



Choices Then and Now

Diversity and Equality

Peace and Conflict

Extremism and Resilience

History

English

Computing

Citizenship

SMSC

PSHE

Primary

Secondary

Post 16



Written and produced for Bradford Metropolitan District Council and the Peace Museum UK
by Diane Hadwen and Ben Chalcraft.

Cover image 'The Conchie', 1931
Arthur W. Gay, b. 1901 d.1958

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Resource Bank CD-ROM

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Choices

1

Introduction

'Choices' is a scheme of work and resources for children and young people (referred to throughout this document as students).

The resource is cross-curricular, particularly addressing the History, Citizenship English and ICT programmes of study. It also helps to fulfil the requirement to deliver the spiritual, moral, social and cultural aspects of education, to promote equality, diversity, community cohesion and address extremism.

The materials aim to explore challenging issues, radicalisation and build resilience. They encourage debate, reflection on challenges, choices, consequences and positive, informed action. Choices asks that students question prejudice, stereotypes and pre-conceptions, increasing knowledge, understanding and skills by exploring information gleaned from a variety of sources, perspectives and media.



In this section you will find aims and a rationale for Choices. Section two contains fact files for teachers and a table of key events (1914-1919 and 2001-2013); these highlight choices and consequences then and now. In section three you will find a scheme for teaching and learning. This outlines in a simple grid the content of Choices Then and Now. The scheme is accompanied by fifteen 'untold stories' and a medium term plan for key stage two primary, key stage three and four secondary and post sixteen. Section four provides stories and activities for key stage one and a bank of classroom resources to support the delivery of Choices. These are based around items from the Peace Museum UK's collection.

Although it is expected that in most instances the medium term plans, stories and resources will provide the basis for what is taught, they are not meant to be prescriptive and you should feel free to make your own decisions as to importance, relevance, order, and to adapt them to suit the needs of your particular students.



- SMSC – spiritual, moral, social and cultural aspects of education
- CC – community cohesion
- ITT – initial teacher training
- KS – key stage



What's in it for teachers and student teachers?

Choices should help teachers and student teachers to:

- increase their understanding of diversity, equality, CC and the role of schools and colleges in addressing these
- be able to deliver appropriate aspects of the above through the subjects of the National Curriculum (and SMSC)
- use with confidence Choices to develop an appropriate scheme of work and activities
- deliver these activities with a minimum of support
- incorporate Choices into the curriculum and life of the school and community.

Choices should enable teachers to help their students to:

- reflect on experiences
- use informed judgements to make appropriate choices
- recognise that choices and actions have consequences
- identify and feel confident in discussing challenging issues, extremist ideologies and in challenging prejudice, inequalities, stereotypes and misconceptions
- recognise where extremist ideologies may go un-regulated and propaganda may be a goal of content
- suggest alternative non-violent ways to respond to difference and conflict

The Context of Choices Then and Now

Choices, uses key events, untold stories and hidden histories to explore:

- the choices made by young people (and others) during World War I
- the consequences of these choices for individuals and communities (local, national, global)
- how choices made in the past may have influenced the present and may even affect the future
- the choices available to young people in the 21st century and the possible consequences of making certain choices.

Through the provision of learning opportunities for students that:

- provide balanced information, advice and alternative views
- explore propaganda, misinformation, the media, the world wide web, social media and interpretation
- recognise diversity and the problems and possibilities inherent within this
- equip them with the confidence to identify the choices that they are able to make and the positive action that may influence change
- develop an ability to recognise propaganda, attempts at radicalisation and to reject violence and extremism
- aid long-term resilience and the creation of a peaceful and cohesive society.



There are obvious differences between World War I and the conflicts and tensions of the 21st century. Teachers need to be mindful of the following at all times.

- World War I can be viewed as a distant 'past event' and one which potentially affected/touched the lives of everyone in Britain. The conflicts of the 21st century are on-going and very real to certain sectors of the community in Britain, affecting their lives on a daily basis. However to others, due to distance and the scale of armed forces involvement, there are several degrees of separation from conflicts and therefore not the same level of engagement as the ordinary person may have experienced in World War I
- In World War I the 'enemy' was clear. It was Germany and essentially the conflict was a war between nations, although still complex in terms of cause, experience, response, conduct and outcomes
- 21st century conflicts and the War on Terror are complicated by the fact that we are not dealing solely with war between nations. There are religious, theological and ideological elements
- The media often talks of 'Islamist' extremists and also of 'Muslim culture', as if Muslims are a cohesive group, culture or nationhood. This is misleading. Islam is a world faith, influenced in practice and interpretation by ethnicity, culture and nationhood
- In World War I there were large German communities in many British cities including Bradford. They experienced prejudice, aggression, sometimes sanctions and occasionally were confined in prison. Many in Bradford felt sadly compelled to change their names (as did some Austrians, Poles and Eastern Europeans) to 'fit in' and avoid the consequences of being German or 'foreign'. As they were White to a certain degree this was not altogether impossible
- In the 21st century, when terrorist acts or community strife are attributed to a tiny extremist minority in the name of Islam, many ordinary Muslims in Britain experience prejudice, aggression, racism and Islamophobia. Sometimes they are targeted by extremist groups such as the English Defence League (EDL). As many Muslims in Britain are Black or Asian, it is impossible even if they wanted to (and why should they?) to change their name, to hide their religious identity in order to 'fit in' and be safe
- In all wars and conflict situations there are those who work for dialogue, understanding and peace. It is just as important to focus on peacemakers and peace-making as on aggression and aggressors; positive action often leads to positive outcomes.

As can be seen from 1.6, Choices deals with current and controversial issues. All students will come to this topic with very different life experiences, views, beliefs, needs and wants. For many the recent history touched upon in the materials will be very real, for others completely new. It is essential that all teachers know their children and the communities in which they operate outside school well and pre-empt/plan for difficult questions and divergent points of view.

Choices is intended to encourage students to think, it does not provide simple answers to complex questions, but facilitates dialogue, interaction, pupil voice and positive action. As a result it is important to establish agreed ground rules for behaviour and language from the outset.

The content and teaching strategies allow differentiation appropriate to students' ages, experience, background, heritage, culture, needs and wants.

Choices, encourages the exploration of differing information, from a variety of perspectives, in order to provide balance and to clarify and inform students' beliefs, opinions, views and actions. However:

'... balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying and cruelty (in any form) are never acceptable.'

QCA: Citizenship – A Scheme of Work KS1 and KS2: A Teacher's Guide



Cross Curricular Themes and Dimensions

1.8

Citizenship, SMSC and CC are not 'extras', but integral themes and dimensions, that contribute both to a student's learning across the curriculum and to education for life. They extol the core values, central to the effective operation of all learning communities.

Citizenship

Citizenship education enables students to make their own decisions and to take responsibility for their own lives and their communities.

"Citizenship is more than a subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out."

Bernard Crick, National Curriculum Citizenship, 1999

Citizenship is not about trying to fit everyone into the same mould, or about creating 'model' citizens. Students should leave school or college with an understanding of the political, legal and economic functions of society, but most importantly with the social and moral awareness to contribute to and thrive in it.

A key aspect of Citizenship is to:

'.....resolve differences by looking at alternatives, making decisions and making choices.'

SMSC

Spiritual development is the growth of a sense of self, unique potential, an understanding of strengths and weaknesses and a will to achieve. It involves attempting to answer life's 'BIG' questions and challenges and to recognise a need to address one's none material (spiritual) well-being.

Moral development involves an understanding of the difference between right and wrong and moral conflict, developing concern for others and the will to do what is right; reflection on the consequences of actions and making responsible moral decisions and acting on them.

Social development is a realisation of responsibilities and rights e.g. in families and communities; an ability to relate to others and to work with them for the common good. It involves a sense of belonging and the awareness of the need and possibility of making an active contribution to society.

Cultural development involves an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences; respect for one's own culture/s and the cultures of others; a curiosity about differences; an understanding, appreciation and ability to contribute to culture.

CC

Community cohesion (CC) involves working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in in schools and in the wider community.



Cross Curricular Themes and Dimensions

Schools have a duty to help students to identify and deal with myths, stereotypes and extremism in all its many forms; building resilience to radicalisation and suggesting alternatives to violence, as a means of dealing with difference and conflict. The curriculum should provide opportunities to explore challenging issues and encourage dialogue, reflection and the making of informed choices.

It is important to note that all schools also have a duty to promote equality and cohesion under the Equalities Act. Ofsted encourages schools not to lose sight of this important requirement.



Choices encourages the use and evaluation of online, interactive resources and an exploration of social media to engage students. It is important to ensure that facilitators and teachers reinforce the e-safety message and take safe guarding measures as appropriate.

Safety may be preserved by checking the security and privacy settings on any resources used, and the passing on of this knowledge to students. If you are unsure of your setting's e-safety policy, ensure you speak to your organisation's designated ICT co-ordinator before using Internet sources.





Choices

2

Setting the Scene – Background Information for Teachers

Setting the Scene – Background Information for Teachers

2

In this section you will find background information that will help you to better understand and explore the causes of conflict in the 20th and 21st century.

There are two fact files that look very briefly at the outbreak of World War I and the events that have led to the idea of a current global War on Terror.

You will also find two 'days that changed the world' grids that chronicle key dates between 1914 – 1919 and 2001 – 2013, suggesting the choices that may have been available at each stage for different groups and individuals living in Britain at the time and posing the question

'Would you...?'

This then leads naturally to a consideration of the possible consequences of the choices made.

Both the fact files and grids are essentially aimed at teachers, but you are free to adapt them to use with students if you feel some of the content/questions may be appropriate.

Generic key questions:

1. What information do you have?
2. What's its purpose?
3. How reliable is it?
4. What are your choices?
5. What will you choose?
6. What might be the consequences?

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Teacher's Fact File

Why did Britain go to War in 1914?

The relationships and distribution of power across Europe prior to the First World War was complex. Tensions increased when a new emperor, Kaiser Wilhelm II, took to the throne in Germany in 1888. He decided to build a naval fleet to equal that of Britain's, expand Germany's colonies, and increase the size and weaponry of his army.

This caused unease in neighbouring countries. His actions were seen as a threat, so they formed alliances and agreements to protect and assist each other in case of conflict. The two main agreements between Britain, France and Russia became known as the Triple Entente. They did not require each country to go to war on behalf of the others, but stated that they had a 'moral obligation' to support each other. These three countries began to increase their own military strength and an arms race began both at sea and on land.

As a result of the Balkan Wars of 1912 and 1913, tensions were high in Serbia. On the 28th of June 1914 in Sarajevo, Gavrilo Princip, a Bosnian Serb student assassinated the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand. Diplomatic talks between European countries over the following month failed to ease the tension. Austria-Hungary believed Serbian officials to have been behind the assassination. Kaiser Wilhelm II encouraged the Austrians to take a strong position against Serbia, to whom they presented an ultimatum with a series of strong demands. They were only able to meet eight of them, resulting in Austria-Hungary declaring war on Serbia on the 28th of July 1914.

The following day the Russian Empire, bound by a treaty, came out in support of Serbia and ordered a partial mobilisation of its troops and because of their agreement with France, also called on France to mobilise. Germany was bound by a treaty to Austria-Hungary and responded by declaring war on Russia on the 1st of August 1914.

Germany knew they were vulnerable from attack on two fronts, from France as well as Russia and prepared to implement the "Schlieffen Plan". This involved a rapid invasion of France, via Belgium, to eliminate the French army, then a move to the east to attack Russia.

The Treaty of London 1839 had been signed by all the great powers of Europe, including Germany and Britain. It stated that the neutrality of Belgium must be respected and if necessary Belgium must be defended from aggression. Germany requested that Belgium let their troops pass through so that they could attack France, but the Belgium Government refused resulting in Germany invading Belgium in defiance of the Treaty.

France who had resisted pressure to mobilise only did so on the 2nd of August when Germany invaded Belgium and attacked French troops. Britain felt obliged by the Treaty of London to send an ultimatum to Germany, demanding an immediate withdrawal of German troops. When there was no response, Britain declared war on Germany on the 4th of August 1914. British colonies and dominions abroad, including Australia, Canada, India, New Zealand and the Union of South Africa, all then offered military and financial assistance towards what was to become known as World War I.

The British Government was aware that the possibility of war had been coming for a long time. There were campaign groups who had protested strongly against Britain's involvement in any emerging conflict and the newspapers reported growing tensions in Europe. In the end though, the speed at which the situation escalated over the course of just a few days came as a great shock to the general British public.

On the whole they cared little for the treaties and agreements that had been broken. However, as reports of civilian casualties and atrocities committed by the German soldiers as they invaded Belgium and France filtered through, general support for the war and antagonism towards Germany grew, as did the ranks of the British military. Thousands of young British men and boys volunteered to fight against the

Teacher's Fact File

Why did Britain go to War in 1914?

2.1

German invaders in the first months of 'The Great War'.

The voices of those who campaigned for peace and opposed the war were present before and during the early months of the conflict; they did not go away and became louder (although more difficult to hear) as hostilities progressed and particularly when military volunteers were replaced with conscripts in 1916. They never agreed with the British Government's decision to declare war on Germany.

Kathryn Hughes and Diane Hadwen

What do you think?

Should Britain have gone to war?

How did this war affect life on the 'Home Front' in Britain?

?

**Key
Questions**

Teacher's Fact File

Why a War on Terror?

The main reason given for a state of global War on Terror is the attacks on major sites in the United States of America (US) on the 11th of September 2001 (9/11), including the destruction of the Twin Towers of the World Trade Centre in New York, an important building to countries across the world.

The term War on Terror pre-dates this by almost twenty years. In 1984 the US President Reagan's advisors first talked about a need for a "war against terrorism". In 2001 a man called Tom Brokaw, having just witnessed the collapse of one of the towers of the World Trade Centre said "Terrorists have declared war on America." On the 16th September 2001, President George W. Bush used the phrase war on terrorism when he said,

"This crusade – this war on terrorism – is going to take a while..."

He later apologised for using the word crusade. The phrase War on Terror has been used constantly since by governments and the media alike although the British Government has stated that it is not a helpful phrase. However a 'Global War on Terrorism' is still the main way many describe the international military campaign which started as a result of the events of 9/11. It was intended to eliminate the extremist group al-Qaeda who claimed responsibility for the 9/11 attacks, and to find and stop other militant Islamic organisations, who had similar agendas.

The United Kingdom joined this 'war' and sent troops to Iraq. British forces are still in Afghanistan. The necessity of Britain's involvement in this war was galvanised in some people's minds by the terrorist bombings in London on the 7th of July 2005. For others this was proof that British foreign policy was badly thought out, leading to reprisals from extremist groups and disenfranchising certain sectors of society, so aiding the radicalisation of some individuals. Similar diametrically opposite arguments were aired following the murder in Woolwich, of soldier Fusilier Lee Rigby in June 2013.

In 2013 after the incident at Woolwich many ordinary Muslims found themselves the target of hate crime. Revenge attacks took place on individuals and mosques, carried out by groups such as the EDL and racist, Islamophobic individuals with far right tendencies. In July 2013 the BBC began to publicly report that these too were acts of terror and were to be investigated and treated as such.

The Global War Against Terrorism

Date - 7th of October 2001 – on-going (12 year anniversary in 2013)

Location - Global (but particularly focused in the Middle East, northern tribal region of Pakistan, parts of Asia and Africa, Europe and North America).

War in Afghanistan (2001 – present)

Fall of the Taliban Government in Afghanistan

Destruction of al-Qaeda camps

Taliban insurgency

Killing of Osama bin Laden (in north-west Pakistan), leader of al-Qaeda.

Iraq War (2003 – 2011)

Fall of the Ba'ath Party Government in Iraq

Execution of Saddam Hussein

Free elections

On-going insurgency

Conflict in North-West Pakistan (2004 – present):

On-going insurgency

Teacher's Fact File

Why a War on Terror?

2.2

Large part of federally administered tribal areas (FATA) under Taliban control
Pakistani Government facing a change in support for collaboration with US
Drone strikes being conducted by US.

What do you think?

Should Britain be involved in fighting terrorism?

How has this war affected life on the 'Home Front' in Britain?



**Key
Questions**



Choices

Choices Then 1914 -1919

Dates & key events influencing choices					
Choices then 1914 -1919	Aug 1914 the start of World War 1	Oct-Dec 1915 Lord Derby's Volunteer Scheme	Jan 1916 Conscription	April 1918 The Spring Offensive in Europe	Aug 1919 Peace Celebration, Remembrance and Commemoration
The Government and the country's leaders	Would you declare war on Germany?	How would you convince people to join the army?	Would you force people to join the armed forces and bring in 'conscription'?	How would you organise the Spring Offensive in Europe and convince people of the need to continue the war? What would you do about food shortages, lack of men to work in the mills, factories and farms and the growing discontent at home?	How would you decide to commemorate the loss of life, peace and the armistice?
Men and teenage boys	19 + Would you decide to fight? Would you join the army or navy? Would you help the war effort at home? If you were younger than 19 would you lie about your age to join the armed forces? Why?	Aged 18-40 Would you join the Lord Derby scheme? Would it convince you to 'sign up' to join the armed forces or would you choose not to fight? Why?	Aged 18-41 Would you see joining the armed forces as something you must do? Would you 'join up'? Would you be a Conscientious Objector? Would you refuse to kill? Why?	Aged 41-50 Would you willingly 'join up' or would you 'appeal' not to fight? Why?	Would you want to commemorate the war and or/peace? Would you take part in commemorations? How?
Women and teenage girls	Where would you buy your food (if in Bradford would you shop at German stores?) How much food would you get? Would you sign up for extra help (war relief)?	Would you contribute to the war effort? How? Why?	Would you support conscription? Would you go out to work? Would you give out 'white feathers'? Would you support the decisions of the men and boys in your family	Would you go out to work to support the war effort? Would you go on strike? Would you campaign for women's rights? Would you campaign	Would you want to commemorate the war and or/peace? Would you take part in commemorations? How?

Choices Then 1914 -1919

2.3

Dates & key events influencing choices					
Choices then 1914 -1919	Aug 1914 the start of World War 1	Oct-Dec 1915 Lord Derby's Volunteer Scheme	Jan 1916 Conscription	April 1918 The Spring Offensive in Europe	Aug 1919 Peace Celebration, Remembrance and Commemoration
Whose choices?	Would you contribute to the war effort? How? Why?		who fought/refused to fight? Why? Would you join the Women's Peace Crusade?	for peace?	
Children of school age	What would you do at school that might be different? Would you contribute to the war effort? How? Why?	What would you do at school? Would you contribute to the war effort? How? Why? Would you want peace? Why? Would you join an organisation e.g. the Scouts?	What would you do at school? Would you contribute to the war effort? Would you join an organisation e.g. the Scouts? How? Why? Would you want peace? Why?	What would you do at school? Would you contribute to the war effort? Would you join an organisation e.g. the Scouts? How? Why? Would you want peace? Why?	Would you want to commemorate the war and or/peace? Would you take part in commemorations? How?
Germans and people of German background living in Britain and Bradford	What would you do? Would you stay? Would you try and leave? Would you change your name? Why?	If male would you 'join up'? Would you contribute to the war effort? Why? How?	As for men/boys, women/girls and children above	As for men/boys, women/girls and children above	Would you want to commemorate the war and or/peace? Would you take part in commemorations? How?

Choices Now 2001 - 2013

Dates & key events influencing choices						
Choices Now 2001 - 2013	Whose choices?	9/11 2001 The Twin Towers	Oct 2001 Afghanistan	May 2003 Iraq	7/7 2005 The London Bombings	2013 Drummer Rigby
The Government and the country's leaders		Would you declare War on Terror? Would you support military action against another country? Would you state that not all Muslims are represented by al-Qaeda? Would you be confident about the accuracy of the information leading to taking military action?	Would you be confident with information regarding al-Qaeda's movement and that military action will secure the future of the country? Would you declare war on Afghanistan? Would you send in troops? Would you deploy reserve soldiers? (the Territorial Army)	Would you be confident with information regarding al-Qaeda's movement and that military action will secure the future of the country? Would you declare war on Afghanistan? Would you send in troops? Would you deploy reserve soldiers? (the Territorial Army)	Would you bring in special measures to check up on Muslims? Would you make sure that the media didn't blame all Muslims? Would you increase security to make people at home feel safe? Reflecting on the course of action taken since 9/11 would you still justify the War on Terror?	Would you support the armed forces in distancing themselves from all extremist groups? Would you increase security to make people at home feel safe? Would you stop people voicing extremist views e.g. on TV, through the Internet, social media etc. ?
		How would you decide to commemorate the loss of life, peace, those engaged in conflict and 'peace-making'?				
Men and women		Would you see this as an attack on all countries? Would you try to understand the background to the event? Would you support government action? Would you be confident with naming an 'enemy'? Would you campaign for Peace?	Would you protest or campaign against war? Would you support the war? Would you vote for a government that backed a war in another country? Would you join the armed forces/the territorial army? Would you get involved with Help for Heroes? Would you support Islamic	Would you protest or campaign against war and for peace? Would you join a peace movement? Would you support the war? Would you join the armed forces/the territorial army? Would you try to understand the al-Qaeda movement with reference to history?	Would you try to stop this happening again? Would you talk to people about your views? Would you listen to extremist views? Would this influence your friendships with Afghanis, Iraqis or Muslims in general? Would you engage in dialogue with people	Would you try to stop this happening again? Would you talk to people about your views? Would you listen to extremist views?
		Would you want to commemorate war and or/peace? The loss of life? Would you take part in commemorations? How?				

Choices Now 2001 - 2013

2.4

Dates & key events influencing choices						
Choices Now 2001 - 2013	9/11 2001 The Twin Towers	Oct 2001 Afghanistan	May 2003 Iraq	7/7 2005 The London Bombings	2013 Drummer Rigby	Peace, Remembrance and Commemoration
	War? Would you try to stop this happening again? Would you say that aggression is the only response? Would you argue for dialogue?	Relief?	Would you talk to people with different religious belief and ethnicity about the situation? Would you support your friends joining the army? Would you get involved with Help for Heroes or Islamic Relief?	from different religious/ethnic backgrounds? Would you support the Governments approach to the War on Terror or continue to oppose?		
Children of school age	Would you discuss the situation with you parents and friends? Would you still be friends with people of different faiths and ethnicities?	Would/should you discuss your views? Would you join the army cadets? Would you raise money for Help for Heroes? Would you support Islamic Relief? Would you campaign for peace?	Would you talk to people with different religious beliefs and ethnicities? Would your parents' /adults' decisions or opinions about the army or Muslims make a difference to your behaviour to other people? Would you choose friends based on appearance? Would/should you discuss your views? Would you join the army cadets? Would you raise money for Help for Heroes? Would	Would/should you discuss your views? Would this affect your choice of friends? Would you support war as a way of securing future peace? Would you agree with the adults around you? Would you agree with people at school who say nasty things about people with religions and ethnicities different to/the same as your own?	Would you be friends with anyone regardless of their ethnic/religious background? Would you talk to your parents if people at school were choosing not to be your friend? Would you make an effort to speak to soldiers about their lives? Would you try harder to understand other people? Would you think of positive, peaceful ways to get your views across?	Would you want to commemorate the war and or/peace? The loss of life? Would you take part in commemorations? How?

Choices Now 2001 - 2013

Dates & key events influencing choices						
Choices Now 2001 - 2013	9/11 2001 The Twin Towers	Oct 2001 Afghanistan	May 2003 Iraq	7/7 2005 The London Bombings	2013 Drummer Rigby	Peace, Remembrance and Commemoration
Whose choices?			you support Islamic Relief? Would you campaign for peace?			
Muslims of all nationalities, ethnicities and backgrounds living in Britain and Bradford	<p>Would you oppose the attack? Would you talk to people about Islam and make it clear that the terrorists do not represent all Muslims? Should you have to do this?</p> <p>If you feel uncomfortable or experience hate crime, would you speak out?</p> <p>Would you be public about your faith?</p>	<p>Would you support the war in Afghanistan? Would you oppose the war? Would you protest/campaign? Would you decide to join the armed forces? If you are in the armed forces would you refuse to fight?</p> <p>Would you support Help for Heroes? Would you support Islamic Relief?</p>	<p>Would you support the war in Iraq? Would you oppose the war? Would you protest/campaign? Would you talk to people with different religious beliefs and ethnicities? Would you counter stereotypes and misunderstanding? Would you choose friends based on appearance?</p> <p>Would you decide to join the armed forces? If you are in the armed forces would you refuse to fight?</p> <p>Would you support Help for Heroes? Would you support Islamic Relief?</p>	<p>Would you attempt to help dispel fear of Islam (Islamophobia)? Would you help identify and address sources of extremism and radicalisation? Would you speak out?</p> <p>Would you engage in dialogue with none Muslims, including the EDL and BNP?</p> <p>Would you support the termination of Saddam Hussein's regime?</p>	<p>Would you talk to people about Islam and make it clear that the terrorists do not represent all Muslims? Would you invite EDL and BNP to the mosque or into your community?</p> <p>Would you demonstrate? Would you 'fight' the EDL/BNP? Would you talk with your friends about your views?</p> <p>Would you share your concern? Would you support government action against terrorism and see it as keeping you safe? Would you choose to show your faith in a noticeable way e.g. through religious dress?</p>	<p>Would you want to commemorate the war and or/peace? The loss of life? Would you take part in commemorations? How?</p>



Choices

Image 'The Conchie', 1931
Arthur W. Gay, b. 1901 d.1958
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3

Scheme of Work, Medium Term Plans and Untold Stories

In this section you will find a scheme of work in the form of a content grid. This provides a brief overview of the key themes, untold stories and topics for primary, secondary and post sixteen. You will also find a medium term plan for each key stage. These are intended to help you to teach and facilitate learning in a creative and contemporary way and to explore challenging issues through History and other subjects, particularly Citizenship, Computing and English. Key stage one ideas, stories and resources may be found on the CD ROM. They are in no way prescriptive and you should feel free to adapt them to meet your own needs and if necessary you may differentiate for students by choosing content and activities from across phases.

Each medium term plan is based around significant events and people and explores a number of 'untold stories'. These lend themselves to exploring the Choices Then and Now themes as identified in the content at a glance grid. Each story is accompanied by key questions which ask students to reflect upon the story, their own responses and the possible choices and consequences of these. In addition the generic Choices Then and Now questions should always be kept in mind:

1. What information do you have?
2. What's its purpose?
3. How reliable is it?
4. What are your choices?
5. What will you choose?
6. What might be the consequences?

Scheme Content at a Glance

3.1

Phase	A day that changed the world ? 4/8/1914					A day that changed the world? 11/9/2001					Topic 4
Primary	Key Theme Making Choices – telling their stories, telling our stories.	Untold Stories 1. Football for Christmas 2. Brothers at War 3. Talking Walls and Talking Pages 4. I want to go to School!	Topic 1 The war that wasn't 'over by Christmas' Whose war? Friends or enemies? The choices made on Christmas day 1914.	Topic 2 The 'Conchie' Why did some people say no to war? What happened to them and their families?	Topic 3 Stories then - the Richmond 16 and the Bradford Pals What stories did they tell? What messages did they leave?						Stories now - Malala Yousafzai. What matters to you? What story will you tell? What message will you share?
Secondary	Key Theme Making Choices – what did they choose, what will I choose?	1. Bill and I and Boy Soldiers 2. Hidden Medals and The Feather Girls 3. A Soldier and a Sportsman and The Bravest Man I Ever Met 4. Malala the Blogger.	The Bradford Pals Why 'join-up'? What choices did they make? What choices would you have made? What choices will you make? Consequences of choices then and now.	Women's opposition to war/women as advocates of war White feathers and medals Women's choices then and now.	Black and Asian choices in World War I Walter Tull a Black British officer and Isaac Hall a Jamaican CO Equality, prejudice, and choices.						What influences choices and informs opinion? Then - 'Your Country Needs You!', 'I Didn't Raise My Boy to be a Soldier' (posters, songs, leaflets etc) Now? Malala's blog, (social media, Internet, You Tube etc) What influences you?

N.B. for key stage one see the resource CD ROM

Phase	A day that changed the world ? 4/8/1914				
	Key Theme	Untold Stories	Topic 1	Topic 2	Topic 3
Post 16	Making Choices: campaign, make a difference.	1. A Great Poster? 2. Women Marching for Peace 3. Whose Poppy? 4. One Girl and a Blog.	Propaganda - information and misinformation Hidden messages and agendas? Posters, songs, information – 'Your Country Needs You' 'I Didn't Raise My Boy to be a Soldier' Pressure groups today al-Qaeda, EDL, Forces Watch, the Peace Pledge Union The military - 'Join the Professionals'.	Women's voices - Bradford Women's Peace Crusade 1917, Bradford Women for Peace in the 21st Century Women in the news – national Amanda Donnelly and daughter Gemini Donnelly-Martin, Ingrid Loyau-Kennett; international - Malala Yousafzai 'I am afraid of no one.'	Poppies - remembrance, respect and action Whose poppy is it anyway? The Royal British Legion, the Peace Pledge Union and Animal Aid - red, white or purple?
			A day that changed the world? 11/9/2001		
					Topic 4 Campaigning now - Who? Government, the military, extremist groups, pressure groups, peace groups etc. How? - social media, the Internet, TV Why? – for support, recruits, change etc. What choices would you make? What would you campaign for? Why? What change might your choices and action bring about?

Links with National Curriculum Programmes of Study and Key Skills

3.2

You will find both statutory and non-statutory guidance and complete programmes of study on the DfE website:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014>

History KS1, KS2 and KS3

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

KS1

- changes within living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in the locality.

KS2

- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (this may be 20th or 21st century).

KS3

- challenges for Britain, Europe and the wider world 1901 to the present day
- a local history study
- at least one study of a significant society or issue in world history and its interconnections with other world developments.

PSHE (none statutory) KS1 and KS2

No statutory programme of study; personal and social elements may draw on previous none statutory Citizenship content; a school has a right to choose content as applicable to the needs and wants of students.

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

DfE 2013

Citizenship KS3 and KS4

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular,

Links with National Curriculum Programmes of Study and Key Skills

citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

KS3

- understand democracy, government and the rights and responsibilities of citizens.
- apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and
- evaluate viewpoints, present reasoned arguments and take informed action.
- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

KS4

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account
- actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

English KS1, KS2, KS3 and KS4

Spoken Language – all aspects

Reading and Writing as applicable (see statutory document) and choose detail as appropriate to activities and focus.

Computing KS1, KS2, KS3 and KS4

KS1

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other

Links with National Curriculum Programmes of Study and Key Skills

3.2

online technologies.

KS2

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

KS3

- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

KS4

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Post Sixteen

Possible subject focus – Citizenship, History, Sociology, English, Computing, Art and Design

Key skills

Communication, ICT, working with others, problem solving

Thinking skills:

- information processing
- reasoning
- enquiry
- creative
- evaluative

Cross curricular themes and dimensions – SMSC, diversity and equality, community cohesion, resilience to extremism and radicalisation.

Choices Then and Now - Medium Term Plan – Primary Key Stage 2

Key theme Telling their stories, telling our stories	Links with curriculum areas & SMSC History PSHE Computing English SMSC Key skills - communication, working with others, problem solving and thinking skills: information processing, reasoning, enquiry , creative , evaluative	Key vocabulary choice consequence right responsibility war peace military battalion Pals football Conscientious Objector Conchie prison cell graffiti conscription pacifist tribunal British Britain German Taliban Pakistan Afghanistan United States of America
Additional information: The content of this medium term plan is not prescriptive, feel free to pick and choose and add your own ideas as appropriate to your situation and the background and prior experience of your students.		
Untold story/lesson focus 1. A day that changed the world? – 4/8/1914.	Intended learning objectives <i>Students should:</i> <ul style="list-style-type: none"> Be able to articulate at least two reasons why Britain chose to go to war Know that some people were against war Be able to suggest why choices should be made with care e.g. they have consequences. 	Main learning activities <ul style="list-style-type: none"> Group work – students are given names on cards of the main countries involved in WWI and have to find the places on a map, the group makes a list of why they think these countries may have gone to war, share lists with the rest of the class Each group has a Fact File and has to decide on two reasons why Britain decided to go to war, two consequences of this choice and two reasons why some people thought this choice was wrong. Share with the rest of the class; discuss the idea THAT ALL choices have consequences....collect examples of the choices that the students may have to make and the consequences of these; collate on the board.
		Resources Red = provided Peters Projection world map Country name cards Student Fact File 1914 Choices and consequences template.

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
2. Football for Christmas – The war that wasn't over by Christmas Friends or enemies? The choices made on Christmas Day 1914.	<ul style="list-style-type: none"> Be able to begin to explain why they think many men and boys chose to volunteer to join the army Be able to re-tell the story of Christmas 1914 Know that both German and British forces had a terrible time on the front line in the trenches Be able to suggest reasons why the soldiers decided to 'play football' and make friends Predict how soldiers on both sides might have felt about this and how they shared their experiences with people at home. 	<ul style="list-style-type: none"> Explain that in Bradford alone over 1,000 young boys and men joined up in the first weeks of the war, many were expecting the war to be over by Christmas Look at the pictures of soldiers. Why do you think they joined the army? Look at the image of General Kitchener on the recruiting poster and explain about the 'Pals battalions', compare with the message on the 'No Militarism' banner Group work – make a mind map that answers the question 'Why might someone choose to join the army in 1914?' Share ideas and discuss that once you were in the army it was not so easy to get out! Find on the map whereabouts the main fighting was taking place Look at the image of the army Christmas card. What does this tell us? Do you think the war was over by Christmas? Read (or better still tell) Football for Christmas; ask the students to individually reflect on the story and write down one thing that interested them and one question that they would like to ask Pose the question why did the German and British soldiers decide to be friends instead of enemies? Ask the students to make a list of the things that they had in common; watch the Pipes of Peace video and discuss the feelings of the characters in the video Re-read the extracts from the Times newspaper, and diaries that feature in the story. Look at the blank postcard... how do you think the people who played football for Christmas felt 	<p>Your Country Needs You! poster</p> <p>Photographs of Harry Roberts, William Alderson, Walter Tull, Indian soldiers</p> <p>No Militarism banner picture</p> <p>Map to show where the main fighting took place</p> <p>Newspaper/magazine template</p> <p>Postcard from the front</p> <p>Photo of army Christmas card</p> <p>Picture of no man's land</p> <p>You Tube video – Paul McCartney 'The Pipes of Peace'</p> <p>Reflective diary.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<p>about the experience? Might anything have bothered them afterwards? How do you think they let people at home know about the football match?</p> <ul style="list-style-type: none"> Look at the blank postcard. <i>Students write a postcard home, an article for a local newspaper or a soldier's diary entry.</i> <p>Extension activities: Role play to explore the emotions and feeling of the soldiers in the story and/or re-create the football match. <i>Students make an entry in their own 'reflective diary', describing how they feel about what they have learnt and what choices they may have made.</i></p>	
<p>3. Brothers at War - A CO's - 'Conchie's' - experience</p> <p>Why did some people say no to war?</p> <p>What happened to them and their families?</p>	<ul style="list-style-type: none"> Know that by 1916 for most boys and men there was no choice in joining the armed forces Be able explain that some people thought it was wrong to fight in the war Predict what may be happening in visual images and artwork Say whether they agreed with the action of Bert Brocklesby in the story Recognise the choices made by people in the story and reflect on what their own might be. 	<ul style="list-style-type: none"> In groups look at images of Arthur Gay's painting The Conchie; each group has to work collaboratively to come up with a three minute presentation which tells a story that explains what is happening; teacher decides which one is the nearest and awards them a white feather and explains that this might be something that was given to the young man on the train, or to his family Take care to explain that the word Conchie, the name of the painting is an insult and that it comes from Conscientious Objector, often shortened to CO Tell the story of one particular Conchie – Bert Brocklesby <p>Key questions: Why do you think Bert refused to fight? Who was brave in the story? Is it possible to have different opinions and make different choices like the brothers and still be friends? What do you think the white feather meant? How does it feel to be given the feather</p>	<p>Copy of Arthur Gay's painting 'The Conchie'</p> <p>White feather</p> <p>Picture of Conscientious Objectors</p> <p>Prison pictures</p> <p>Key vocabulary.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<p>now you know what it means?</p> <ul style="list-style-type: none"> Look again at the painting of the Conchie. Now what story do you think it tells? Write a personal account, of what is happening as if you are one of the guards or the Conchie himself. What is your story? <p>Extension Activities: <i>Paint a scene from the Brothers at War Story, reflective diary entry about what choices students might have made and the likely consequences.</i></p>	
4. Stories then - the Richmond 16 and the Bradford Pals What stories did they tell? What messages did they leave?	<ul style="list-style-type: none"> Know that there are different ways to leave messages and tell stories Be able to explain why some people refused to join the army Articulate why COs were not liked by many people Be able to give examples of what soldiers and COs felt about the war in 1916/1917. 	<ul style="list-style-type: none"> How do we send people messages today? – text, email, social media, notes etc. Provide a range of situations and ask the students to say what method they would use. How do we find out about what is happening in the world? e.g. TV, Internet, You Tube, newspapers etc Collect ideas on the board What about in 1917? Make another list..... stress that for some people leaving a message even like this became difficult Look at some of the messages that were left on the walls of Richmond Castle. Who do you think left them? Why? Tell the story of the Talking Walls and the Richmond 16 and explore the three key questions Design a cartoon or graffiti message that explains why someone chose to be a CO Was it only COs who left messages? How did people in the armed forces leave their stories? Postcards, letters, poems, diaries make a list Tell the story of the Talking Pages; look at some of the quotes 'Who said this?' Guessing game; compare and contrast with those from the 	<p>Pictures of a variety of soldiers, COs, Richmond Castle</p> <p>Extracts from tribunal statement</p> <p>Examples of graffiti from the walls of the cells</p> <p>Examples of extracts from The Tyke</p> <p>Messages - Venn diagram.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<p>Talking Walls – Venn diagram</p> <ul style="list-style-type: none"> In groups or pairs design and produce using ICT a comic or a magazine that tells what it was like to be a CO or Bradford Pal in 1917; swap publications with the ‘other side’ make a list of all the similarities in views and experiences. <p>Extension Activities: <i>Reflective diary entry about what choices students might have made and the likely consequences.</i></p>	
5. A day that changed the world? 11/9/2001.	<ul style="list-style-type: none"> Know that there are wars today and suggest why Suggest why certain choices might have been made after 9/11 and give an opinion. 	<ul style="list-style-type: none"> Ask the students if Britain is at war today? Who with? Why? Be prepared for some students to have a lot of knowledge and some none and allow for Muslim students to give their interpretation (handle with care) Make a time line of the events that day and then right up to the present day Make a list that explains why 9/11 may have changed the world for people in Britain and elsewhere. 	<p>Pictures of the Twin Towers before, during, after</p> <p>Student Fact File 9/11</p>
6. Stories now – “I want to go to school!” Malala Yousafzai What matters to you? What story will you tell? What message will you share?	<ul style="list-style-type: none"> Know that war and conflict has always affected children Explain what affect conflict has had on Malala Describe how we all have rights and responsibilities Know that Malala made a choice that led to certain consequence Be able to suggest reasons why the Internet may be a source for good but may also be dangerous. 	<ul style="list-style-type: none"> Ask the students to make a list of the rights that they have and then to put a ring around the ones they think are the most important Young person’s list of human rights Which ones might be affected if there was a war? Ring these Were these affected in 1914 – 18? Are they affected now? Here? Elsewhere? Look at the picture of Malala who recognises her? Why? Which of her human rights were denied? Tell Malala’s story she made a choice to use the Internet and write a blog to successfully get her message across, did it result in anything 	<p>Picture of Malala</p> <p>Young person’s declaration of human rights</p> <p>You Tube edited video of her speech (3 minutes) http://www.youtube.com/watch?v=KtprX8i2k-Q.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<p>else? (Internet safety issues) ; watch an edited version of Malala's speech to the United Nations (July 2013)</p> <ul style="list-style-type: none"> • Why might the Taliban be more scared of a girl with a book, than tanks and guns? • If you could leave one message to the world what would it be? What would you like to change? What story would you tell to make people listen? • <i>Write an entry in your reflective diary in response to Malala's story.</i> <p>Extension Activity: Set up a class blog, or group blogs to campaign or raise awareness, of something that the students would like to change and inform people about, that affects lives today.</p>	

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Topic 1

Football for Christmas

What has a football match to do with Christmas and World War I?

World War I was a conflict in which thousands of boys and young men on both sides, fought and died. On the front line, where most of the fighting took place, thousands and thousands of soldiers lived in trenches. These were holes and tunnels dug into the ground to protect them from enemy fire. They lived there for weeks on end. Most of these boys and young men had been keen to take part in a war which it was said in Britain would be 'over by Christmas'.

But by Christmas 1914, the war was far from over. Thousands of soldiers had been killed and many others found themselves a long way from home, living in terrible conditions. It seemed to rain all the time, it was muddy and cold and the soldiers didn't have warm, waterproof clothes or boots. It didn't matter who they were fighting for, soldiers often felt sorry for those on the other side, who they knew were having just as miserable a time as they were.

The armies were stretched out across an area of land running from a town called Ypres to the La Bassee Canal, an area of about 43 kilometres. In places the German Army was only a 100 metres away from the British Army on the other side of 'no man's land' in their own trenches. The soldiers could shout greetings and insults at one another. Sometimes they even came to an agreement not to fire.

As Christmas approached the desire to stop fighting grew. On December the 24th, Christmas Eve, the rain suddenly stopped. On some parts of the front line, the gun fire ceased and was replaced by a strange silence. Singing and shouting from the German trenches was heard; then on the tops of these, miniature Christmas trees decorated with candles began to appear. The British soldiers thought of Christmas celebrations at home and those in the Indian regiments were reminded of Diwali the festival of light.



Indian troops marching through France - 1914.

Soldiers on both sides started to shout greetings to one another and to sing Christmas carols. As Christmas day dawned they climbed out of their trenches and met on no man's land. They swapped small gifts and looked at photos of each other's families and loved ones.

A soccer ball was produced and the boys and young men were for a time united by sport, the war was completely forgotten as they kicked a ball about in no man's land. They played football for Christmas! One German soldier called Kurt Zehmisch wrote about the game of football in his diary.

'The English brought a soccer ball from the trenches, and pretty soon a lively game ensued. How marvellously wonderful, yet how strange it was. The English officers felt the same way about it.'

Later back in Britain, the Times newspaper published a letter from a Major in the British army who explained that a team of British soldiers had played a game of football against the Germans and that the final score was 3 – 2 to the Germans!



A soldier's Christmas card.

Artist unknown, 1915,
© Peace Museum.

Sadly the 'Football for Christmas' truce did not last long. Captain J C Dunn, of the British army later reported that:

'At 8.30 pm on Christmas Day I fired three shots in the air and put up a flag with "Merry Christmas" written on it, and I climbed on the parapet (the top of the trench). He (a German soldier) put up a sheet with "Thank you" on it. The German Captain appeared on the parapet. We both bowed and saluted and got down into our respective trenches, and he fired two shots in the air, and the war was on again.'

The war was indeed on again. The fighting was to continue until 1918 by which time many of the men and boys who had played 'football for Christmas' were dead, killed in the 'no man's land' that in 1914 had served as a football pitch and a place of peace and friendship.

What choice did the soldiers make and why?

What choice would you have made?

How would you have let people at home know what happened?

?
Key
Questions

Topic 2

The Conchie

Every picture tells a story!

The Conchie is an oil painting by Arthur Gay; if you look closely you will see a young man with an open book in his hand and two soldiers holding rifles. It looks like they are on a train, but it is not clear where they are going or why, or is it?



The Conchie.

Arthur W. Gay, b. 1901
d.1958, The Conchie, 1931.
Reproduced by The Peace
Museum for educational
purposes only.

There is a clue in the title. The word Conchie is a nickname, an insult really. It is short for Conscientious Objector. Conchies were also called COs. A Conchie was someone who refused to fight in World War I. They were always male as only men fought in the armed forces then. A lot of people thought they were cowards for not fighting.

Some Conchies refused to do anything at all that might support the war. They were often arrested and imprisoned. Take another look at the painting. What do you think is happening? Where are the people in the picture going? Why?

Brothers at War

'God bless him, I'm right proud of him' – a soldier wrote to his parents from the trenches before the Battle of the Somme. He was talking about his brother Bert Brocklesby, who had been put in prison for refusing to be a soldier. Both Bert and Phil made very different choices in World War I.

Bert and Phil were on a cycling holiday when they saw a newspaper headline which said

“Britain declares war on Germany.”

Their lives were about to change for ever. The newspaper reported that thousands of men were volunteering to join the army. But Bert knew that he wouldn't 'join up'. He said he believed that:

“God had not put me on earth to go destroying his own children.”

Later the same day Phil and Bert were stopped by a policeman who thought they might be German spies! They decided it was time to head for home.

Bert and Phil were two of four brothers, who all decided to take different action when war was declared. They lived in Connisborough in South Yorkshire, with their parents. The Brocklesby family were all Methodist Christians and were well known locally.

George the eldest of the four brothers was not well enough to join the army, so he became the local recruiting officer. His job was to get young men to join the army.

Bert was the second eldest, a trained teacher and a musician and a firm believer in the line from the Bible that says 'You shall not kill'. He did not like the idea that churches and priests were encouraging people to fight and kill in the name of religion. One priest said:

“To kill Germans is to do divine service!”

This means to kill Germans is to do what God wants. Fortunately many priests didn't agree and Bert definitely didn't! He didn't join the army and refused to hide his views. As a result he was treated very badly by many people, who said he was scared to fight.

Phil the third brother was not sure what choice to make to begin with and carried on working as a chemist while he thought things through. Eventually he joined the army.

The youngest brother Harold joined the army immediately. He too had been brought up a Methodist and yet he had a strong sense of duty to his country and his choice was to fight in the army. He asked his eldest brother for an enlistment form. The form was signed by George as recruiting officer, his father a local Justice of the Peace and Phil as the volunteer.

A year later the Government introduced conscription, a law which said ALL men had to join the armed forces; the law allowed Conscientious Objectors (COs) the right to appear before a group of people, a tribunal, to say why they didn't want to fight. Bert's request not to fight because of his religious beliefs was one of the first to be heard in South Yorkshire. He was asked at the tribunal:

“Supposing you were in a corner with your back to the wall and six men were before you with open sword or fixed bayonet, would you not do something if you had a revolver in your hand?”

Bert replied:

“The Sixth Commandment says ‘Thou shalt not kill’. I take it is better to be killed than kill anyone else.”

The tribunal decided that he had to join the army's Non-Combatant (non-fighting) Corps, which was often called the No Courage Corps. They didn't carry guns, but wore a uniform, had to obey orders and did work that might help the war. For Bert, this was just the army with another name and he refused to join.

A policeman came to the Brocklesby's home to arrest him. It was a hard time for Bert's family; his mother was sent a white feather – a badge of cowardice – through the post. Neighbours told his father that he should throw Bert out of the house and that he should try to get his son to change his mind. Mr Brocklesby replied

"I would rather Bert be shot for his beliefs than abandon them."

Bert was taken first to Pontefract Barracks and then to Richmond Castle in North Yorkshire, where with 15 other Conscientious Objectors who refused orders, he was locked in a cell while the army decided what to do with him.

On his cell wall he wrote sentences from the bible and drew a picture of his fiancée Annie. Eventually the army decided to send Bert and the other 15 to France, where they would be treated as soldiers and so could be shot for refusing orders. They travelled by train (like the Conchie in the painting) and some of them dropped notes out of the window. They wanted people to know what was happening to them.

From France Bert managed to send his parents a postcard with a message in a secret code, telling them that he was being held in Boulogne. Phil was being sent to fight in France and he promised them that if he had the chance he would try to find Bert.

When Phil arrived in Boulogne he managed to slip away unnoticed from his fellow soldiers. After trailing from one army camp to another, he finally found Bert at Henriville.

"At about 4pm some forty men came marching up the hill and I saw Bert in the centre ranks. I shall never forget how his face lighted up when he saw me."

Phil was allowed to meet his brother. He learned that 35 Conchies had been tried by a court martial (army court). He was there when Bert's sentence was read out.

"Tried by court martial and found guilty. Sentenced to death by shooting, this sentence has been confirmed by the Commander in Chief, but afterwards commuted by him to one of penal (prison) servitude for 10 years."

Phil left Bert and went on to fight on the Somme. In the last letter he wrote to his parents before the battle he wrote:

"God bless him, I'm right proud of him. I shall be glad when we can all be together again."

Phil was very fortunate to survive the Somme and two weeks later he wrote home again, this time to his Aunt:

"LOVE WAR? Not I after these experiences. Long horrible wars like this one are one of the strongest arguments for Conscientious Objectors."

Bert was imprisoned for the rest of the war. He had a visit in December 1917, from Phil and Harold, who had both been wounded. Phil was on his way back to France and they arrived at prison in their army uniforms. The man in charge of the prison asked Phil if he would like to take Bert with him to France. Phil

asked him if he would like to go too, he didn't say "Yes!" so apparently not!

Bert did not see his family again until 1919, when all COs were set free. The army wanted no more to do with them. When he arrived home his father stood at the doorway and said "Welcome home Bert". This was his answer to the people who said he should throw Bert out of the house.

Bert did not come home to an easy life. If anything, people were nastier to Conchies after the war, when the full extent of the horrors of the trenches and the number of deaths became known, than during it. Nearly every family had lost loved-ones. The people in the town and even in church insulted him.

Bert decided to go to Germany to help feed the children who were still suffering because of the war. His fiancée's brother had been killed and Annie couldn't understand why he wanted to help the Germans; they split up as a result. Bert went on to work in Africa, before coming back to teach in England. He remained opposed to war and a Conchie for the rest of his life.

George, Bert, Phil and Harold and indeed the whole Brocklesby family always remained close. They proved that people can make different choices, hold different opinions, but still respect and care for each other, even though it may not always be possible to agree!

Look again at the painting of the Conchie. Can you imagine being one of the people in the painting and how you might feel?

What choices might you have made?

What might happen next?



**Key
Questions**



Choices

Topic 3

Talking Walls

The Conchie and Brothers at War both tell the story of Conscientious Objectors (COs) through the eyes of other people - an artist and a story writer - but COs also left us their own stories. Where? Well some left their stories on the walls of the prison cells of Richmond Castle. The cells have 'Talking Walls'.

Richmond Castle in North Yorkshire was a place where the Non-Combatant Corps (non-fighting corps) were based in 1916; COs who refused to fight in World War I were sent there from across the north of England. Some of these men not only didn't want to fight, they didn't want to do anything that would help other people to fight and kill people. Remember Bert Brocklesby? He was one of these 'absolutist' COs and he was imprisoned in the castle.

In 1916 16 'absolutist' COs were sent to Richmond. They refused all orders and as a result they were locked in the cells in solitary confinement. They became known as the Richmond 16.



Conscientious Objectors, Autumn 1916, Dyce Quarry, Aberdeen. Bert Brocklesby, bottom row, second from the right.

Creator unknown, 1916, © Peace Museum.

They were not allowed to speak to anyone, they had no books or proper writing equipment and they had no idea what was going to happen to them, they thought that they might be shot for disobeying orders, or taken to France, where if they refused to fight they could be shot for cowardice. While they waited to see what was going to happen next, they began to draw pictures and write things on the walls of the cells.

The walls today are still covered in this graffiti. 'Thou Shalt Not Kill!' is a popular phrase. Drawings include crosses, religious symbols and sketches of girlfriends and fiancées. The COs wanted people to know what mattered to them and why they had made the choice to say no to war. One wrote

'You might as well try to dry a floor by throwing water on it, as try to end this war by fighting.'
R.I.B

In May 1916 the 16 were taken from Richmond secretly to an army camp in France. News of this only

leaked out when one man threw a note from the train window as they passed through London. A little later Bert sent a message in code on a postcard to his family in South Yorkshire, telling them that they had been taken to Boulogne.

The Richmond 16 were put into army camps where if they continued to disobey orders, they could be severely punished and even shot. When asked to unload war supplies, all but one refused. They were court-martialled and sentenced to death on 14 June 1916. However the death sentence was changed to ten years hard labour. They were returned to England where they were kept in labour camps and prisons. They were released soon after the war, but life was not easy; COs were disliked by many people. They were unable to get jobs or to return to the lives they had left behind.

As time passed the actions of the COs in World War I (including the Richmond 16) slowly changed people's attitudes towards individuals refusing to fight. It's now accepted that people in Britain have the right to object to fighting in wars, because of their ideals, beliefs and conscience. This is a right that even today is not enjoyed by people in many other countries across the globe. Do you think that all people should be allowed the right to make this choice?

Why do you think COs were so unpopular?

Do you think the Richmond 16 should have joined the Non-Combatant Corps?

What would you have done?



**Key
Questions**



Choices

Talking Pages

In many villages, towns and cities in 1914 boys and young men rushed with their friends to volunteer to join the army. Battalions were made up of groups of friends and people from the same area. These battalions became known as the 'Pals'. Eventually there were two battalions of Bradford Pals, the 16th and 18th West Yorkshire Regiments.

During World War I it was difficult to get hold of paper and to get things printed. The Bradford Pals managed to overcome these problems and to create a magazine that told their stories and experiences through its pages. The magazine was called *The Tyke*. A Tyke is someone from Yorkshire.



Photograph of Harry Roberts, A Bradford Pal.

© The Innovation and Cohesion Works.

So what was in the magazine? Poems, jokes, cartoons and stories were all included. Some were meant to cheer people up (many readers would have wanted that!). Lots of the pages tell us about the Pals' worries and concerns and describe the realities of being a soldier at war.

Because the magazine was written by members of the Bradford Pals and not by the army or Government, rather like the talking walls of Richmond Castle, these talking pages tell us what it was really like to be in the Pals. Some of the Pals' thoughts and ideas were closer to those of the COs than you might imagine.

One soldier wrote:

'The causes of war are threefold, but one – jealousy, ambition and greed – but the real name of them all is money.'

A poem written by a soldier killed in the Battle of the Somme is also included. It starts –

*'Who made the Law that men should die in meadows?
Who spoke the Word that blood should splash in lanes?
Who gave it Forth that gardens should be bone-yards?
Who made the LAW?'*

Leslie Coulson

Do you think that either of these soldiers thought that war was a good idea?

Other stories and poems talk of the bravery of the Pals, the animals (particularly horses and ponies) that served in the war with them and army characters, who cheered up or encouraged the men. The pages of *The Tyke* also look to the future and talk of hope for a new world at the end of the war, where there will be fairness, equality and peace.

'It is up to all of us to see that from their example and sacrifice may be built a New England and a better world.'

H.L

If you could leave a story for people in the future what would it be?

How would you pass on your story?

Would you use words, music, drama, artwork or the Internet?

Where would you leave your story for others to find?

?
**Key
Questions**

Topic 4

'I want to go to school!'

How often do you say 'I want to go to school?'. Perhaps not very often, but for Malala Yousafzai this is the most important (and the most dangerous) sentence in the world.

Malala thought the world should know that she wanted to go to school and that there were people who wanted to stop her doing so, for one reason only, because she was a girl!

In northern Pakistan and Afghanistan, there is a group of people called the Taliban. They have very extreme views and use terror and violence to try to get people to agree with them. The Taliban do not believe that women are equal to men. The Muslim prophet Muhammad stated that a woman (and a man) should seek education from the cradle to the grave, but the Taliban don't agree. They try very hard to stop girls from learning to read and write, even destroying schools, books and writing materials.



Malala Yousafzai, the 16-year-old who was shot by the Taliban in Pakistan in 2012, speaks at United Nations headquarters in New York, USA, 12 July 2013.

Malala's story is sadly not that unusual; thousands of girls around the world do not have easy access to education. What is unusual is that Malala made a choice to do more than just seek an education, she decided (with the support and encouragement of her father) to speak out about what she and thousands of other young girls were experiencing. She began questioning why some girls were not allowed to attend school. How did Malala tell people? She used the Internet and began to keep a blog (helped by her father), a diary of her experiences of growing up and going to school in northern Pakistan.

The BBC published her blog on their website and local newspapers in Pakistan printed parts of it. Her campaign for education for girls was supported by many people in the local community, who wanted an education for themselves or their children.

Malala's actions worried the Taliban much more than soldiers with guns or tanks did. They seemed to find the idea of a little girl with a book the most frightening weapon of all!

As a result on the 9th October 2012, Malala aged 14, was shot by a Taliban terrorist, while on a school bus. In the days following the attack she was unconscious and was kept alive by a machine that helped

her breathe. Eventually her condition improved enough for her to be sent to a hospital in Britain for an operation.

What happened to Malala made leaders in Pakistan and around the world speak out against the Taliban. International politicians began to campaign for all children (girls and boys) worldwide to be allowed to go to school. There is now a United Nations petition to support the right of all children, in all countries, to an education by 2015.

Malala's message to the world put her in great danger, but she still continues at every opportunity to say:

'I want to go to school!'

She has become a force for change both in Pakistan and in the world and has won several awards for her attempts to get the voice of young people heard. Malala is the youngest person ever to be nominated for a Nobel Peace Prize.

Next time you think 'I really don't want to go to school today', remember Malala, her message to the world and all the other children like her, who would love to be able to go to school!

If you could leave one message to the world what would it be?

What would you like to change?

What story would you tell to make people listen to your message?

?
**Key
Questions**

Choices Then and Now - Medium Term Plan – Secondary Key Stage 3 & 4

Key theme What did they choose, What will I choose?	Links with curriculum areas & SMSC History Citizenship Computing English Key skills - communication, ICT, working with others, problem solving and thinking skills: information processing, reasoning, enquiry , creative , evaluative.	Key vocabulary choice consequence right responsibility advocate propaganda peer pressure resilience war peace prejudice discrimination racism military battalion Pals medal white feather Tyke conscription activist extremist Conscientious Objector British German Afghanistan Pakistan Taliban terrorism pacifism medal
Additional information: The content of this scheme of work is not prescriptive, feel free to pick and choose and add your own ideas as appropriate to your situation and the background and prior experience of your students.		

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
1. A day that changed the world? – 4/8/1914	<ul style="list-style-type: none"> Be able to explain at least two reasons why Britain chose to go to war in 1914 Know that some people were against war and why Be able to suggest why choices were made then and what similar choices might be made now Reflect on what choices they might make themselves Predict the consequences of choices 	<ul style="list-style-type: none"> Group work – students are given names on cards of the main countries involved in WWI and have to find the places on a map, the group makes a list of why they think these countries may have gone to war, share lists with the rest of the class Each group then takes a Student Fact File and has to decide on the reasons for Britain and Germany going to war; make a list of reasons for and against going to war for each side and the consequences of making the choice for or against. Share with the rest of the class Brainstorm in groups Choices in the 21st Century; might it be possible to have to make similar choices to 1914? Write down and share <i>Begin reflective diary with an entry about the choices available then and now (similarities and differences)</i> 	Peters Projection world map <i>Country name cards</i> <i>Student Fact File 1914</i> <i>Going to war: choices and consequences sheet</i>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
2. Bill and I / Boy Soldiers The Bradford Pals Why 'join-up'? What choices did they make? What choices would you have made? What choices will you make? Consequences of choices then and now.	<ul style="list-style-type: none"> Be able to explain why many men and boys chose to volunteer Look for meaning beyond the literal and suggest how Bill and Ebenezer felt once they had joined the army Predict consequences of choices made Present an argument for a choice made by one of the characters in the stories based on evidence Know that a campaign attempts to change things and that campaigning may make a difference 	<ul style="list-style-type: none"> Explain that in Bradford alone over 1,000 young boys and men joined up in the first weeks of the war, many were expecting the war to be over by Christmas Look at the pictures of soldiers who joined the British army, this is what they did. Why do you think they joined the army? Look at the image of General Kitchener on the recruiting poster and explain about the 'Pals battalions', compare with the message on the 'No Militarism' banner. Group work - make a mind map that answers the question 'Why might someone choose to join the army in 1914?' Share ideas and discuss that once you were in the army it was not so easy to get out! Read (or better still tell) the story of Bill and I. Students individually reflect on the story and write down two reasons why Bill and Ebenezer decided to join the army and two possible consequences of their choice <i>Write an account in the first person explaining how Bill or Ebenezer felt once they were in the army. What happened next?</i> Discuss causes and campaigns. Make lists in groups of current and recent campaigns e.g. Save the Whale, Ban the Bomb, Show Racism the Red Card etc. Read Boy Soldiers; allow time for reflection/discussion around the rights and the wrongs of what happened in the story; discuss the power of propaganda and peer pressure. Why was John Hipkin angry? What did he do about it? What makes you angry? Can you do something positive with anger? 	<p>Your Country Needs You! poster</p> <p>Photographs of Harry Roberts, Walter Tull, soldiers from the Indian regiments and William Alderson</p> <p>No Militarism banner picture</p> <p>Map to show where the main fighting took place</p> <p>Picture of no man's land</p> <p>Reflective diary</p> <p>Image of the Bradford Pals Memorial and Bradford Cenotaph</p> <p>Picture of the 'Shot at Dawn' memorial</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<ul style="list-style-type: none"> Reflect on the consequences for different people in the stories; consider the firing squad's feelings? How might they feel? They had no choice they were ordered to take part, or face the same fate. <i>Students write a letter home or a diary entry from the perspective of someone who was forced to be part of a firing squad; describe emotions and feelings or write home explaining what had happened to one of those 'shot at dawn' characters and why</i> <p>Extension activities: role play to explore the emotions and feeling of the soldier in one of the stories</p> <p>Walk part of the Routes to Peace Heritage Trail and use the Aurasma app and booklet to find out more about war memorials in Bradford. Design an inclusive memorial to all people killed as a result of World War I</p> <p><i>Students make an entry in their own 'reflective diary', describing how they feel about what they have learnt and what choices they may have made then.</i></p>	
3. Hidden Medals / The Feather Girls Women's opposition to war/women as advocates of war White feathers and medals Women's choices	<ul style="list-style-type: none"> Know that by 1916 for most boys and men there was no choice in joining the armed forces Be able to explain that some people thought it was wrong to fight in the war and others believed all men should Recognise the choices made 	<ul style="list-style-type: none"> Who is given a medal and why? Use the Internet to collect images of people who have recently received medals e.g. Olympic athletes, soldiers, the children of soldiers serving in Afghanistan. What does it mean to be a hero? Can anyone else be a hero? Write a description of the characteristics of a hero in 200 words maximum. Is this possible? Tell the Hidden Medals story. Was Harry a hero? 	<p>Photos of modern 'heroes'</p> <p>Photograph of Harry Roberts</p> <p>Photo of Harry Robert's medals</p>

Possible focus of assessment - *italic*; and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
then and now.	by people in the story, reflect on what their own might be and predict consequences	<p>Do you think he thought he was a hero? List the choices that Harry made and the consequences</p> <ul style="list-style-type: none"> Read Harry sister's letter what do you think she thought about Harry? What do you think she thought about the war and General Haig? Was she for or against the war? <i>Write a reply to Harry's sister's letter as if you were General Haig.</i> Today people might have read about Harry's heroism on Twitter or Facebook. <i>Write a tweet in 140 characters, or write a 200 word status for Facebook! Now write an account of the same event from a German perspective!</i> Explain about conscription and the fact that from 1916 the choice not to fight became a lot harder to make, but that some men still did not join up e.g. Conscientious Objectors (COs)...or due to reserved occupations, health, age, war work etc. Explain Lord Derby Scheme. Make a list of the reasons why men might not have been fighting in the war Look at the white feather, not a medal, but these were often given to people as a 'badge' and called the 'Order of the White Feather' Why? Share story The Feather Girls, discuss the motives and rights and wrongs of giving out white feathers. What might the consequences be? <i>Write a first person account. Explain in 200 words why you chose or chose not to be a feather girl; then 200 about what you felt when you realised the consequences of your actions, or do the same as if you were</i> 	<p>Copy of Harry's sister's letter</p> <p>White feather</p> <p>Lord Derby Card</p> <p>Picture of Conscientious Objectors</p> <p>The Conchle</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<p><i>presented with a white feather, explaining the consequences (alternatively show this in a cartoon sequence).</i></p> <p>Extension Activities: <i>Dramatise one of the stories; update reflective diary what did they do, what would you have done? Why?</i></p> <ul style="list-style-type: none"> Discuss what it means to be brave, courageous, a hero.....or heroine, refer back to the Hidden Medals and White Feathers stories Can anyone be brave? Is all courage always exactly the same? Did it take courage to refuse to fight in World War I? Why? Did it take courage as a soldier to go 'over the top'? Look at the images of soldiers, the Conchie and the silhouette; what do you notice about them? Why is one a silhouette? Explain that Black and Asian men, women and their families were all affected by the war and that the Indian regiments and dominion forces, suffered great losses Some people who fought in the war were however Black British. Ask students to name someone who served in the British army in the 'Great War' who was not White (in some instances this may be a family member) Tell the story 'A Soldier and a Sportsman'; make a list of the prejudice that Walter experienced (that we know about); why was this the case? What choice did he make in terms of responding to this? Suggest reasons why he was never awarded the Military Cross <i>Describe Walter's actions and why he was a hero in a report for The Times newspaper</i> Look at the prison photographs. What do they 	<p>Pictures of soldiers, Indian regiments, COs, Walter Tull, Silhouette of '?'</p> <p>Extracts from tribunal statements</p> <p>Newspaper template</p> <p>Prison photographs</p> <p>Bravery – blank Venn diagram.</p>
<p>3. A Soldier and a Sportsman / The Bravest Man I Ever Met</p> <p>Black and Asian choices in World War I</p> <p>Walter Tull a Black British officer and Isaac Hall a Jamaican CO</p> <p>Equality, discrimination, prejudice, and choices.</p>	<ul style="list-style-type: none"> Make comparisons between different types of bravery and be able to recognise when a certain action has taken courage Be able to explain why some people refused to join the army Articulate why COs were not liked by many people Be able to give examples of what soldiers and COs felt about the war in 1917. 		

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<ul style="list-style-type: none"> show? Who might have been held here? Why? Read Isaac Hall's story. Why did he refuse to fight? Was he treated worse than other COs? Why? Do you think he had a right to an opinion/his beliefs? Was it Isaac's war? <i>Write a letter to the House of Commons, telling Isaacs story and asking for his release</i> Walter Tull was brave, he gave his life fighting for his country; Isaac Hall was brave because he was convinced that there was a rule that said you should not kill no matter what and he stuck to this principle no matter how he was treated! In groups identify different kinds of courage in the stories, placing in the middle, the ways in which their bravery was similar. <p>Extension Activities: act out a tribunal for a CO; <i>reflective diary entry about what choices students might have made and the likely consequences.</i></p>	
4. Days that changed the world 11/9/2001.	<ul style="list-style-type: none"> Know that there are wars today and suggest why Explain that some people campaign against these and think they are wrong Suggest why certain choices might have been made after 9/11 and give an opinion. 	<ul style="list-style-type: none"> Ask the students if Britain is at war today? Who with? Why? Be prepared for some students to have a lot of knowledge and some none and allow for Muslim students to give their interpretation (handle with care) Stress that people of all religions, ethnicities and nationalities were killed Make a time line of the events that day Make a list that explains why 9/11 changed the world for people in Britain and elsewhere..... list major events that may have resulted because of 9/11 and how it may have affected individuals Discuss oppositions to 'A Global War on Terror' e.g. January 18th 2003 3,000 people marched in Bradford against declaring war on Iraq 	<p>Student Fact File 9/11</p> <p>Pictures of the Twin Towers before, during, after</p> <p>Iraq campaign poster</p> <p>Picture of demonstration against war in Iraq</p> <p>For George!</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
5. A Great Poster? / Malala the Blogger What influences choices and informs opinion? Then - 'Your Country Needs You!', 'I Didn't Raise My Boy to be a Soldier' (posters, songs, leaflets etc) Now? Malala's blog, (social media, Internet, You Tube etc).	<ul style="list-style-type: none"> Be able to interpret images and text and look for meaning beyond the literal Know how messages and propaganda were conveyed in 1914 -18 Reflect on what form messages and propaganda might take now Know that Malala used the Internet to spread her message Explain Malala's choices and the consequences of her choices Be able to suggest reasons why the Internet may be a source for good but also dangerous Evaluate realistically the reliability of information in the media, social media and on the Internet. 	<ul style="list-style-type: none"> Design a placard or a poster (with a partner) with a message calling for peace and dialogue. Look at Your Country Needs You! and I Didn't Raise My Boy to be a Soldier, with a partner decide what each is trying to convey. What are their hidden messages? Define propaganda – good and bad? If posters, placards and banners were used in 1914 and even in 2003 what do people use now to try and get us to agree with their point of view (ideologies)? With a partner make a list. Share and compare and contrast Internet, social media, You Tube, TV etc. Who controls these? Do we have any evidence that what they are telling us is true? Look at the picture of Malala who recognises her? Why? Tell Malala's story she made a choice to use the Internet and write a blog to successfully get her message across, did it result in anything else? (Internet safety issues) ; watch an edited version of Malala's speech to the United Nations Why might the Taliban be more scared of a girl with a book, than tanks and guns? Is the Internet always reliable and a source of 'good' information? Do the Taliban (al-Qaeda and right wing extremist groups too) use the Internet to try and canvas support or to scare people? Are they successful? Watch (very short) edited extract (the Jihadist video clip – the box out-take possibly?) from Four Lions; amusing but in reality.....? Such videos but serious ones can be accessed on the 	<p>Your Country Needs You!</p> <p>I Didn't Raise My Boy to be a Soldier!</p> <p>Picture of Malala</p> <p>You Tube edited video of her speech (3 minutes) http://www.youtube.com/watch?v=KtprX8i2k-Q</p> <p>Four Lions short clip – Jihadist You Tube video (edit swearing!)</p> <p>Screen shot of EDL Facebook homepage (minus URL)</p> <p>News clips from Al-Jazeera and the BBC reporting the same event, Website articles.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<p>Internet, what are their intentions? What might they be trying to do?</p> <ul style="list-style-type: none"> • Need to be aware of hidden messages and Internet safety and the source of information • Discuss reporting of events; watch clips from the BBC and Al Jazeera (or articles on their websites), compare and contrast • <i>Make a user's code for evaluating information from the Internet a 'do's and don'ts' for users.</i> <p><i>Extension Activity: set up a class blog or group blogs to campaign or raise awareness, of something that the students would like to change and inform people about, make sure that all information is researched and checked avoiding spin, so it becomes a reliable information source for others.</i></p>	

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Topic 1

Bill and I

Many Bradford boys and young men made the choice to join the 16th and 18th West Yorkshire Battalions, known as the Bradford Pals in 1914. Much later in June 1917 the story below appeared in the Bradford Pals' magazine 'The Tyke'. A Tyke is someone who comes from Yorkshire.

It is supposed to tell a familiar story in a funny way, to make members of the Pals laugh at the way in which many of them had 'rushed' into making the choice to become soldiers. Of course this was when there was a choice, conscription made choosing not to join up very difficult, often impossible. This is the first chapter of a story about two Pals – Bill and Ebenezer and how they came to be in the army...

We Join the Army!

Bill and I are soldiers now!

Bill is 20 and I (Ebenezer) am nearly 20, well go on then 19. Bill is small and fat with an appetite like a horse and he likes a drink or two. In real life he's an errand boy and me well I'm tall and thin, I work on a Saturday night on a coffee stall and the rest of the time I'm what you could call a 'gentleman of leisure'.

Bill and I saw a poster one day as we were wandering round the town, it said in big letters

'Your King and Country Need You!'

Having nothing else much to do and not much money, we went to the army recruiting office and offered our services. We thought we heard the recruiting officer laugh when we said we wanted to join the army (I also thought I heard him say "thank goodness we have a navy" I wonder why?), but he sent us to the doctor all the same. We passed the medical, a bit to everyone's surprise and went before a fat man in a suit, the magistrate, who gave us a whole five shillings (25p) and wished us well in our new career in the army!

Our family and friends seemed to hear the news very quickly and we were greeted on the streets with shouts of 'England's last hope!' 'Are we winning yet?!' and 'The King Wants Men!' and so on. We were taken to a local pub to receive more congratulations and beer from our friends.

At a much later hour than usual Bill and I, new warriors, made our way home, soldiers in the army now, a couple of 'Pals!'

(Adapted from The Tyke 1917 'Bill and I' by H.L)



Why did Bill and Ebenezer join the army?

What encouraged them to make this choice?

Might people make a similar choice today?

Boy Soldiers

'Shot at dawn, one of the first to enlist, a worthy son of his father.'

Inscription on the grave of Albert Ingham of the Manchester Pals

To join the army in 1914 you had to be male and at least nineteen years old (like Ebenezer and Bill), but many younger boys wanted to join up, their friends were doing so and they wanted to be part of this war that would 'be over by Christmas'.....they didn't want to miss out. It seemed like a great adventure and by joining up they were doing their duty and defending their country. This choice to lie about their age and join up was one that many young boys made.

Lots of boys as young as fifteen pretended to be older; the army sometimes sent them away to 'grow up' but very often they were accepted without question and became 'boy soldiers'. Many trained and fought alongside their friends and colleagues in the 'Pals' battalions and thousands died in battle and never returned home for Christmas as they thought they would.

Some met a very different end, they died because they were 'shot at dawn' by a firing squad, made up of soldiers from their own army. General Haig who was in charge thought this was a good way of keeping discipline; this was the sad end to too many boy soldiers' stories.

Thomas's story

One boy soldier, who didn't live long enough to discover that the war wouldn't be over by Christmas, was Private Thomas Highgate, of the Royal West Kent Regiment. He was one of the first to join up and the first to be executed by firing squad for desertion during World War I. He was just 17 years old. Britain had been at war with Germany for 35 days.

Thomas's alleged offence, trial, sentencing and execution all took place on the same day, the 8th of September 1914. He probably suffered from what was later called shell shock and ran away from the front line, when under very heavy fire from German soldiers. There was no one to speak in Thomas's defence at his trial as every other member of his battalion was killed, injured or captured.

Thomas's name was not included on the war memorial in his village, when it was erected after the end of the war, because he was one of hundreds 'shot at dawn'. In the year 2000 when the memorial was refurbished, the parish council in his home village of Shoreham, Kent, voted not to add his name, alongside the names of those who were killed in battle.

Herbert's story

At the age of just 16, Herbert Burden lied that he was older so he could join the Northumberland Fusiliers and fight in the war. Ten months later after fighting courageously and seeing many of his friends killed and seriously injured, he left his post to comfort one of his friends who was very upset. This act of kindness was to lead to his death.

Herbert was accused of running away from the battle, arrested and court martialled. The officers considering Herbert's case were told that his unit had been issued orders to make for the front just before he went missing (to help his friend), so he was accused of desertion.

Like Thomas, by the time Herbert faced the firing squad on the 21st of July 1915, he was only 17, still too

young to even officially join the army. All the same, he was blindfolded, tied to a stake and shot at dawn by a firing squad made up of British soldiers.

Two Bradford Pals

In 1916 two members of the Bradford Pals, a little older than Herbert and Thomas but still very young men, were also shot at dawn. They were 'model soldiers' and witnesses and their commanding officers had asked for them not to be put to death. So why were they shot?

After serving in the trenches Herbert Crimmins and Arthur Wild were given leave. Like many hundreds of soldiers before them, they headed to the village of Bus les Artois to enjoy themselves. It is still possible to see messages and graffiti etched into the walls of the church by the Pals and other soldiers, who spent time in the village trying to forget the war.

Herbert and Arthur went to a bar and they had far too much alcohol and ended up quite drunk. As a result they couldn't find the way back to their regiment. They decided to sleep in a field. In the morning they realised that they were still lost. They walked until they found the British army and reported to the military police. They were arrested, tried for desertion and later shot at dawn. Their death warrants were signed by General Haig himself.

A thousand Bradford Pals were gathered together and had to listen to the announcement that two of their friends, both volunteers, had been shot. For many this was unbelievable, if you had volunteered you were there because you had made that choice. To be shot by your own army just seemed impossible. They heard the news in shocked silence.

The families of Herbert and Arthur were told that they had been 'killed in action' and it was years later that they learnt what had really happened.



Shot at Dawn memorial
at the National Memorial
Arboretum.

by NMAguide via wikimedia
commons (CC BY-SA 3.0).

The Shot at Dawn Campaign

It is believed that 306 British soldiers were executed by their own side in World War I.

John Hipkin (who was taken prisoner in World War II when a 14 year old cabin boy in the merchant navy) started the 'Shot at Dawn Campaign' in the early 1990s. He wanted to ensure that soldiers such as Thomas, Herbert, Arthur and Herbert Crimmins, would be remembered. He began campaigning after reading about Herbert Burden's case, he said

"I couldn't believe it was true, but when I looked into it there were others and this really angered me."

As a result of his campaigning eventually a memorial to all soldiers shot by their own side during World War I was commissioned, its purpose to ensure that those shot at dawn would not be forgotten. The memorial is a statue of a young boy soldier, blindfolded and tied to a stake. It was unveiled in 2001 in Staffordshire at the National Arboretum. The statue is modelled on Private Herbert Burden.

Finally in 2006 the 306 soldiers shot at dawn received a pardon from the Government, allowing them to have their names included on the memorials, that serve to remind us all of those who died in World War I.

What choice would you have made?

Would you have added Thomas's name to the memorial in 2000?

What might have made Thomas and Herbert choose to join the army?

Why do you think they lied about their age?

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**Key
Questions**

Topic 2

Hidden Medals

Henry Roberts (known as 'Harry') was born in Bradford in 1897. He joined the army on the 23rd of September 1914, claiming that he was nineteen years old (do the maths – he wasn't!). Like many other boys he lied about his age.



The medals Harry Roberts received for his military service during World War I.

He was one of the first 1000 boys and young men to join the 16th Battalion of the West Yorkshire Regiment, the 'Bradford Pals'. The Pals regiments were usually made up of friends who lived near each other, had sometimes gone to the same school and worked together.

Harry travelled with the Pals and fought in the Mediterranean, Egypt and then France. He was involved in the Battle of the Somme. Harry was wounded in the right arm on the 1st of May, 1917. As a result he was sent home and had to spend quite some time in hospital.

Once Harry was well again, he was promoted to Lance Corporal, then Corporal and recommended for training as an officer. He became a Second Lieutenant and joined the First East Yorkshire Regiment.

On the 7th of November 1918 (just four days before the end of the war), Harry led two platoons of men to capture a German machine gun post and then went on to capture a single machine gun that was firing at British troops. As a result of this and for his 'determined leadership' Harry was awarded the Military Cross. He never told his family exactly why he won the medal, always saying vaguely that it was for:

'..... getting food up to the front line!'

Harry's sister was appalled at the loss of life and suffering in the trenches in the war and wrote a letter about the experiences Harry endured and how they had affected him. The medal didn't make up for this! She was one of the many thousands of women who stood up and spoke out against World War I.

Harry was discharged from the army on the 19th of April 1919. He married and had one daughter, who much later had his medals framed and was very proud of her father's war record. Harry however like many other soldiers in the 'Great War' refused to discuss his experiences with his family. He kept his medals and his Bradford Pals cap badge, hidden away, out of sight, but he never forgot about them, or his experiences.

He died many years after the war, as a result of shrapnel (fragments of metal from an artillery shell) that were still lodged in his body. So in the end Henry 'Harry' Roberts, Military Cross, was yet another casualty of the 'Great War'.

Why do you think Harry chose not to talk about his experiences?

Why do you think Harry's daughter displayed his medals?

What would you have chosen to do?

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**Key
Questions**

The Girls with the White Feathers

Some men didn't get a medal instead they received 'The Order of the White Feather'. Some men received both!

Imagine you are a teenage boy and it's 1914. You're walking down the street and you see a girl; you look at her, and she looks at you, you smile at her and she smiles at you. She begins to walk towards you, you step towards her and then she hands you a white feather and says

"You should be in uniform!"

In the first twelve months of the war this happened all over the country to thousands of boys and young men. What made these young women make the choice to do this?



Women and girls played an important part at home during the war. Sometimes it was women who called for an end to fighting. Very often they supported Conscientious Objectors and campaigned for their rights, but they also worked in the jobs that the men who were away in the armed forces usually did; they made the weapons and explosive shells that were used in the war.

In 1914, a man called Charles Penrose Fitzgerald (a retired Admiral) persuaded thirty young women to each give a white feather to every man not in uniform on the sea front at Folkstone, in Kent, he described these men as 'slackers'.

Receiving a white feather became known as 'The Order of the White Feather'. They were frequently given to Conscientious Objectors and members of their families. Sometimes soldiers home on leave, or who had been injured in the war, men who were too old, boys who were too young, those who were not well enough, or who were not allowed to fight, because their jobs were of 'national importance', were also given white feathers.

One 15-year-old boy lied about his age to get into the army in 1914. As a result Frederick Broome fought in the Battle of the Marne and the first Battle of Ypres, before he caught a fever, became dangerously ill and was sent home. He was discharged from the army not just because of ill health, but because he was still too young to join up! One day walking across Putney Bridge, in London, four girls walked up to him

and gave him white feathers.

"I explained to them that I had been in the army and been discharged, and I was still only 16. Several people had collected around the girls and there was a lot of giggling. I felt most uncomfortable and ... very humiliated."

What did he do? He walked straight into the nearest recruiting office and re-joined the army....still under age.

James Cutmore was married with three small daughters. He attempted to volunteer in 1914, but was turned down because he had bad eyesight. In 1916, as he walked home from his job in London, a young woman gave him a white feather. He was ashamed and angry. The very next day he went to the recruitment office and by then the army wasn't bothered about short sightedness. They just wanted soldiers. Rifleman James Cutmore did his duty on the front line. He was wounded in February 1918 and died of his wounds on March the 28th.

His wife never got over losing her husband. She blamed the politicians. She blamed the generation that sent him to war. She blamed the army. But most of all, she blamed that unknown girl who gave him a white feather.

Why a white feather?

A white feather was an insult, which came about because of cock-fighting, at one time a popular sport in Britain. Some of the fighting birds had white feathers in their tails, if they stopped fighting and ran, they 'showed the white feather'; it was a sign of fear. 'Showing the white feather' began to be used as a term for a lack of bravery.

In 1902 A.E.W Mason, wrote a book in which the hero refused to fight for his country, is given four white feathers and then has to prove his courage, in order to be forgiven by his girlfriend and others who know him. It is thought that this is where the idea of the 'Order of the White Feather' may have originated.

Why might someone have chosen to be a feather girl?

Were their actions appropriate?

How would you have felt if you were given a white feather?

What choice would you have made?

?
**Key
Questions**

Topic 3

Walter Tull – An Officer and a Sportsman

Walter was born in Folkestone in Kent, in April 1888. His mother was called Alice and was White his father, Daniel, was Black and the son of an enslaved man who arrived in Britain from Barbados in 1876. By the time Walter was six both his mother and father were dead and as a result he was sent with his brother to an orphanage in London.



A portrait of Walter Tull taken during his time in the military, c1914-1918.

Walter was always a very keen sportsman and a talented footballer. In 1908 he joined Tottenham Hotspur Football Club. He was the first Black professional outfield player in Britain. Arthur Wharton - who also held a world record for the hundred metres sprint - was the first ever professional Black footballer; he played in goal for Preston.

As a Black person in a White society, racism and discrimination were a problem for Walter; but on the football field he was usually treated with respect, his ability making it obvious that he was the equal of his White team mates and opponents. However newspapers often described Walter as a “darkie”, referring as often to his skin colour, as to his footballing skills! One paper came to his defence in 1909. The ‘Football Star’ reported that when Walter played in a match in Bristol some spectators:

“... used language lower than Billingsgate’s “

(Billingsgate was a London fish market, noted for swearing among the people who worked there). The reporter went on to say:

“Let me tell those Bristol hooligans that Tull is so clean in mind and method, as to be a model for all White men who play football.”

Was this the first ever mention of racism at a football match in a newspaper?

Walter’s response to the racist abuse is not noted, but it seems he continued to play, ignoring the taunts.

In 1910 Walter moved to Northampton Town Football Club, but his football career came to an abrupt end in 1914 at the outbreak of the World War I. He joined the 17th (1st Football) Battalion of the Middlesex

Regiment, a regiment made up of men with a talent for football!

During his training Walter was promoted three times. By November 1914, he had reached the rank of Lance Sergeant. He was sent to France, but returned home soon afterwards as he was poorly; suffering from what is sometimes called 'shell shock'.

Once he was well again, he was sent back to France and fought in the Battle of the Somme. His courage and ability resulted in the recommendation that he train to be an officer. There were army laws at this time preventing Black men - 'any negro or person of colour' - training to be an officer. Despite this, Walter was allowed to do so and became the first ever Black officer in the British Army; the first Black officer to lead White men into battle.

Walter was sent to the Italian Front and he was mentioned in despatches for 'gallantry and coolness' under fire. He was also recommended for a medal called the Military Cross. He was never to receive it.

Walter was transferred with his battalion, back to France, to fight in the Somme Valley. On the 25th of March 1918, Walter was killed by machine gun fire while trying to help his soldiers to retreat. Walter's body was never found, even though his men risked their own lives trying to recover it from no-man's land. He was one of the many thousands of young men killed fighting for 'King and Country' in World War I and like many of his comrades in arms he has no known grave.

Today Walter is remembered as a talented sportsman, a brave officer, a soldier, and a 'trailblazer' for Black people in Britain. The Walter Tull Foundation works in his name to promote equality and to challenge racism, discrimination and prejudice.

Why do you think Walter received abuse on the football pitch?

Could a similar thing happen today?

How did Walter show his courage on the football pitch and on the battlefield?

Why was he a trailblazer?

?
**Key
Questions**

Isaac Hall – ‘The Bravest Man I Have Ever Met’

Until 1916 in Britain men had never been ‘forced’ to fight in wars by an act of parliament. The armed forces were mainly volunteers and when conflicts arose, men (not women) were asked to fight. In the first two years of World War I over a million men and boys volunteered.



Despite his bravery, there are no known photos of Isaac Hall.

In 1916 when the Government realised that they needed more troops, due to the huge numbers of soldiers being killed in Europe, they passed a law that said that all men aged 18 – 41 must join the armed forces, whether they wanted to or not. This requirement to fight is called conscription and was common in other countries, for example Germany and France.

Some men refused from the start to join the armed forces. Most of these were pacifists, who thought it was wrong to kill; many of them held strong religious beliefs, usually Christian, although some were Jewish and a few Buddhist. Some men who refused to join the armed forces did so because of their political views. They refused to kill for a government, or for ‘King and Country’. In all about 16,000 men refused to fight, they became known as ‘Conchies’, or COs, which was short for their official title - Conscientious Objectors.

One of these ‘Conchies’ was a man called Isaac Hall. He was Black African Caribbean and the grandchild of a man who had been enslaved on a sugar plantation in Jamaica. He came to Britain just before the war to work as a carpenter. When war was declared he tried to return to Jamaica, but he was not allowed to leave and in 1916 he received his call up papers, requiring him to join the armed forces.

Isaac didn’t know where Germany or France was, he had never even heard of most of the nations that were fighting each other and had no idea why they were at war. He had very little education, but he did know the Bible. Isaac was a Christian and took very seriously the commandment in the Bible that says ‘You shall not kill.’ As a result, he refused not only to fight, but to do any work that might support the war.

He went before a tribunal as a Conscientious Objector and his application was turned down, he was told he had to fight. The tribunal told him he was ignorant, unlettered and had no right to any opinion! But Isaac had opinions and beliefs and he wasn’t about to kill anyone if the Bible said he shouldn’t. He refused to join the army and as a result he was arrested.

He was taken by force to an army training camp and when he refused an order to march with the other soldiers, he was dragged around the parade ground, face down until he was unconscious. When he was ‘fit’ he was court martialled and sentenced to two years hard labour for disobeying orders. In prison he refused to do any work that might help the war effort. As a result he was placed in solitary confinement

and given only bread and water. This pattern was repeated time and time again and Isaac became seriously ill.

Prison Quarry, Princetown.

Kingsway Real Photo Series, S8172, Prison Quarry, Princetown, c1914-1918 © Peace Museum.



Isaac might have been very badly treated and very ill as a result, but he still believed it was wrong to kill another human being and he didn't waver. A Quaker, Joan Fry visited Isaac in prison and was so appalled at the state of the conditions in which he was kept and how poorly he was, that she called in the help of a member of the Independent Labour Party (ILP) called Alfred Salter. He was so shocked at what he found that went to the Government and told them of Isaac's treatment.

He said

"I was horrified at the spectacle of a living skeleton-a gaunt, bent, starved, broken man, a coal-black man with ashen lips and sunken eyes. But he was broken only in body; his soul and spirit were as resolute as ever."

and reported that one of the prison guards had said to him

"Isaac Hall is the bravest man I have ever met."

One Government representative after listening to Alfred's report of Isaac's experiences said

"If half of what you have told me is true it makes me ashamed of being an Englishman."

Conscientious Objectors were often discussed in the Houses of Parliament. As a result of Alfred Salter's report, questions began to be asked about Isaac, his treatment and his state of health.

One MP asked the Home Secretary if:

"It is the fact that Isaac Hall, a coloured man from Jamaica, is imprisoned at Pentonville as a Conscientious Objector; if so is he is treated exactly like others of the same sort; and is it a fact that he had no opportunity of appearing before any tribunal?"

The reply was 'Yes' and that he had refused all work that might help the war or war effort and so was imprisoned.

On the 17th January 1918 Mr Snowden (an MP who lived near Keighley) asked about the condition of the health of Isaac in Pentonville Prison.

Forty eight hours later, because of all these 'questions' Isaac was admitted to hospital and then eventually released. He lived for nine months with members of the ILP in Bermondsey, in London, until a place on a ship, back to Jamaica, could be found. Isaac left Britain and returned home. He had suffered terrible treatment, but had obeyed what he thought the Bible commanded and refused to kill, remaining true to his religious beliefs.

? Key Questions

Was Isaac's choice not to fight in the war right?

Why do you think Isaac was treated so badly?

Why do you think the guard described Isaac as the bravest man he'd ever met?

What choice would you have made?

Topic 4

Malala the Blogger

Have you ever read a blog on the Internet? Did it influence what you thought about something? Did it change your ideas? The Internet can be very powerful, a source for good and also a place where propaganda and lies are spread, sometimes with the purpose of making people think that a certain view or piece of information is right when it isn't.

Malala Yousafzai, the 16-year-old who was shot by the Taliban in Pakistan in 2012, speaks at United Nations headquarters in New York, USA, 12 July 2013.



Malala Yousafzai used the Internet for good, she wanted to make people understand that thousands (possibly millions) of girls across the globe struggle to get an education and to go to school, because of poverty, sexism and inequality. It all started with Malala's blog, an on line diary kept by this eleven year old Pakistani schoolgirl; as a result of this blog her name and the cause for which she campaigned is known world-wide. But the blog also put her in danger and made her a target for extremists.

In northern Pakistan and Afghanistan, there is a group of people known as the Taliban. They interpret the Muslim religion in a very extreme way and believe that terror and violence will get people to agree with their views. The Taliban's interpretation of Islam is that women are not equal to men. The Muslim prophet Muhammad stated that a woman (and a man) should seek education from the cradle to the grave. However the Taliban claim that women and girls should not be educated.

Malala comes from the Swat district of northern Pakistan where the Taliban are very active and have destroyed at least 150 schools in the area, in an attempt to stop girls from receiving an education, even though the Pakistani Government is pledged to protect the schools and the children who attend them. Free education is not available to all in Pakistan and boys are still more likely to be educated than girls. There are private schools for girls and in the more remote areas sometimes this is the only way girls can get an education.

Malala decided she wanted an education no matter what the Taliban thought or did and she continued to go to school even though it was dangerous. Malala's story is not unique lots of girls around the world who do not have easy access to education risk violence to get one. Malala made a choice though to do more than just seek an education. She decided to speak out (with the support of her father) about what her and

thousands of other young girls were experiencing. She began questioning publicly why some girls were not allowed to attend school and to speak out against the Taliban in her blog. The diary was published on the BBC website and Malala began to get noticed and listened to. Parts of the blog were re-produced in local newspapers in Pakistan and her campaign for education for girls was supported by the local community. She said

'I am not afraid of anyone!'

However the Taliban became increasingly afraid of Malala and the influence she was having on people and their views. She seemed to worry the Taliban extremists much more than Pakistani or American soldiers with guns and tanks did. They found the idea of a girl with a book the most frightening weapon of all.

In 2009 Malala became the president of the District Child Assembly in Swat; in 2011 she was nominated for the Children's Peace Prize and was awarded Pakistan's first National Youth Peace Prize two months later in December. She became the youngest person ever to be nominated for a Nobel Peace Prize. As a result of all this, on the 9th October 2012, Malala now aged 14, was targeted and shot by a Taliban extremist while on a school bus. She had just finished an exam on the Holy Qur'an.

In the days immediately following the attack, she remained unconscious and was kept alive by a ventilator, but later her condition improved enough for her to be sent to a hospital in Britain for an operation.

What happened encouraged Muslim leaders to speak out against the Taliban and international politicians began to campaign for all children worldwide to be able to go to school. A United Nations petition was initiated, to support the right of all children to have an education and to attempt to make this a reality by 2015.

Sadly Malala is still not safe, the Taliban has reiterated its intent to kill both Malala and her father Ziauddin, they are both in constant danger, but both continue to campaign for the education of girls everywhere and to use the Internet to get their message to the world.

? Key Questions

Why do you think Malala made the choice to keep a blog?

Is the Internet always a force for good?

How might it persuade people to hold certain views or take certain actions?

Did the Internet put Malala in danger?

What does this tell us about Internet safety?

How reliable is information posted on the Internet?

What would you feel strongly enough to campaign for?

Choices Then and Now - Medium Term Plan – Post 16

Key theme Campaign make a difference	Links with curriculum areas & SMSC Subjects - Citizenship, History, English, Computing Key skills - communication, ICT, working with others, problem solving and thinking skills; information processing, reasoning, enquiry , creative , evaluative SMSC - potentially all aspects	Key vocabulary choice consequence campaign protest demonstrate canvas advocate pressure group propaganda peer pressure radicalisation resilience war peace prejudice discrimination racism military battalion Pals Tyke conscription remembrance No – Conscription Fellowship British Legion Animal Aid Peace Pledge Union activist extremist poppies Conscientious Objector British German Iraq Afghanistan Pakistan Taliban terrorism pacifism
Additional information: The content of this medium term plan is not prescriptive, feel free to pick and choose and add your own ideas as appropriate to your situation and the background and prior experience of your students. You may also wish to draw on other untold stories (particularly the secondary ones) Bill and I and Boy Soldiers and The Talking Walls and Talking Pages for example. Feel free to use these (and indeed ideas and activities from the secondary section) to add to the content that follows.		

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
1. A day that changed the world ? – 4/8/1914.	<ul style="list-style-type: none"> Be able to explain at least two reasons why Britain chose to go to war in 1914 Know that some people were against war and why Be able to suggest why choices were made then and what similar choices might be made now Reflect on what choices they might make themselves Predict the consequences of choices. 	<ul style="list-style-type: none"> Group work – students are given names on cards of the main countries involved in WWI and have to find the places on a map, the group makes a list of why they think these countries may have gone to war, share lists Each group then takes a Student Fact File and has to decide on the reasons for Britain and Germany going to war; make a list of reasons for and against going to war for each side and the consequences of making the choice for or against Brainstorm in groups Choices in the 21st Century; might it be possible to have to make similar choices to 1914? Write down and share <i>Begin reflective diary with an entry about the</i> 	Peters Projection world map Country name cards Student Fact File 1914 Going to war: choices and consequences sheet

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
2. "More of a great poster than a great man!" Why 'join-up' then? Propaganda, information and misinformation Hidden messages and agendas? Posters, songs, information – 'Your Country Needs you!' 'I Didn't Raise My Boy to be a Soldier!' Pressure groups, hidden messages and propaganda today.	<ul style="list-style-type: none"> Be able to explain why many men and boys chose to volunteer Look for meaning beyond the literal Be able to de-code messages where persuasion (sometimes radicalisation) is a goal of content Predict consequences of choices made Know that a campaign attempts to change things and that campaigning may make a difference for good or bad. 	<p><i>choices available then and now (similarities and differences).</i></p> <ul style="list-style-type: none"> Explain that in Bradford alone 1,000 young boys and men joined up in the first weeks of the war, many were expecting the war to be over by Christmas Look at pictures of soldiers. Why do you think they joined the army? Did they have any choice after 1916? Had they been in Germany or France would they have had any choice in 1914? Group work – make a mind map that answers the question 'Why might someone choose to join the army in 1914?' Share ideas and discuss that once you were in the army it was not so easy to get out! Look at Your Country Needs You! and I Didn't Raise My Boy to be a Soldier, with a partner decide what each is trying to convey. What are their hidden messages? Share A Great Poster? What does this tell us about then and now? Define propaganda – good and bad propaganda? Is this possible Compare the messages on the Your Country Needs You!, the sheet music for 'I didn't Raise My Boy to be a Soldier' and on the 'No Militarism in Schools' banner. How do the messages differ? No-Conscription Fellowship, Quaker campaigns, support for COs. How did these use hidden messages, campaigns and literature? <i>Internet research and make a mini-presentation, did they disseminate information, or did they use propaganda of a kind too?</i> 	<p>Your Country Needs You! poster</p> <p>Photographs of Harry Roberts, Walter Tull, soldiers from the Indian regiments and William Alderson</p> <p>No Militarism banner picture</p> <p>I Didn't Raise My Boy to be a Soldier picture</p> <p>Appropriate pages from the Routes to Peace Heritage Trail.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<ul style="list-style-type: none"> Discuss recent causes and campaigns. Make lists in groups e.g. save the whale, show racism the red card, Free Palestine, Occupy, CND etc. <p>Extension activities: Walk part of the Routes to Peace Heritage Trail; and use the Aurasma app and booklet to find out more about people in Bradford who have been involved in campaigns and action e.g. J.B. Priestley, Dietrich Bonhoeffer, Joe and Rita Corina, and Norman Angell. Organise an event at which students may speak at Bradford's new Speakers' Corner to campaign for ????????</p> <p><i>Students make an entry in their own 'reflective diary', describing how they feel about what they have learnt and what choices these people may have made and the consequences, compared to choices and possible consequences today.</i></p>	
<p>3. Women marching for Peace</p> <p>Women's voices</p> <p>Bradford Women's Peace Crusade 1917/</p> <p>Bradford Women for Peace in the 21st Century</p> <p>Women in the news – national</p> <p>Amanda Donnelly and daughter Gemini Donnelly-Martin, Ingrid Loyau-Kennett; international – Malala Yousafzai 'I am afraid</p>	<ul style="list-style-type: none"> Know that by 1916 for most boys and men there was no choice in joining the armed forces Be able to explain that some people thought it was wrong to fight in the war and others believed all men should fight Recognise the choices made by people, reflect on what their own might be and predict consequences. 	<ul style="list-style-type: none"> Brainstorm the role of women in war then and now; how has this changed? Have women always had a part to play? Make a list of how women may help 'the war effort' or may work for peace, then and now. Did/do women have a choice? Explain about conscription and the fact that from 1916 the choice not to fight became a lot harder for men to make, but that some men still did not join up e.g. Conscientious Objectors (COs)... or due to reserved occupations, health, age, war work etc. Share Women Marching for Peace Today people might read about the Women's Peace Crusade march through Bradford, on Twitter or Facebook. Write a tweet in 140 characters, or write a 200 word status for 	<p>Photos and posters of campaigns then, Women's Peace Crusade and more recent campaigns e.g. demonstrations e.g. Iraq War, Occupy, the Arab Spring etc</p> <p>Photograph of Harry Roberts</p> <p>Photo of Harry Robert's medals</p> <p>Copy of Harry's sister's letter.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
of no one.		<p>Facebook</p> <ul style="list-style-type: none"> <i>Now write the same from a German perspective!</i> Read Harry sister's letter what do you think she thought about Harry? What do you think she thought about the war and General Haig? Was she for or against the war? How would she have told people today about this? <i>Write a blog entry from her point of view</i> <i>Write a reply to Harry's sister's letter as if you were General Haig</i> Why do you think Bradford Women for Peace chose to protest against the EDL? What would you have done? Why might women's presence at the demonstration have helped keep the peace? <i>Design a slogan or banner for Bradford Women for Peace</i> <i>Describe in no more than five hundred and fifty words the similarities and differences between Bradford Women for Peace and the Women's Peace Crusade.</i> <p>Extension Activity: <i>Update reflective diary what did they do, what would you have done? Why? Plan a peaceful campaign aimed at creating peace not conflict.</i></p>	
4. Whose Poppy? Poppies, remembrance, respect and action Whose poppy is it anyway? The Royal British	<ul style="list-style-type: none"> Make comparisons between different types of bravery and be able to recognise when a certain action has taken courage Know why poppies may arouse strong feelings and be a cause of tension 	<ul style="list-style-type: none"> Discuss what it means to be brave, courageous, a hero.....or heroine? In groups brainstorm recent heroes and heroines (sports people, musicians, soldiers, activists, community members, family, friends etc.) Can anyone be brave? Is all courage always exactly the same? Did it take courage to refuse to fight in World War I? Why? Did it take 	<p>Pictures of soldiers, Indian regiments, COs, Walter Tull, Silhouette of '?'</p> <p>Extracts from tribunal statements</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
Legion, the Peace Pledge Union and Animal Aid - red, white or purple?	<ul style="list-style-type: none"> Be able to say if this is justified Provide an opinion on the importance of remembrance. 	<p>courage as a soldier to go fight and go 'over the top'? Look at pictures of CO's, prison photographs, explain Isaac Hall's experiences; any one heard of him? Why not? A hidden history? Watch final scene from Blackadder 'Over the Top' – funny but??? Bravery? Different but similar?</p> <ul style="list-style-type: none"> Some people who fought in the war were Black or South Asian. Ask students to name someone who served in the British army in the 'Great War' who was not White (in some instances this may be a family member) but do they know of any famous ones? If not why not? Many died fighting for King and Country. What does this tell us? Is this another hidden history? Is it one worth campaigning for to make public? How do many people remember those who died in the Great War? Poppies....so who are the poppies for and why poppies? Are poppies for everyone (e.g. the Shot at Dawn campaign boys and men?) Share 'Whose Poppies?' Look at the two banners 'Remembrance is not Enough' and 'We are Running Out of Poppies'. What are their hidden messages? What do they want people to do? <i>In groups create a presentation in favour of wearing a red poppy or against; for wearing white poppies or against; in defence of the need for a purple poppy or against. Hold a group debate and vote for the winner.</i> <i>Whose poppies are they? Is remembrance enough?</i> <p>Extension Activity: <i>Reflective diary, write 250 words that explain why remembrance is not enough.</i></p>	<p>Prison photographs</p> <p>Bravery – blank Venn diagram</p> <p>You Tube/BBC Blackadder 'Good Luck Everybody' http://www.youtube.com/watch?v=vH3-Gt7mgYM</p> <p>Picture of 'Remembrance is Not Enough' banner and 'We are Running Out of Poppies'</p> <p>White poppies, red poppies and purple poppies.</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
5. A day that changed the world ? - 11/9/2001.	<ul style="list-style-type: none"> Know that there are wars today and suggest why Explain that some people campaign against these and think they are wrong Describe how some extremist groups have campaigned to escalate violence and terror Suggest why certain choices might have been made after 9/11 and give an opinion as to the resulting consequences. 	<ul style="list-style-type: none"> Ask the students if Britain is at war today? Who with? Why? Be prepared for some students to have a lot of knowledge and some none and allow for Muslim students to give their interpretation of the War on Terror, events in Afghanistan and North West Pakistan and here in Britain e.g. 7/7 and Woolwich Look at the Student Fact File Stress that people of all religions, ethnicities and nationalities were killed <i>Make a time line of the events that day</i> Make a list that explains why 9/11 changed the world for people in Britain and elsewhere list major events that may have resulted because of 9/11 and how it may have affected individuals, communities, countries and the world Discuss oppositions to 'A Global War on Terror' e.g. January 18th 2003, 3,000 people marched in Bradford, to protest against Britain declaring war on Iraq What would you have done in 2003? How can you today peacefully get your opinion and voice heard? Make an action plan in groups of what you would like to get across, who to and how you could achieve this. 	<p><i>Red = provided</i></p> <p>Pictures of the Twin Towers before, during, after</p> <p>Student Fact File 9/11</p> <p>Website report on 9/11 and legacy http://www.bbc.co.uk/newsround/14854813</p> <p>Iraq campaign poster</p> <p>Picture of demonstration against war Iraq</p> <p>For George!</p> <p>Action plan template.</p>
6. One Girl and a Blog Campaigning now - Who? Governments, the military, extremist groups, pressure groups, peace groups etc. How? - social media, the Internet, TV	<ul style="list-style-type: none"> Be able to interpret images and text and look for meaning beyond the literal Describe how messages and propaganda were conveyed in 1914 -18 Reflect on what form messages and propaganda take now and where they come from 	<ul style="list-style-type: none"> Take another Look at Your Country Needs You!, Women's Peace Crusade poster and 'I Didn't Raise My Boy to be a Soldier' What is their purpose? What are they trying to do? If posters, placards and banners were used in 1914 and even in 2003 (and in 2013) what other means do people use now to try and get us to agree with their point of view (ideologies)? With a partner make a list. Share and compare and contrast with another pair..... Internet, social 	<p><i>Red = provided</i></p> <p>Your Country Needs You!</p> <p>I Didn't Raise My Boy to be a Soldier!</p> <p>Women's Peace Crusade poster</p> <p>Picture of Malala</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources Red = provided
<p>Why? – for support, recruits, change One Girl and a Blog - What choices would you make?</p> <p>What would you campaign for? Why?</p> <p>What change might your choices and action bring about?</p>	<ul style="list-style-type: none"> Know that Malala used the Internet to spread her message Explain Malala's choices and the consequences of her choices Be able to suggest reasons why the Internet may be a source for good but also dangerous Evaluate realistically the reliability of information in the media, social media and on the Internet. 	<p>media, You Tube, TV etc. Who controls these? Do we have any evidence that what they are telling us is true?</p> <ul style="list-style-type: none"> Look at the picture of Malala who recognises her? Why? Explore Malala's story. What did she choose to do? She made a choice to use the Internet and write a blog to successfully get her message across. Did it result in anything else? (Internet safety issues) Why might the Taliban be more scared of a girl with a book, than tanks and guns? Watch an edited version of Malala's speech to the United Nations - opinions? Malala youngest person to ever be nominated for a Nobel Peace Prize, because of her actions, but were her actions hers or were they the BBC's? The Pakistani Government's? Her father's? What do you think? Is the Internet always reliable and a source of 'good' information? Do the Taliban (al-Qaeda and right wing extremist groups too) use the Internet to try and canvas support or to scare people? Are they successful? Watch (very short) edited extract (the Jihadist video clip – the box out-take possibly?) from Four Lions; amusing but in reality.....? Such videos, but serious ones, posted by extremist groups can be accessed on the Internet, what are their intentions? What might they be trying to do? Need to be aware of hidden messages and Internet safety and the source of information Discuss reporting of events; watch clips from 	<p>You Tube edited video of her speech (3 minutes) http://www.youtube.com/watch?v=KtprX8i2k-Q</p> <p>Four Lions short clip – Jihadist You Tube video</p> <p>Screen shot of EDL Facebook homepage</p> <p>News clips from Al Jazeera and the BBC reporting the same event, Website articles.</p> <p>Dan and Dan – the Daily Mail Song http://www.youtube.com/watch?v=5eBT6OSr1TI</p>

Possible focus of assessment - *italic*, and/or ICT opportunities - **bold**

Untold story/lesson focus	Intended learning objectives <i>Students should:</i>	Main learning activities	Resources <i>Red = provided</i>
		<p>the BBC and Al Jazeera (or articles on their websites), compare and contrast</p> <ul style="list-style-type: none"> • Watch the Daily Mail Song video by Dan and Dan. What are they suggesting? Should we always consider carefully, the truth of what we read, hear, watch? • <i>Make a user's code for evaluating information from the Internet a 'do's and don'ts' for users under 16. What do they need to know and be aware of?</i> <p>Extension Activity: Set up group blogs to campaign or raise awareness, of something that the students would like to change and inform people about, that affects their lives today; make sure that all information is researched and checked avoiding spin, so it becomes a reliable information source for others.</p>	

Topic 1

A Great Poster?

What is Propaganda?

Propaganda is something designed to influence people's opinions. This is often achieved by exaggerating, sometimes telling half the truth, sometimes even lying. Governments, extremist groups, campaigners and activists around the world, may use propaganda for a variety of purposes.

Propaganda is used the most at times of conflict and war, with different sides telling a different story, giving a different message aimed at influencing people's choices.

In short, both the 'good guys' and the 'bad guys' can often be guilty of misleading people with distortions, exaggerations, subjectivity, inaccuracy and even fabrications, in order to receive support and influence behaviour.

In World War I the Government and anti-war activists, used posters, artwork, magazines, cartoons, pamphlets and sheet music (for songs) to get their message across and to try and influence people to think or act in a certain way. The Government produced posters encouraging men and boys to join the armed forces, the most famous image is probably the one of Lord Kitchener pointing and saying 'Your Country Needs You!'

Lord Kitchener

At the beginning of World War I Lord Horatio Herbert Kitchener was made Secretary of State for War. He was seen as a war hero by the British people as he had played a central role in campaigns in Egypt and in the South African Boer War. It was Kitchener who came up with the idea of and used 'concentration camps' during this last conflict.

The famous 'Your Country Needs You' image, featuring Lord Kitchener.

Alfred Leete, b.1882 d.1933, Your Country Needs You, Reproduced by the Imperial War Museum, 2008 Reproduced by The Peace Museum for educational purposes only.



Kitchener was one of the few to quickly realise that WWI was going to span a number of years and would need a huge number of soldiers. He set about recruiting volunteers in massive numbers and setting up

new regiments. His own image was used repeatedly to encourage people to join the army and navy, his uniform, pointing finger and huge handlebar moustache making him instantly recognisable.

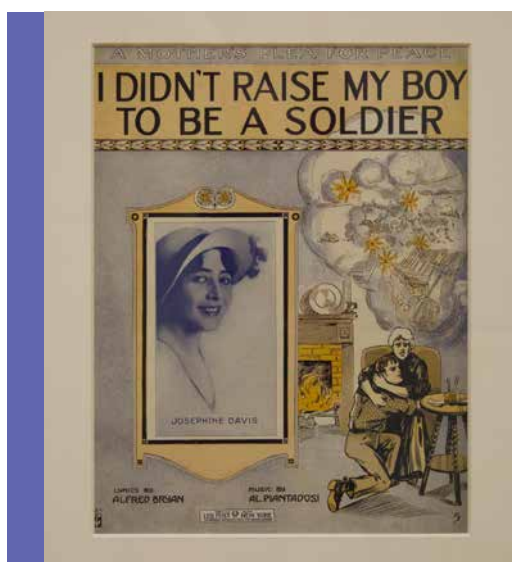
He became increasingly unpopular with the Government and he was not a great statesman or politician; in fact he was often seen as not being very clever. The Prime Minister Asquith's wife, Margot, once said of Kitchener:

"He was more of a great poster, than a great man!"

As a poster he was very successful. Over a million men and boys volunteered in the first two years of World War I; many did so because of this successful poster campaign.

The No-Conscription Fellowship

When the First World War was declared, two pacifists, Clifford Allen and Fenner Brockway, formed the No-Conscription Fellowship (NCF), an organisation that encouraged men to refuse war service. In particular, it proved an information and welfare service for Conscientious Objectors (COs).



Front cover of sheet music for the song 'I Didn't Raise My Boy to be a Soldier'.

Artist unknown, I Didn't Raise My Boy to be a Soldier Cover, 1914 © Peace Museum.

The NCF (like the Stop the War Committee) campaigned by using pamphlets, leaflets and posters and through speaking at public meetings. After the introduction of conscription in 1916, the No-Conscription Fellowship changed from a small group providing anti-war propaganda body, to a bigger movement - though never as substantial as its exaggerated boast of 15,000 members in the summer of 1916 might suggest. They became the voice of the whole Conscientious Objection movement and continued to campaign for an end to war and the right of individuals not to fight.

Propaganda and Sources of Information Today

What influences our beliefs, choices and actions today? Things have changed but there are many individuals and organisations that still attempt to make us think a certain way and to influence our actions.

They may try to do this through the media (TV and the newspapers) the Internet, You Tube or social media such as Twitter and Facebook...and these sources are developing and changing all the time.

Traditional advertising campaigns, posters, pamphlets leaflets and of course rallies, marches and public meeting are all still used, but the world wide web and the constant use of cell phones means that images and information may be passed from person to person, city to city and country to country at amazing speed.

Governments and large organisations no longer have complete control of information or propaganda, but there is a downside who is it that controls the information that is out there and that we all have access to? How good are we at de-coding messages that are sent to us in this way? How is information used to influence our opinions?

On June 2013 an off duty soldier was attacked and killed on his way back to the army barracks in Woolwich. The attackers asked passers-by to film them on their smart phones. Their aim was apparently to get an immediate message into the public domain and to have their ideas about British foreign policy and the continuing war in Afghanistan heard. The footage was used by some to suggest that all Muslims are extremists and potential terrorists. Other people filmed the attempts of the female passers-by who tried to help the dying soldier and to reason with and disarm his attackers. This footage was used to show the bravery of these individuals and to suggest a sense of community among diverse people that results in a willingness to help others, even in the most challenging of situations.

New technology is changing the way we send, receive and view information, sometimes relaying events literally as they happen. It can be a force for good, but also a tool for those who wish to convey a message in a distorted way in order to achieve a particular end.

How will you use and interpret the information you receive? What choices will you make?

Who might try to influence your ideas and beliefs today?

What choices do we make when accessing information from the Internet?

Is it a good idea to weigh up different accounts of the same situation before making a judgement?

?
**Key
Questions**

Topic 2

Women Marching for Peace

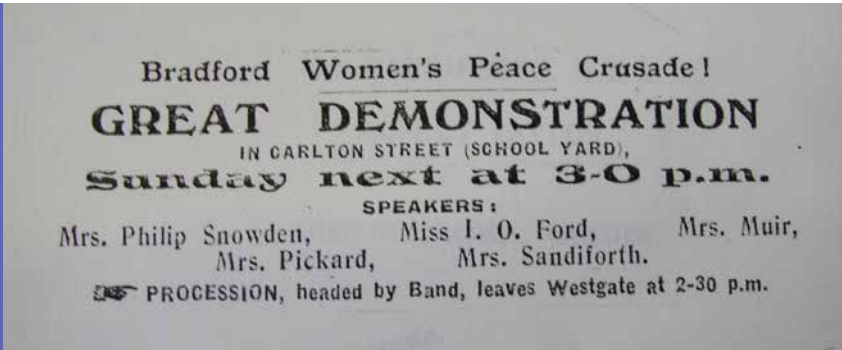
In many conflicts, women have worked for peace. They have also kept the home front going in times of war by taking on men's roles in factories, mills and on the land; doing all this in addition to caring for children and family members who were left at home, while the boys and men were away fighting. In World War I many women felt that the cost of the war in terms of the death and suffering on the front line and in the trenches was unacceptable and they decided to do something about it.

There were a number of anti-war movements before the war and international women's movements such as the Women's International League and the No-Conscription Fellowship, but the main one during the war years was the Women's Peace Crusade, which is thought to have started on the 10th June 1916 in the city of Glasgow in Scotland, where there was strong anti-war feelings.

A year later June 1917 saw the launch of the National Women's Peace Crusade. A woman called Helen Crawford was its Honorary Secretary. Women across Britain held rallies and marched carrying placards and banners, asking for an end to the war. Although the organisation was led by quite wealthy, educated women, some of whom were suffragettes (many other suffragettes supported the war), most were ordinary, working class women who wanted to have their say, in a time when women were not even allowed to vote.

The Bradford Women's Peace Crusade 1917

In Bradford and many other cities, the Women's Peace Crusade attracted a following of women who wanted to let the Government know that they did not support conscription or the continuation of the war.



Bradford Women's Peace Crusade!
GREAT DEMONSTRATION
 IN CARLTON STREET (SCHOOL YARD),
Sunday next at 3-0 p.m.
 SPEAKERS:
 Mrs. Philip Snowden, Miss I. O. Ford, Mrs. Muir,
 Mrs. Pickard, Mrs. Sandiforth.
 PROCESSION, headed by Band, leaves Westgate at 2-30 p.m.

Poster advertising Bradford Women's Peace Crusade.

Author unknown, 1917, © Peace Museum.

Bradford women were led by Fanny Muir who lived in Frizinghall and Esther Stanford who lived in Shipley. Both women were members of the quite newly formed Independent Labour Party (ILP). They were leading lights in the Humanity League, who campaigned for peace not war.

On the 9th of September 1917 some 3,000 women accompanied by a number of men, met in the middle of Bradford at the Textile Hall on Westgate; there were speakers such as Ethel Snowden who was married to the Keighley MP Philip Snowden (who spoke out frequently for the rights of COs in the House of Commons). Fanny Muir also had something to say!

With banners and placards, this huge group of ordinary women marched to what is now Bradford College on Carlton Street, making the anti-war feeling amongst women in the city plain for all to see.

At the end of the war certain individuals wanted a 'Peace Day' celebration in Bradford; many of the women and others who didn't, marched on the 9th September 1917 (their families and those men lucky enough to have survived the 'Great War' saw little to celebrate). They refused to support a celebration event and as a result the idea never became a reality.

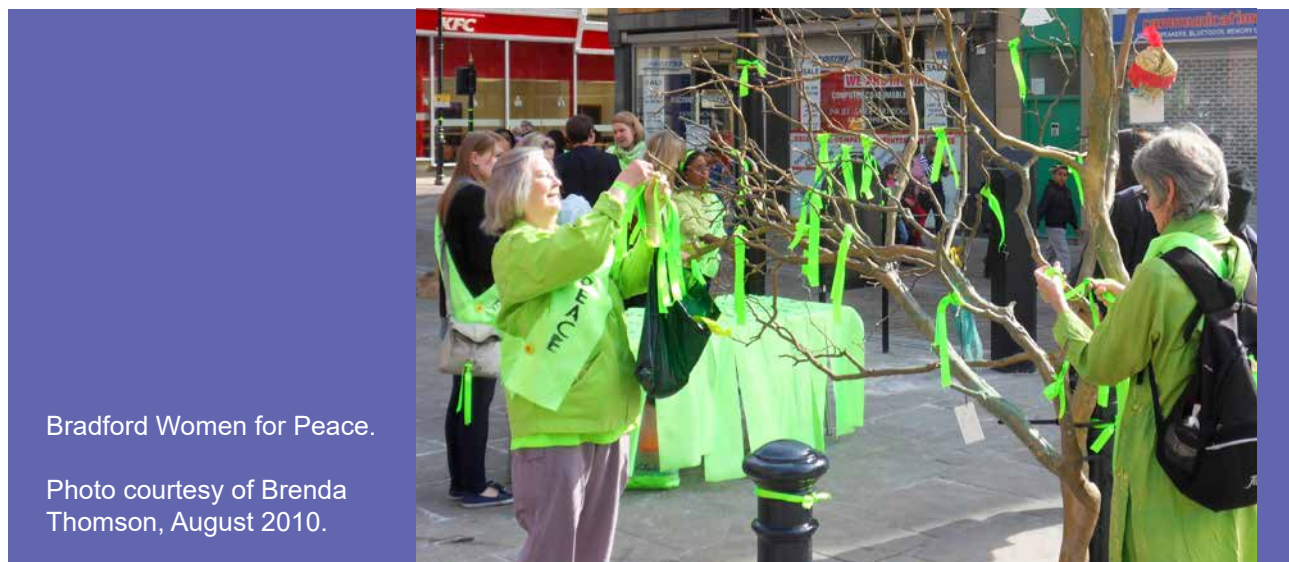
Bradford Women for Peace 'The Day the EDL Came to Town'

Bradford's long history of women peacemakers continues. Bradford has a multi-faith, multi-ethnic group of women who continue to work for peace. They come from all sorts of backgrounds, all ages and all generations. They are called Bradford Women for Peace.

People who live in Bradford in the 21st century have their roots in different parts of the world. Walk around the city and you will see people of different colours, hear many languages spoken, realise that the city has a variety of places of worship and pass shops that offer food and clothes from around the world. Living in such a place can be very interesting and we can learn a lot from each other, but some people feel that difference is not a good thing. They want us all to be the same, to believe, speak and behave exactly alike. Sometimes people struggle to understand or accept difference and because of this extremist groups (of all types, colours, backgrounds, religions and none) use propaganda to try and attract people to their ideologies and points of view. They try to cause conflict, encourage violence and prevent peace.

In 2010 an extremist group called the English Defence League (EDL) came to Bradford. People kept calm and many went into the city centre to protest peacefully against the EDL.

Bradford Women for Peace placed a Peace Tree at the bottom of Ivegate and handed out green ribbons to passers-by, who in turn tied the ribbons to the tree as a symbol of their hope for peace and to show opposition to the EDL. The tree was soon full of ribbons.



Bradford Women for Peace.

Photo courtesy of Brenda Thomson, August 2010.

The Peace Tree had first been used in 2005. Children at Newby Primary School decided they wanted to show that they wished for peace between the different communities in Bradford. They took an old tree branch, dead and not very interesting and decorated it with green ribbons. Each ribbon represented a wish for peace made by a child.

The idea became popular and the tree was used and displayed at the Bradford Peace Festival in 2005 and at other events, symbolising that:

“Our branches are different, but we are from the same tree.”

Imran Hafeez

The Peace Tree has been preserved and now stands in the Peace Museum UK in Bradford.

People in other cities all over Britain now tie green ribbons on trees, railings, fences and even on each other, at marches, meetings and rallies, where people take up the challenge to create peace.

The EDL protest in August 2010 went off peacefully. There was no violence, no clashes and the EDL failed in their attempt to set Bradfordian against Bradfordian, they were unsuccessful in their bid to fuel hatred of difference of skin colour, origin and heritage.

Bradford Women for Peace once again organised a ‘Peace Day’ in response to an EDL march planned for October 2013. This attracted hundreds of people to Bradford’s Centenary Square demonstrating that the city remains a place of peace not prejudice.

? Key Questions

Why do you think women made the choice to march for peace in September 1917?

Would you have made the choice to support them?

Why do you think many people in Bradford chose not to support a Peace Day celebration after World War I?

Why do you think Bradford Women for Peace chose to go into Bradford on the day the EDL came to town?

What might the consequences have been?

Why do you think people made the choice not to fight or get aggressive?

What would you have chosen to do?

Topic 3

Whose Poppy?

The red poppy is one of the most recognisable symbols of commemoration and remembrance. Traditionally it is worn on or around the anniversary of the armistice (ceasefire) of World War I, the 11th of November, it has become associated with the sacrifice and bravery of the many servicemen and women who have been engaged in conflict since 1914 right up until the present day, but why?

Poppies were the first wild flowers to grow in the fields of France and Belgium, which were the battlefields of the First World War after the war ended. Even during the conflict poppies could be seen and soldiers often wondered how such delicate flowers could survive? It was the mention of poppies in the 1915 poem by a Canadian soldier, John McCrae, which led to the poppy being used as a symbol of remembrance after the war. His poem begins:

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.*

The tradition of wearing a poppy as a symbol of remembrance is international. It was the idea of an American woman Moina Michael, she published a poem herself in response to McCrae's and started selling silk poppies to raise funds for disabled veterans in Georgia in the United States of America. As a result the American Legion Auxiliary (the ex-servicemen's organisation) adopted the poppy as symbol of remembrance in 1921. A Frenchwoman, Anna Guerin, was inspired by this to produce and sell artificial poppies similar to the ones worn today, to raise money for those in need as a result of the Great War.

A banner carried by women protesting against Britain engaging in conflict in the Middle East.

Emily Johns b.unknown d. unknown,
We Are Running Out of Poppies, 1995.
Reproduced by The Peace Museum for
educational purposes only.



Anna campaigned for the poppy to be used across Europe to raise funds for ex-servicemen and their families. She came to Britain and visited Field Marshall Douglas Haig, commander of the armed forces in World War I and president of the Royal British Legion, an organisation which to this day aims to support ex-servicemen and their families. He made a decision to back the idea and artificial poppies were produced and sold for the first time in 1921. Veterans' organisations, in Australia, New Zealand and

Canada, followed Britain's lead, further spreading the idea of the red poppy as a symbol of remembrance for all servicemen, including those in the Indian regiments, Sikhs, Hindus and Muslims, the Gurkhas and the British dominion forces.

In Britain this poppy fundraising campaign became known as the Haig Appeal and this was printed in the centre of the artificial poppies. In 1926 the Co-Operative Women's Guild lobbied for this to be replaced with 'No More War' but were unsuccessful and as a result, in 1933 they produced their own poppy, a white poppy for peace. The Haig Appeal remained in the centre of the red poppy until 1994, when it was replaced with 'Poppy Appeal'.

White poppies

In 1933 the first white poppies were worn on Armistice Day (now more usually called Remembrance Day). The white poppy was not intended as an insult to those who died in World War I, in which many of the white poppy supporters lost husbands, brothers, sons and lovers; quite the opposite it was a symbol both of remembrance and of the challenge to create peace and put an end to war. The white poppy is produced today by the Peace Pledge Union which was formed in 1934 and which still campaigns for an end to all war.

Purple poppies

A much more recent variety of poppy is the purple one. Have you heard of 'War Horse?' You may have even seen the film or read the book! The main character may be fictional, but many thousands of horses were 'conscripted' to serve in the Great War, many of them were killed and there are many stories of their courage. Today animals still serve in the military; dogs are used to find bombs and injured armed forces personnel and civilians; horses are still used for ceremonial purposes and still get injured on occasion as in the Hyde Park IRA bombing in 1982. Animals are also used in experiments to test weapons. The purple poppy was introduced by an organisation called Animal Aid in 2007 to remember and commemorate the role played by animals in all wars and conflict and to publicise the on-going use of animals in military and arms experiments.

Controversial poppies?

In Ireland many people refuse to wear the red poppy, as they see it as glorifying the military who killed innocent civilians in the 'troubles' in Ireland in the 20th century. Today some Muslims refuse to wear it and there have been incidents of 'poppy burning' as a response to the killing of civilians in Iraq, Afghanistan and tribal areas of Pakistan. Some people find the white poppy deeply offensive as they believe it belittles the bravery and sacrifices that are made by people in the armed forces and their families; others will only wear this as they believe the red poppy glorifies war. Some feel the purple poppy is unnecessary others see it as long over-due! Many people are of course happy to wear all three poppies, claiming that remembrance alone is not enough, that we should never forget, but we should also never stop hoping and working for peace.

What do you think? What choice would you make?

Is remembrance enough or could we do more?

Why is the wearing of poppies, both white and red often seen as contentious?

Why do you think some people choose to wear both a white and a red poppy?

Would you wear a purple poppy?

What would you choose to campaign for?

?
**Key
Questions**

Topic 4

A Girl and a Blog

Have you ever read a blog on the Internet? Did it influence what you thought about something? Did it change your ideas? The Internet can be very powerful, a source for good and also a place where propaganda and lies are spread, sometimes with the purpose of making people think that a certain view or piece of information is right when it isn't.



Malala Yousafzai, the 16-year-old who was shot by the Taliban in Pakistan in 2012, speaks at United Nations headquarters in New York, USA, 12 July 2013.

Malala Yousafzai used the Internet for good, she wanted to make people understand that thousands (possibly millions) of girls across the globe struggle to get an education and to go to school, because of poverty, sexism and inequality. It all started with Malala's blog, an on line diary kept by this eleven year old Pakistani schoolgirl; as a result of this blog her name and the cause for which she campaigned is known world-wide. But the blog also put her in danger and made her a target for extremists.

In northern Pakistan and Afghanistan, there is a group of people known as the Taliban. They interpret the Muslim religion in a very extreme way and believe that terror and violence will get people to agree with their views. The Taliban's interpretation of Islam is that women are not equal to men. The Muslim prophet Muhammad stated that a woman (and a man) should seek education from the cradle to the grave. However the Taliban claim that women and girls should not be educated.

Malala comes from the Swat district of northern Pakistan where the Taliban are very active and have destroyed at least 150 schools, in an attempt to stop girls from receiving an education. The Pakistani Government is pledged to protect the schools and the children who attended them. Free education is not available to all in Pakistan and boys are still more likely to be educated than girls. There are private schools for girls and in the more remote areas sometimes this is the only way girls can get an education.

Malala decided she wanted an education no matter what the Taliban thought or did and she continued to go to school even though it was dangerous. Malala's story is not unique lots of girls around the world who do not have easy access to education risk violence to get one. Malala made a choice though to do more than just seek an education. She decided to speak out (with the support of her father) about what her and thousands of other young girls were experiencing. She began questioning publicly why some girls were not allowed to attend school and to speak out against the Taliban in her blog. The diary was published

on the BBC website and Malala began to get noticed and listened to. Parts of the blog were re-produced in local newspapers in Pakistan and her campaign for education for girls was supported by the local community. She said

'I am not afraid of anyone!'

However the Taliban became increasingly afraid of Malala and the influence she was having on people and their views. She seemed to worry the Taliban extremists much more than Pakistani or American soldiers with guns and tanks did. They found the idea of a girl with a book the most frightening weapon of all.

In 2009 Malala became the president of the District Child Assembly in Swat; in 2011 she was nominated for the Children's Peace Prize and was awarded Pakistan's first National Youth Peace Prize two months later in December. She became the youngest person ever to be nominated for a Nobel Peace Prize. As a result of all this, on the 9th October 2012, Malala now aged 14, was targeted and shot by a Taliban extremist while on a school bus. She had just finished an exam on the Holy Qur'an.

In the days immediately following the attack, she remained unconscious and was kept alive by a ventilator, but later her condition improved enough for her to be sent to a hospital in Britain for an operation.

What happened encouraged Muslim leaders to speak out against the Taliban and international politicians began to campaign for all children worldwide to be able to go to school. A United Nations petition was initiated, to support the right of all children to have an education and to attempt to make this a reality by 2015.

Sadly Malala is still not safe, the Taliban has reiterated its intent to kill both Malala and her father Ziauddin, they are both in constant danger, but both continue to campaign for the education of girls everywhere and to use the Internet to get their message to the world.

Why do you think Malala made the choice to keep a blog?

Is the Internet always a force for good?

How might it persuade people to hold certain views or take certain actions?

Did the Internet put Malala in danger?

What does this tell us about Internet safety?

How reliable is information posted on the Internet?

What would you feel strongly enough about to campaign for?

?
**Key
Questions**



Choices

A resource bank may be found on the CD-ROM that accompanies this booklet.

This comprehensive selection of documents, photographs, artefacts and artworks, is mainly taken from the Peace Museum UK's extensive collection. The resources may be reproduced for use with students and for display purposes; they are for educational use only.

The CD-ROM contains a number of ideas, stories and activities for key stage one, plus cross phase activity sheets, templates and fact files that may be reproduced and adapted.

The resources are colour coded (for ease of cross-referencing with the medium term plans). Some are generic others clearly age range and story specific. However this should not be taken as suggesting a restricted use; feel free to mix and match and to make use of resources if you feel they suit your particular age range, situation, or students' needs, wants and experiences.

When using the resources remember to encourage students to consider the generic Choices Then and Now questions:

1. What information do you have?
2. What's its purpose?
3. How reliable is it?
4. What are your choices?
5. What will you choose?
6. What might be the consequences?

A website to support the Choices Then and Now project and supplement the resource bank, will be live from January 2014. Please visit: www.choicesthenandnow.co.uk



Choices

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 Hewitt. S (2008) The British War on Terror: Terrorism and Counterterrorism on the Home Front Since 9-11 Continuum
 Hudson. R. N (1998) The Bradford Pals Bradford Libraries
 Hughes. K (2014) Great War Britain: Bradford The History Press
 Ministry of Defence (2008) We Were There (BME stories) MOD
 Noakes. V (2006) Voices of Silence: The Alternative Book of First World War Poetry Sutton.
 *Peace Museum UK (2012) The Peace Challenge PMUK
 *Peace Museum UK (2013) Bradford Routes to Peace Heritage Trail PMUK
 Peace Pledge Union (2006) Refusing to Kill: Conscientious Objection and human rights in the first world war Peace Pledge Union
 Ward. J. (Editor) (2001) Richmond Castle: Conscientious Objection and The Richmond Sixteen English Heritage

Useful websites general

www.choicesthenandnow.co.uk
www.peacemuseum.org.uk
<http://www.bbc.co.uk/schools/>
<http://www.the-best-childrens-books.org/>
<http://booksforkeeps.co.uk/>
www.iwm.org.uk

Children and Young People

Please note these books cover a range of topics and age ranges and are to be selected from. Teachers may find them a useful starting point for their own research. Their use will depend on circumstances, previous experience, age and ability of students. They reflect the breadth and balance of the Choices resource.

General

*Peace Museum UK (2012) The Peace Challenge PMUK
 *Peace Museum UK (2013) Bradford Routes to Peace Heritage Trail PMUK

*= available from the Peace Museum UK

World War I

Freedman. R (2010) The War to End All Wars: World War I Clarion
 Burleigh. R (2008) Fly, Cher Ami, Fly! : The Pigeon Who Saved the Lost Battalion Abrams Books for Young Readers.
 Debon. N (2002) A Brave Soldier Groundwood Books
 Eldridge. J (2008) The Trenches: A First World War Soldier, 1914-1918 (My Story) Scholastic Press
 Huggins-Cooper. L and Benfold-Heyward, I. (2008) One Boy's War Frances Lincoln Children's
 Jorgensen. N, Harrison-Lever. B (2010) In Flanders Fields Vancouver, B. C
 Morpurgo. M (2004) Private Peaceful Scholastic Press
 Morpurgo. M (2007) War Horse Scholastic Press

- Seidel, B. (2002) When Christmas Comes Again: The World War I Diary of Simone Spencer Scholastic
- Ury, E. (2006) Nesthäkchen and the World War (English Translation of German Children's Classic) Universe
- Wilding, V. (2008) Road to War - a First World War Girl's Diary 1916 - 1917 (My Story) Scholastic Press.
- Williams, M. (2007) Archie's War: My Scrapbook of the First World War, 1914-1918 Candlewick Press

A War on Terror?

- Bruton, C. (2011) We Can Be Heroes Egmont Books
- Gibbons, A. (2011) An Act of Love Orion Orion Children's Book
- Hayes, R. (2007) Mixing it Frances Lincoln
- Perera, A. (2011) Guantanamo Boy Albert Whitman and Company
- Pitcher, A. (2011) My Sister Lives on the Mantelpiece Indigo
- Reedy, T. (2011) Words in the Dust Frances Lincoln
- Singer, N. (2007) The Innocent's Story Holiday House

The Peace Museum UK houses the Commonwealth Children's Peace Library; books may be used or borrowed by prior arrangement, contact info@peacemuseum.org.uk.





A resource for teachers and student teachers, exploring challenging issues in the context of World War I and the 21st century Global War Against Terror.

Background information, stories for teaching and learning, a cross-phase scheme of work, medium term plans and a comprehensive resource bank.



Choices
Then and Now