rehearse and present narration to the Armistice video.



## Session 2

### Resources

- Pack up your troubles in your old kitbag' recording and/or lyrics
- Bundle of letters
- 'Peace' (p. 84 in *Hear my Cry*)
- 'A Last Letter' (first half only) (p. 12 in *Hear my Cry*)
- Horrible Histories – <https://www.youtube.com/watch?v=qH-X9uWltxY>
- Images of the trenches

### Assembly

Play 'Pack up your troubles in your old kitbag', or read through the lyrics with the children.

Show the children the kitbag. What is it? What would be in it? This is all they had with them; they had to be able to carry everything around with them. Take out a bundle of letters. If you had so little space, why would letters from home be so important?

Share 'A Last Letter', up to 'dearest wife'. Private Chadburn believed in God, and even in the midst of this terrible experience his faith kept him able to stay hopeful. Share images of the trenches, such as the one on p. 8 of *Hear my Cry*, or ones sourced from the Imperial War Museum photograph collection. In these conditions, why would letters from home have been so important to the soldiers? In the trenches so far from home they were the anchor that held the soldiers to their homes and all the things and people they had left behind.

How do we communicate with each other now? If we want to tell something to someone who isn't actually with us, we can send them a text, phone them or email them. How long would it have taken to tell someone your news at the time of World War One? Even when they were bursting with excitement and desperate to tell all their family, the soldiers' only way of telling them was to write a letter. They needed to choose their words carefully, as they had a limited amount of space. If the children could only choose ten sentences to say something to their parents, what would they say? The soldiers received letters as well, and every letter the soldiers in the trenches received was a little piece of home. They often kept letters from home, and read them over and over again.

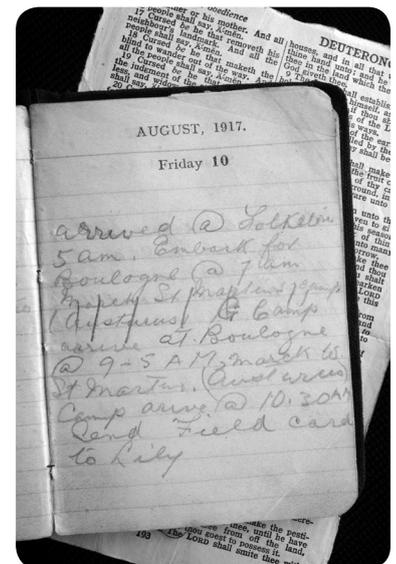
The song 'Pack up your troubles in your old kitbag' was one that was popular during the war among both the soldiers and the people back home.

**What's the use of worrying?**

**It never was worthwhile.**

**So pack up your troubles in your old kitbag**

**And smile, smile, smile**



Theo Chadburn's diary

## Session 2 (page 2)

Link to the Big Bag of Worries and talk about how some worries are not ours to worry about alone, and some can be shared with others to reduce them. There would have been lots of worries like this for the soldiers, including some that were too big for them to worry about alone. They might share these in their letters, but often they packed them away to avoid upsetting people at home.

### Reflection time:

- Share the poem 'Peace' (p. 84 of *Hear my Cry*).

A suitable prayer to use to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.

### Follow-up activities for FS2 & KS1

#### Aim:

To explain who is important to the children, and why.

From the kitbag, take out a stack of letters (if possible in different envelopes, worn/aged and tied with ribbon/string). What could these be? Why would a soldier have them in his bag? Who might they be from? *Dear Jelly – family letters from the First World War* by Sarah Ridley would be a great book to share actual stories from, to give the children a feel for what the original letters might have contained.

If the children were away from home, who would they miss? Why? How would they keep in touch with those people?

Explain that this is why letters were so important to the soldiers in World War One - they were the only way to keep in touch with people at home, to find out what was happening at home and to tell them how much you were missing them.

If you were writing home, what would you say?

#### Activity:

- FS2 – Group write/supported/scribed – You are special because... – explaining who they would miss if they were away and why.
- KS1 – Group or independent – letter home, modelled by adult.

### Follow-up activities for KS2

#### Aim:

To show empathy with the soldiers from World War One.

From the kitbag, take out a stack of letters (if possible in different envelopes, worn/aged and tied with ribbon/string).

What could these be? Why would a soldier have them in his bag? Who might they be from? *Dear Jelly – family letters from the First World War* by Sarah Ridley would be a great book to share actual stories from, to give the children a feel for what the original letters might have contained.

## Session 2 (page 3)

Share some images and/or accounts of life in the trenches. The *Horrible Histories* clip at <https://www.youtube.com/watch?v=qH-X9uWltxY> might be useful. Read extracts from Theo Chadburn's letter (p. 12-13 in *Hear my Cry*). Why do the children think that he did not write about the fighting, which he must have experienced? Having seen the pictures and heard the extracts, what do the children think that a soldier might write home to his parents, friends or family? Why do they think that many soldiers, like Theo Chadburn, avoided writing about the fighting?

Mind map the things they might have wanted to share and not share, grouping by theme. Add emotions using the paint strips again.

### Activity:

- Children to write letters home from the trenches to their parents.



## Session 3

### Resources

- 'A widow at 23' (p. 82 in *Hear my Cry*)
- 'Keep the home fires burning' recording and/or lyrics
- Balance scales, or an image of them
- 'Welcome home' banner or bunting
- Images of the royal wedding, the world cup and/or other celebrations
- Paint sample strips

### Assembly

Play 'Keep the home fires burning', or read through the lyrics with the children.

Keep the home fires burning,  
While your hearts are yearning,  
Though your lads are far away  
They dream of home.  
There's a silver lining  
Through the dark clouds shining,  
Turn the dark cloud inside out  
'Til the boys come home.



*Albert, Florence and Mary Penn*

This song was written in 1914, at the very start of the war and became very popular very quickly. What do the children think this song means? Who would have been left at home, missing the soldiers and worrying about them when they went to war? Explain the meaning in the lyrics, encouraging the people at home to keep things going while the soldiers were away fighting in the war.

Share *A widow at 23* (p.82 in *Hear my Cry*). Although her husband Albert died when their daughter was only 11 months old, Florence kept on living the life she knew he would have wanted them to live. How she lived her life from that moment on held Albert's memory alive. Her granddaughter, talking about her grandparents, shows how important that memory was to Florence.

How would Florence have felt when the war ended, when other soldiers from their village, young men she would have known and may have even been taught by her beloved Albert, were coming home? Do you think it was possible for her to be sad about Albert's death and also happy that the war was over, at the same time? If you can find any, share some local examples which might be similar.

Use some balance scales, or an image of them. The pain that people were feeling at the loss of their brothers, husbands, fathers, uncles and friends was huge (demonstrate by putting a heavy weight on one side of the scale), but the joy that they felt at the war being over, knowing no more men would lose their life in this war was also huge (demonstrate putting an equally large weight on the other side). Just because they felt such great loss does not mean they could not feel also great relief. But one didn't go away because we added the other.

## Session 3 (page 2)

### Reflection time:

- How do you have balance in your life? Is there something that is out of balance? E.g. are you worried about something, could someone help?

A suitable prayer to use to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.

### Follow-up activities for FS2 & KS1

#### Aim:

To understand how to show welcome and how we celebrate important events.

From the kitbag, take out the 'Welcome Home' banner or bunting. What is this used for? Where have the children seen this? Where might a soldier have seen it? If you had been away from home for four years, how would this make you feel?

Show images of the recent royal wedding or the World Cup. How did people celebrate these events?

Do we celebrate different events in different way? What do the children celebrate at home, and how do they celebrate? Share images of street parties, etc. There are some events that we celebrate as a family, some we celebrate with friends (birthdays, weddings etc.) and others that we celebrate as a community (Summer Fayre, town carnival etc.) There are still others that we celebrate nationally (royal weddings, jubilees, World Cup).

If someone was coming home to the children's class, school or home are how could they welcome them back?

#### Activity:

- FS2 – role play – photos of celebrations/welcome
- KS1 – make welcome home banners/cards

### Follow-up activities for KS2

#### Aim:

To understand that it is possible to feel great joy and great sadness at the same time.

From the kitbag, take out the 'Welcome Home' banner or bunting. What is this used for? Where have the children seen this? Where might a soldier have seen it? If you had been away from home for four years, how would this make you feel?

By the time that World War One had ended, the people at home had been 'keeping the home fires burning' for four years. Look at the rest of the lyrics of the song, including 'Let no tears add to their hardships as the soldiers pass along and although your heart is breaking make it sing this cheery song'.

The families at home had to say goodbye to their men - fathers, sons, brothers, and friends. Men over 18 were eligible to enlist. Who would that be in the children's families? Almost one quarter of the men in Britain were in the armed forces during World War One. The oldest soldier in the British army was 67 years old when he volunteered.

## Session 3 (page 3)

Over 250,000 underage boys signed up to fight. Around 12% of British soldiers died. How many would that be of the children's class? Four people? Almost everyone would have known someone who died (a good book to share at this point might be *One Boy's Way* by Lynn Huggins-Cooper).

How would they feel when the war was over? Refer back to the paint emotions strips from session 1. How would they have felt about the loss and the missing friends and family who would not be coming back? Refer to the scales analogy from the assembly. Why was it important to celebrate and welcome the soldiers who were returning home? How do we show welcome?

### Activity:

- Create a welcome banner/bunting and on the back record thoughts/prayers for those who lost their lives.



Notes...

# Session 4

## Resources

- 'The Cornfield' (p. 68 in *Hear my Cry*, with explanation on p. 69)
- Bible
- Candle
- Prior to the assembly, ask other members of staff to share an image with you of what peace looks like to them.

## Assembly

Share the image of 'The Cornfield' along with the explanation (p. 68-69 in *Hear my Cry*). If the children were in the picture, what would they be able to hear? How would they feel? What season do they think it is? How can they tell? This is the image that John Nash thought demonstrated what lasting peace looked like.

Share the images from other members of staff. Looking at the picture, what would we be able to hear? How would we feel? What season is it? How can you tell?

John Nash also painted scenes from the fighting, but this painting is a complete contrast to the war paintings he created based on what he saw in the trenches. There is not even a hint of the darkness he saw in 'The Cornfield'.



*'The Cornfield' by John Nash*

## Reflection time:

- Show the picture of 'The Cornfield' – what does lasting peace look like to them?
- A suitable prayer to use to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.

## Session 4 (page 2)

### Follow-up activities for FS2 & KS1

#### Aim:

To understand what makes us feel safe.

From the kitbag, take out a Bible and a candle. Why might these be in there?

For Christians, reading the Bible is one thing which might help them to feel calm and safe, because the words in it give them hope and comfort. For both Christians and others, a candle can be a focal point for meditation, something which they can focus on when they are calming and relaxing themselves.

Organise the children into a circle. Place the candle into the middle. Ask the children to focus on the candle. Ask the children to practice their square breathing whilst looking at the flame, or they can close their eyes if they prefer to. Breathe in for a count of four, and breathe out for eight. Count the breaths. When they are visibly calm, ask them to think of a place where they can be calm and feel safe (remind them of the assembly). How do they feel, get them to focus on each part of their bodies – how do your toes feel? etc.

After stilling, ask how that has made the children feel? Did they like it? Why? Where did they picture in their minds? Were they there on their own? How did that place make them feel? What could they see? What could they hear?

#### Activity:

- Children to create a picture of their safe place.

### Follow-up activities for KS2

#### Aim:

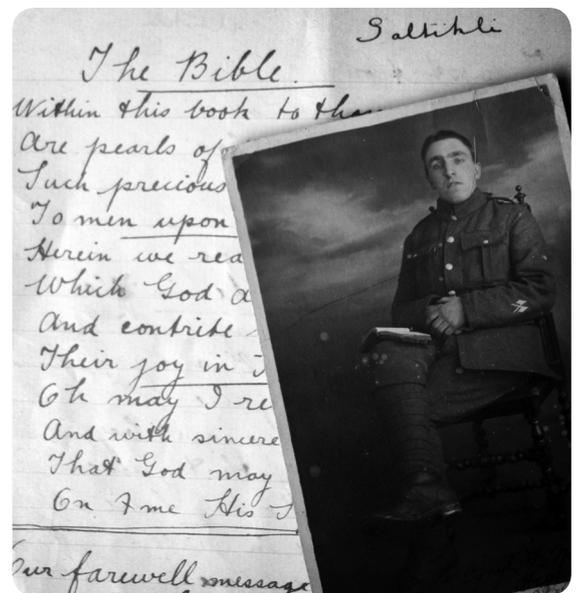
To understand what feeling safe and being at peace means.

From the kitbag, take out a Bible and a candle. Why might these be in there?

Share 'Soldier and Poet' (p.v17 in *Hear my Cry*). Focus on the line 'His faith sustained him through the war without any doubt at all'.

For Christians, reading the Bible is one thing which might help them to feel calm and safe. The words in it give them hope and comfort. For both Christians and others, the candle can be a focal point for meditation – something they can focus on when they are calming and relaxing themselves.

Organise the children into a circle. Place the candle into the middle. Ask the children to focus on the candle. Ask the children to practice their square breathing whilst looking at the flame or they can close their eyes if they prefer. Breathe in for a count of four and out for eight. Count the breaths. When they are visibly calm, ask them to think of a place where they can be calm and feel safe (remind them of the assembly). Get them to focus on each part of their bodies and how it feels – how do their toes feel? etc.



Cyril Mead

## Session 4 (page 3)

After stilling – how does that make them feel? Did they like it? Why? Where did they picture in their minds? Were they there on their own? How did that place make them feel? What could they see? What could they hear? Could this be what lasting peace looks like to them?

Look at 'The Cornfield' by John Nash (p. 68 in *Hear my Cry*). What isn't in the picture which the children might expect to be there (pylons/roads/ machinery/people)? If it was a cornfield today, would it send the same message? Would we all choose the same image?

Give the children time to talk about what their lasting peace might be. Share the teachers' examples.

### Activity:

- Children to create a picture, in whichever medium they are most comfortable, of their safe place, with a reflection.



# Session 5

## Resources

- Second half of 'A last letter' (p. 12-13 in *Hear my Cry*)
- 'Through the Wire' (p. 44 in *Hear my Cry*)
- *Make me a Channel of your Peace* recording
- Brown paper parcel tied with string
- Sample paint strips

## Assembly

Share the description Harry Foster gives of his escape from No-Mans land in 'Through the Wire' (p. 44-45 in *Hear my Cry*). It may need some 'filtering' for younger or sensitive children. Harry Foster was one of only two people who survived from the 36 men in his platoon. How would it feel to know that almost all of your comrades have died, apart from you? Soldiers are often described as 'brothers in arms' because they form such strong bonds – they have to in order to function as a unit, to work so closely together. For Harry Foster, it would have been like losing 34 members of his family.

The way our memories are stored, the ones with the strongest emotions are the ones which we recall most easily and those which last the longest. (Have some of the teachers primed to share a memory that is strong for them.) How did you feel? Identify the emotions. These are the memories that the teachers still have, years after they happened. But they may not remember what they had for breakfast on those days (or maybe even yesterday!).

For the soldiers returning from the war to a country at peace, they would still have all the memories of everything they saw, heard and felt during the war. Some soldiers could not talk about what happened to anyone as it was too painful to remember. Others were so distressed that they suffered from something called 'shell shock'. Today, they would have support from doctors and other healthcare professionals. But 100 years ago they would usually have been treated unsympathetically, and maybe even punished as cowards. Harry Foster came home and got on with his life, but he would forever have the memories of shell holes, barbed wire, machine guns and fallen friends. Having a real life example, where possible and appropriate, will help the children to contextualise this. My great-grandfather, Tom Minns, lost his leg in the battle of Mons in August 1914, after only one month of the war. He was one of the first people to sign up and the first to come home. Talking to my grandmother, as she was growing up, he said it was mostly boring, with not a lot happening. They sat and waited for the next thing to happen. But also that it was awful, with no proper catering corps as such they had to eat all kinds of things, including rats, just to get enough nutrition to keep going. My other great-grandfather, William Page, served for much longer. He lost his hearing when a shell exploded close to him. But we know nothing about this as he would never talk about anything at all to do with the war. We don't even know which battle he lost his hearing in.



*Harry Foster in later life*

## Session 5 (page 2)

Harry Foster chose to share his memories. That is how we know how he survived and how 34 of his platoon did not. For the rest of Harry Foster's life he had to live with those memories. Some soldiers never mentioned the war once they were home, almost like in the song, they packed up their troubles and chose to forget about them. Others chose to help other veterans, like Major George Howson. Two years after the war ended, he set up the poppy factory, which employed disabled ex-servicemen to make the poppies worn by people on Remembrance day each year. Whether they talked about those memories or not, worked to help other veterans, or went back to their old lives, the memories of the war will have stayed with the soldiers for the rest of their lives.

When Jewish people greet each other they say 'shalom'. This means 'peace'. 'Shalom' means reconciliation, respect and acceptance of difference as well as there being no conflict. We can find peace in all of our lives because peace begins with us.

### Reflection time:

Listen to the song 'Make me a channel of your peace'

A suitable prayer to use to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.

### Follow-up activities for FS2 & KS1

#### Aim:

To understand that memories stay with us even after people have died/left us.

From the kitbag, take out a brown paper parcel, tied with string. What do the children think it could be? When do we get gifts? Talk about the kinds of things people might have sent as gifts to soldiers during World War One. What would the soldiers have wanted to receive, and why? An example to mention might be Princess Mary's Christmas gift. Princess Mary, who was King George V's daughter, set up a charitable fund to raise money so that every British soldier, sailor, airman and nurse would receive a gift tin at Christmas (the tins contained cigarettes, a pipe, tobacco, a lighter, chocolate, a Christmas card and a photograph of the princess).

Gifts can mean more than just things. Gifts can also mean our skills and talents.

Share either the story *Rabbityness* by Jo Empsom or *Badger's Parting Gifts* by Susan Varley. In each of these stories, when the main character has gone, they leave behind the memories of their talents and of the things they have done together, so that even though they are sad that they are gone, their friends have those gifts to remind them of their times together.

We are all different. We all have different talents to share with the people around us. Our friends and families. Even when we are not there, our friends and families can list our gifts and remember when we have used them or how we improved them. What do the children think their gifts are? What are they really brilliant at? Ask the children to share with each other, and possibly share with them about a gift which you have that the children may not know about.

#### Activity:

- Make a whole class display of their gifts. Create a mandala for each child – everybody writes something about each of their classmates that they admire about them/a gift they have seen them use.

# Session 5 (page 3)

## Follow-up activities for KS2

### Aim:

To understand that for the soldiers in World War One, there were some memories they could 'pack away' and others they could not.

Ask the children what items the soldiers would have packed into their kitbags at the end of the war, when it was time to leave the army and go home? List the things that may have been packed away; uniform, letters, Bible, boots, mugs, spoons (their kit) etc.

What could they not just 'pack away'? List the intangible things (eg. memories) and the tangible things (eg. the lasting effects of their injuries).

Share the story *One Boy's War* by Lynn Huggins-Cooper. The story is told through the letters Sydney writes home to his mum. It talks about day to day experiences such as always having bully beef for tea as well as about the horrors that he saw. Which memories would Sydney have 'packed away' at the end of the war? If memories are linked to emotions, which of his memories would have been strongest ones for Sydney? You could use the paint strips from session 1 again.

### Activity:

- Paint strips memories – order 5 memories from the least significant (e.g. What I had for dinner last night) to the most significant (e.g. how I felt when my children were born).
- Paint strips display – using all of the paint strip activities to create a class display showing range of emotions, range of memories on a scale.



Notes...

# Session 6

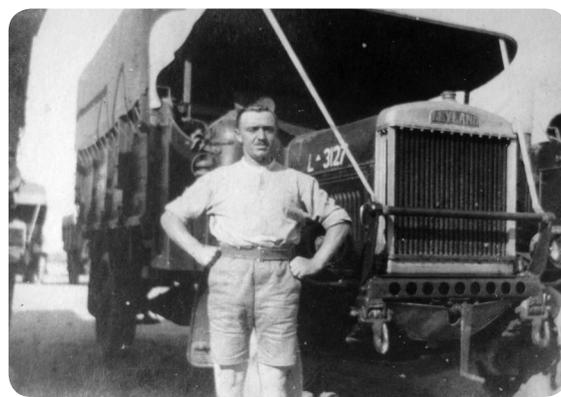
## Resources

- **Box Brownie War Record** (p96 in *Hear my Cry*)
- **Video of the 2017 Armistice commemorations** at [https://www.youtube.com/watch?v=cMwt1QGo\\_ME](https://www.youtube.com/watch?v=cMwt1QGo_ME)
- **Photograph**
- **Class photo jigsaw**
- **Remembrance Sunday video** at <https://www.biblesociety.org.uk/ww1>

## Assembly

Begin with a discussion with the children about how memories are kept alive. Share examples, such as talking about them, digital albums etc.

How do the children think that memories were kept alive one hundred years ago? Share Box Brownie War Record (p.96 in *Hear my Cry*) as an example. Now, one hundred years on, there is no one left alive who took part in World War One, so what do we do to remember it and the people who fought in it?



*Shelton Frost*

The Armistice was signed on the 11th hour of the 11th day of the 11th month, in the year 1918. We mark this moment every year with 2 minutes of silence. We wear poppies to remember the soldiers, sailors and airmen who lost their lives. The poppy was chosen because they were the first flowers to re-grow on the battlefields of First World War when the war was over. Some people choose to wear white poppies. White poppies are worn to represent remembrance for all victims of war, just like the red ones, but they also show that the person wearing them has made a commitment to peace. By wearing a poppy, we are doing more than remembering the lost. We are also showing we have learned from the terrible things which happened and that we want peace to begin with us.

The war forced people to think differently about some really big issues. Before the war, once they were married, women were not supposed to work. But during the war, most of the men were in the army, so women were needed to take their places, working in the factories and on the farms. After the war they wanted to carry on being able to work if they chose to. For many this wasn't possible, but in 1918 the law was changed so that many women were given the right to vote, and since then things have continued to change. Use an example from your school – which of the teachers would not be able to work in school if the rules were the same as they were before the war? Only the men and unmarried women. What an amazing change! Now women can work – whether they are married or not. We have a female Prime Minister, and all that is possible because the war forced people to have to rethink some really big issues like the role of women and how we treat people of different races.

Share the video of Armistice day 2017 at [https://www.youtube.com/watch?v=cMwt1QGo\\_ME](https://www.youtube.com/watch?v=cMwt1QGo_ME)

The video shows how men, women, children, elderly people and people from all races stop to remember those who have lost their lives in wars and conflicts since 1914 on Remembrance day. It is important for us to stop and remember as well.

## Session 6 (page 2)

### Reflection time:

If possible organise for this assembly to fall as close to Remembrance Sunday as possible, and use the 2 minutes silence and the Remembrance Sunday video at <https://www.biblesociety.org.uk/ww1> for reflection.

A suitable prayer to use to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.

### Follow-up activities for FS2 & KS1

#### Aim:

To understand why we keep a 2 minute silence.

From the kitbag, take out a photograph. Explain how 100 years ago, people would not have had access to the hundreds and hundreds of images which we do today. If you could only pick one photo to take with you everywhere you went, who would it be a photo of? Why? Who would the soldiers have wanted to have a photograph of?

Create a jigsaw out of a class photo and remove a couple of the pieces. In groups, get the children to complete the jigsaw, then ask them what is missing. Can they imagine what should be there? (You could also play Kim's game – get the children to describe the missing item when they have worked out what it was). Explain that for soldiers returning from the war life would be like the jigsaw. Lots of them would have lost many friends and family. That piece of their life would be missing forever and they couldn't find it again.

Each year we wear poppies and mark the anniversary of the Armistice with 2 minutes of silence. That is a time for all of us to stop and think about all of the people who have died in conflicts from World War One, one hundred years ago, until now. It is a time to be grateful for the life that we have now, much of which would not be possible without all the sacrifices people before us made to get us to this point.

Coming back to the idea of choosing one photograph, remind them of who they would have had their photo of. It isn't just people who died that the 2 minutes silence is for, it is for everyone affected by war.

#### Activity:

- Each class member to make a poppy to add to a class wreath for remembrance.

### Follow-up activities for KS2

#### Aim:

To understand how First World War affected our local community and why we need to remember these local people.

From the kitbag, take out a photograph of a soldier and his family from First World War. Look at the differences between this and a modern family photo. People at the time of World War One didn't have easy access to photography in the way that we do now. Find out how many people in the room have a phone with a camera? How many devices with cameras do they have at home? One hundred years ago, most people didn't have a camera of their own and would have to go to a photographer's studio to have a photograph taken.

## Session 6 (page 3)

All photographs were in black and white. They were often taken to mark memorable occasions, such as going to war.

No one who fought in World War One is still alive, but these photos give us a glimpse into their history. There are other ways we can find out about how the war impacted on our local area. Across the country, most communities have a war memorial. Ask the children, which of them has taken part in a remembrance parade? (Scouts/Guides/Brownies/ATC etc.) Did they walk to the local memorial? If there are any who have, ask them to share what happened. Each war memorial lists all the people in the local community who lost their lives in World War One (and usually the Second World War and other wars as well). There are just 14 places in the whole of the UK which don't have a war memorial, meaning that they haven't lost anyone in a conflict. Every other place in the country has lost someone. Some war memorials have many names on them. What do the children think about what that means?

If possible, organise a trip to the local war memorial. Look at the names on it, and the number of names. Are there any where there are multiple entries with the same name? What does this tell us? Are there any with familiar names? All of these people lived in the area we do and they all lost their lives in WWI. They lived in our community. They volunteered, or were conscripted, to fight in a war to protect our country and our country's beliefs, to support Belgium and France who had been invaded by the German army. It was a cause they lost their lives for; they would all have known this was a possibility when they joined up. This is why we mark Remembrance Sunday with 2 minutes of silence. A moment out of our busy, noisy, hectic lives to stop and remember those people who gave so much for our freedom.

As a class make a cross with a poppy for every name on the memorial. These can then be displayed around wherever you mark the 2 minute silence (hall/classroom/memorial), as a reminder that we are remembering real people.



# Session 7

## Resources

- Perhaps (p 47 in *Hear my Cry*)
- Images of destructions caused by WWI (the Imperial War Museum photograph collection is a good place to source these from.)
- Images of Verdun during WWI and present.
- Packet of poppy seeds
- 'Side by side' images <https://petapixel.com/2016/08/02/26-photos-show-war-changed-syria/>

## Assembly

This assembly would work well if held outside, if that is possible.

Share the poem 'Perhaps' by Vera Brittain (p.47 in *Hear my Cry*). This poem was written in 1916 and was dedicated to her fiancé Roland Aubrey Leighton, who had been killed in 1915. They had become engaged only four months before he died. In the poem, Vera Brittain talks about all the things that might happen: perhaps someday the sun will shine; perhaps the summer woods will shimmer bright. She is saying that right now, in 1916, those things might be there but she is so sad that she can't see them. In large parts of France and Belgium, the countryside was cut up by trenches and craters from shell fire. Nothing could grow in these areas (share images of the destruction).

But the incredible thing about nature is that it recovers. It finds a way through even the destruction that the war caused. In France, streets, houses and farm land were destroyed. During one of the biggest battles of the war, near to the French town of Verdun, nine villages were completely destroyed. They are still marked on the map and for some of them Mayors are appointed by the state. But the villages themselves are not there. The scars are still there, in the craters, abandoned trenches and street names marking long forgotten streets, but nature has healed the land itself, from the first poppies that grew in the bare soil to the forests and fields which cover the land now. There are many images available of Verdun during WWI- show the craters and sticks of tree trunks then alongside the thick green forested areas now. This shows how nature has healed the land, but not necessarily hidden the scars.

One of the first signs that nature was successfully coming back was the poppies beginning to grow. The red poppies, described in the poem *In Flanders Fields*, were seen all over the area. Now, 100 years on, they are still recognised as a symbol of peace, a sign that the war had ended and nature was trying to heal itself. The edges of craters and trenches are softened and grown over, but we can still see them. Nature has found its peace, begun to heal. We still see this now. Where there is the smallest crack in the concrete weeds break through. The healing starts, one plant at a time. Even now poppies survive in the most hostile environments. 'Desert bloom' is the term used to describe when wildflowers grow across deserts in Spring, when there is the most rain. Even though there is still hardly any rain, the seeds burst to life as soon as there is even the tiniest drop. Flowers like the California poppy thrive in environments like this in Mexico and Southern California. As soon as the rain falls, they burst into flower, produce seed heads and spread more seeds, so that there will be more poppies the following year. The poppies in *Flanders Fields* were the same, what started as a few strong enough to survive spread each year until whole fields were covered.

## Session 7 (page 2)

Go outside and look for examples of where nature is finding a way to survive and heal in seemingly impossible situations. A dandelion growing up through the cracks in a kerb, moss and lichens growing on guttering, saplings growing up where seeds have fallen or been dropped (e.g. sycamore helicopters). Share these examples and add them to the prayer.

A suitable prayer to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.

### Follow-up activities for FS2 & KS1

#### Aim:

To know how we can help nature to survive and thrive.

From the kitbag, take out a brown paper envelope of poppy seeds. Pour some onto your hand and ask the children what they are. What do they know about growing plants from seeds? Remind them of the assembly – what did they find then that was growing with only the tiniest bit of soil? Although there are plants which can grow like that, with little soil or water, they thrive when the conditions are just right.

Story board what a plant needs to thrive and how to successfully grow a plant from seeds.

A really good picture book to share the idea of nature bringing peace is *The General* by Janet Charters. General Jodhpur wants to be the most famous general ever, he has his soldiers readying their weapons, but one day he falls from his horse and learns that flowers and nature might be even better than fighting.

#### Activity in two parts:

- Plant the poppy seeds into pots to grow and take care of them until they are stronger. Then we can plant them outside as a permanent reminder of the war. The poppies will come back every year, as long as we help them by weeding and watering.
- Go outside and help the plants we already have by removing litter, sweeping dead leaves, weeding, wrapping in fleece for the winter etc.

### Follow-up activities for KS2

#### Aim:

To know that nature finds a way to survive even in the most hostile environment. From the kitbag, take out a brown paper envelope of poppy seeds. What are they? What do they need to grow from seeds to a plant? Show images of poppies and other plants growing in difficult settings, such as dandelions growing through cracks in concrete. Their seeds are tiny and are dispersed by the wind. They spread this way so that they might start in our gardens, but then spread to grass verges and kerb edges. When or where have the children seen nature surviving in challenging situations? Nature finds its peace with the world it is in, for example Buddleias grow by railway tracks, where there is little soil, constant vibration, and pollution, yet they still grow and survive.

The world is still being scarred by war. Discuss recent and ongoing conflicts such as Afghanistan, Iraq and Syria. All of these leave their impact on the natural world and on the people of those places. In conflicts such as the one in Syria, they affect the international community, as other countries are drawn into the war in support of one side or another. This has similarities to how Britain became involved in World War One, in support of Belgium. Show the children images of Syria before the war and now. There are lots of 'side by sides' available online (e.g. <https://petapixel.com/2016/08/02/26-photos-show-war-changed-syria/>).

## Session 7 (page 3)

'Peace' and 'piece' are homophones, two words which sound the same but have different meanings. Establish that the children understand both words and the difference in how they are spelled. At Christmas lots of cards say 'Peace on Earth' with a picture of a dove. What does this mean? Why is this an important message? Conflicts and wars, both in the past and today, divide the world into pieces and pull communities and countries away from each other so that we have *pieces of Earth* rather than *peace on Earth*.

### Activity:

- Successfully cultivating seeds to plant in and around the school community to mark one hundred years since the end of First World War. Each child could plant theirs around the grounds and be responsible for maintaining them until they flower or take some home so that the sea of poppies is spread over a greater area.
- Create a class display about having 'Peace on Earth' rather than 'Pieces of Earth' (see image).



Notes...

# Session 8

## Resources

- Prayer (p87 of *Hear my Cry*)
- Images of animals in World War One
- Dog collar or lead

## Assembly

This assembly would work best as a class worship, or with enough adults to split into smaller groups.

Read out the Prayer (p.87 of *Hear my Cry*). The first verse prays for all those affected by war. It goes beyond the soldiers who died, and includes both those who survived and those who did not, as well as those who fought and those who did not. But it only includes people. There were also many animals which were affected by the war. Over 16 million animals were used in World War One. Horses, donkeys, mules and even camels carried resources and people, dogs and pigeons carried messages, canaries were used to detect poisonous gasses and dogs and cats were used to catch rats in the trenches – there is even a record of a fox cub as a mascot (No.32 squadron of the RAF - there are some amazing pictures of this in the Imperial War Museum's photograph collection.)

Horses were taken from farms to be used in the war. They would have been looked after in their homes, so that they would have been healthy enough to work on the farms or to ride. But in the war their conditions, like those of the soldiers, were very poor. It is estimated that eight million horses and one million dogs died in World War One. There is a memorial to the animals that died in Hyde park. It says: "This monument is dedicated to all the animals that served and died alongside British and allied forces in wars and campaigns throughout time. They had no choice." None of the animals had a choice. Many (though by no means all) of the soldiers volunteered. The animals did not.

Go back to the prayer. If we were to write a verse for animals what would we say?

If they struggle prompt with:

Pray for those who died

Those who were injured

Different kinds of animals

The owners at home

The conditions they were in

That they are remembered...

Use the children's ideas to write an additional verse of the prayer and then say it to end the worship. KS2 children may want to write their own in groups, KS1 and FS2 could write a whole class prayer.

# Session 8 (page 2)

## Follow-up activities for FS2 & KS1

### Aim:

To understand that animals need our care.

From the kitbag, take out a dog collar or lead. Link back to the assembly – why do the children think this might be in the kitbag? What animals were used in World War One? The animals had no choice about being involved in a war which they had no understanding of. Some of the jobs they did were really important. For example, dogs were used to find casualties and bring medical help to them, to hunt rats in trenches and pigeons were used to carry messages. If they were going to be able to do these jobs, the animals would need to be fit and healthy. Which of the children has pets at home? What do animals need to stay fit and healthy? What do their owners need to do to keep them fit and healthy? Establish a list. What would happen without these?

If we have pets then we have a responsibility to keep them healthy, we need to look after them, feed them, keep them clean, and take them to the vets if they are sick. There are organisations like RSPCA and PDSA whose job it is to make sure that animals are treated properly.

### Choice of activities will depend on your school's policy on and access to animals:

- If you have animals on site, e.g. chickens, therapy dogs etc., the children could take responsibility for looking after the animals for that week.
- Depending on the season, what wildlife is there around school? Can we help any of them to thrive?
  - Make simple fat and seed bird feeders in winter
  - Make a bug hotel
  - Make a hedgehog hotel
  - Do an insect count
  - Pick up litter from around the school that may cause injury to animals, e.g. plastic waste.

## Follow-up activities for KS2

### Aim:

To understand the importance of looking after animals properly.

From the kitbag, take out a dog collar or lead. Link back to the assembly – why do the children think this might be in the kitbag? What do the children know about the roles of animals in World War One? Why were they so important? If they were going to be able to do these jobs they need to be fit and healthy. If they were going to be able to do these jobs, the animals would need to be fit and healthy. Which of the children has pets at home? What do animals need to stay fit and healthy? What do their owners need to do to keep them fit and healthy? Establish a list. What would happen without these?

People still use animals to work for us now. Can you think of any? (Assistance dogs, police dogs, dray horses, sheep dogs etc.) Owners and handlers look after and care for their animals. But what happens if they don't? In England we have the Animal Welfare Act of 2006 which states that animal owners must provide:

- A proper diet, including fresh water;
- Somewhere suitable to live;
- For the animal to be housed with, or apart from, other animals, if necessary;

## Session 8 (page 2)

- An environment for it to express normal behaviour patterns;
- Protection from pain, suffering, injury and disease.

The RSPCA work hard to ensure that this is the case for all animals. They can take legal action if people mistreat animals. Discuss with the children what makes a good animal owner.

But what about wildlife? Whose responsibility is it to make sure they are cared for properly? Who makes sure they have somewhere suitable to live? What would happen if they did not have the things they needed to survive and thrive? Could use the example of bees – if their numbers continue to dwindle what will happen?

### Activity:

- Wanted poster for a good owner
- Choose an area of the grounds – how can we make it more wildlife friendly (could use some of the KS1 ideas)
- Plant bee-friendly flowers



## Session 9

### Resources

- Coloured card raindrops, 1 per child
- Pens/pencils
- Feather

### Assembly

What have we learnt over this term? Peace begins with us?  
Peace spreads through us, through our actions and behaviours?  
Nature heals?

Introduce the expression 'Let peace rain down'. What does this mean? What happens when it rains? If we were stood in the middle of the playground and it began raining what would happen? We would all be soaked. What happened in the desert when the rains came? (Desert bloom). So, if peace rains down, what might that mean?

Explain task – we are each going to show how we can help peace rain down in our school. Working in vertical groups, 1 adult per group. Children to write on their raindrops what they will do to be peacemakers/to let peace begin with them/to help nature thrive... These will then be strung together under "clouds", to remind us of our pledges today to bring peace to our school. Adults could be primed with an example ready to share and model ideas.

Split into groups, write raindrops.

Come back together. Why are the raindrops multi-coloured? What happens when sunlight hits a raindrop? The light is refracted and a rainbow appears. The rainbow is a symbol of peace and hope, as it was for Noah in the ark. Our rainbow raindrops will be a symbol of peace and hope every time we walk past/under them.

A suitable prayer to use to end the assembly can be found in the separate 'Prayers' resource, if you wish to use it.



## Session 9 (page 2)

### Follow-up activities for FS2 & KS1

#### Aim:

To understand that what starts with them but can have a big impact.

From the kitbag, take out a feather. What bird might this have come from? It could remind them of the work of carrier pigeons from previous session. Doves are a symbol of peace. Share the story of Noah's Ark (Genesis chapters 7 and 8) to explain why doves are a symbol of peace. A dove carried the olive branch to show Noah that the floods were subsiding and that dry land was emerging. They are a symbol of hope and peace. Noah was just one person. He worked with his family to build the Ark and saved every kind of animal from the flood. One person making a huge difference.

One child can make a difference too. Tell the story of Malala Youafzai, or read *Malala's Magic Pencil*. Malala is one girl who had big dreams and, no matter what happened to her, she kept talking to people and telling them about her dream that girls should be treated the same as boys that they should be allowed to go to school and university. Eventually the world listened to her. She won a Nobel Peace Prize for all of her work. One child, who changed the world.



#### Activity:

- Paper plate doves of Peace.
- What is one change they will make to become more peaceful – to let peace begin with them?
- Could write this on the dove or take a picture of them showing it and roll the picture up for the dove to carry like an olive branch.

### Follow-up activities for KS2

#### Aim:

To understand what it means to be a peacemaker.

From the kitbag, take out a feather. Tell them it is a feather from a dove. Why are doves seen as a symbol of peace? If they do not know, quickly recap the story of Noah's Ark. The dove carried the olive branch to Noah, a symbol that the floods were subsiding and land emerging, land where they could build their new lives. Explain that we will come back to this idea for our activity.

What is the difference between a peacekeeper and a peacemaker? Discuss the children's ideas.

Who has heard of UN Peacekeepers? Explain that they are organisations that go into countries and areas that are at war or in conflict. They can use armed forces and police, but also civilians. They are there to help stop the conflict and make conversations about peace possible in places where it would be impossible without support (<https://peacekeeping.un.org/en> - has lots of explanations of their various roles). They are neutral and do not support either side. The key point is they go to places where there is already conflict and work to bring peace.

## Session 9 (page 3)

Who has heard of Malala Yousafzai? Tell the story of Malala Yousafzai (or read *Malala's Magic Pencil*). How one girl had a dream of a better world, where she and her friends could go to school and university, just like boys do? No matter what happened to her she continued to use her voice to tell anyone who would listen, why this change was so important.

Both the UN Peacekeepers and Malala Yousafzai have been given the Nobel Peace Prize. One is an organisation which tries to bring peace to places already in conflict. The other is one person who changed how others were respected and how accepting they were of difference – skills we know are needed for lasting peace. The UN Peacekeepers are about the ending the conflict aspect of peace, whereas people like Malala, peacemakers, are the ones who bring about change which leads us towards lasting peace. Malala is one person, who, when she was a child, changed the world with her actions and beliefs. What will we do to make a difference in our community? Our town? Our country? etc.

### Activity:

- Children to create their doves of peace and add them to the pieces of Earth or Peace on Earth display. Children to write their pledges for what they will change to become a peacemaker in our community.



Notes...

