

HEROES

Past and Present



CLASSROOM RESOURCES

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Educational Resources

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INTRODUCTION

In this resource pack you will find ideas for schools, ideas for classrooms, ideas for assemblies, ideas for you ... ideas galore on the theme of war, the theme of conflict.

The aim of the following pages is to build empathy in the whole school community. School staff are inundated with resources from all directions, bombarded with information in the form of materials in print and online. The ideas gathered here, put together by a highly-experienced teacher with a background in publishing, alongside students and staff at Oasis Academy Oldham are presented in explosive quick-fire sequences, to provide immediacy for teachers in search for ideas to incorporate within developing, existing and future schemes of work. The intention is to provide economic, easy-to-view ideas, serving as a starting point for sessions and schemes of work.

The aim of these snapshot resources is to provide KS3 teachers in particular (but not solely) with ideas that are fresh, new and dynamic, looking at the very sad business of war and conflict. That said the ideas are very flexible and accessible for students both below and above KS3 levels, with only a modicum of differentiation. The language of war is at the heart of these resources in an A-Z that is key in terms of essential language and concepts.

The focus of interviews is very much upon the heritage of experiences by war veterans engaged in international conflicts since World War II, entering the psychological effects of war, engaging young people and encouraging young people to empathise with the men and women interviewed - many of whom are still fighting wars in their minds each day, long after escaping the war zones for which they signed up to be trained and serve within.

It is hoped that these economically-sketched ideas will assist young people in gaining an insight into how war and conflict changes people and that they develop further understanding of the sacrifices of everybody touched by the shadow of war. Both the book (available to every secondary school within the Greater Manchester region free of charge) and the website are designed to be a portal for educators and all organisations working with ex-personnel and their friends and families.

1968 was the only year since World War II when a British Service person has not been killed on active Service. History has a habit of repeating itself and we feel that it is very important to hold a mirror up to present and future generations so that they can examine conflicts of the past so that - hopefully - mistakes are not repeated.

Conflict comes in many shapes and forms, and contemporary issues are contained within these outlines and lesson plan sketches, that may be of use on a broad range of levels.

Helen Robinson, Oasis Academy, Oldham

STUDENT VOICES

Working closely with student representatives from Oasis Academy, Oldham was invaluable for this project. The young people voiced a range of feelings and ideas which were developed and have influenced the learning resources we have outlined here.

ASSEMBLIES

Students at Oasis Academy, Oldham said that in their experience assemblies that worked best were student based, with students themselves providing live music through groups and bands, DJs and choir. They seemed particularly keen to introduce a range of technology into assembly with projectors, imaginative use of presentations including the use of sound effects and Drama. Students also suggested that visitors such as veterans coming to school to be interviewed by a small panel of students could help to develop genuine understanding and empathy.

DRAMA

Students showed an enthusiasm for sessions of spontaneous improvisation. Students expressed that monologues are an opportunity which some enjoy, whilst students lacking in confidence expressed that they felt more comfortable in group work of 3+, 4+.

ART

Students were keen to show mood boards (montage / collage work) created after exploring a range of associated topics, including sound recordings of war zones during battle. Key language formed a major part of each mood board, which made for good class display and online exhibition. The students suggested that other schools might enjoy such sessions. Students expressed a willingness to experiment in new directions. Perhaps the menswear knitwear images by Royal College of Art (RCA) Fashion Graduate, Hannah Taylor from Warrington, could be a starting point for a fashion-related project. Similarly, the Umbro project staged at the RCA, Summer 2011, by student Kaori Takasu (with kind permission from Kaori Takasu and Umbro) might be of use as a starting point for T-shirt design, incorporating language with imagery. A resource such as *Protest Stencil Toolkit* (Laurence King Publishing) may be beneficial for students in need of help in structuring writing / language.

PSHE

Students raised the wish to have Emergency First Aid introduced as a series of sessions for all ages. Students also raised ideas to do with 'conflicts within ourselves', highlighting peer pressure, issues such as bullying, domestic violence, problems with online reputation via social networking sites and the risks that visual representation of themselves as children and vulnerable young adults pose after posting photographic images.

PE

When discussing issues relating to Army life, institutional problems and contemporary society's ongoing problem of domestic and community behaviours causing concern, some students at Oasis Academy, Oldham expressed the wish for the following:

- poster making opportunities to highlight regional and national helplines
- the wish for self-defence sessions, to include boxing and martial arts sessions
- a day of army-training style sessions, led by soldiers.

LIBRARY

Oasis Academy students who were interviewed with regard to library usage, reflected an enthusiasm for special day projects, working within a library setting, surrounded by resources that had been selected for them as well as being given the opportunity to go searching through shelves and appropriate online sites for themselves. Working with your school librarian, students may explore aspects of the psychological effects of war upon people by...

- **exploring fiction**
- **exploring non-fiction**
- **exploring key language**
- **exploring books of themed quotations**
- **exploring a range of subject-related poetry**
- **exploring a range of subject-related song lyrics**
- **exploring appropriate vintage and contemporary photographic images**
- **exploring appropriate films (classification suitability issue)**
- **exploring artefacts on visits to museums and galleries**
- **exploring appropriate Internet access**
- **exploring newspapers and magazines**
- **welcoming escorted visitors from groups and organisations**

Beyond the theme of war, students were keen to extend their consideration of conflict beyond war zones, considering conflict within everyday settings such as within the home and local community; the school librarian should be able to guide both staff and students towards appropriate resources on the subject of:

- **domestic abuse**
- **emotional, physical, sexual abuse,**
- **self-abuse through alcohol and drugs**
- **bullying**
- **crime**
- **Hate crime**

A-Z LANGUAGE OF WAR

The following A-Z resource came about from a simple ten minute brainstorming exercise in which students were asked to list ten key words that they associate with war and conflict in alphabetical order. Once their lists were completed, students were asked to add their words to A4 sheets positioned around the classroom in alphabetical order.

A useful warm-up exercise before brainstorming is a word association game in small groups, with associated words coming from within the confines of the theme of war, the theme of conflict. Some students might find relevant visuals with key words around the classroom useful triggers / starting points. An extension of this is for students to work in pairs, with each pair being allocated a different letter from the alphabet for dictionary / Internet searches.

The resulting A-Z resource contains ideas and appropriate language created by the students and is representative of student efforts. The chance arrangement of words often contains rhythms that can act as starting points for Creative Writing, Poetry, Drama and even Music sessions. Words starting with dis, in and un, for example, could be grouped, worked with in terms of appropriate meaning, with a focus upon rhythm.

This basic but focused resource may be used as a reference point to equip students with language, aiding a further understanding through dictionary exploration to help define words and clarify thoughts for development through creative writing, single or paired poetry sessions, poster production / display.

A

abandon
abduct
abuse
accuse
action
advice
aftermath
aggression
alarm
alliances
ambush
amnesia
amputation
anger
anti-social
anxiety
argue
Armistice
arms
army
ASBO
assault
attack
attitudes
Authority

B

battle
behaviour
bereavement
bigotry
bomb
body bag
buddy
bully
bravado
bravery
breaking-point

C

camouflage
captured
CCTV
change
charity
chemical attack
cold-blooded
combat stress
compassion
compensation
complaint

communication
community
comradeship
conditions
conflict
conscription
consideration
conundrum
convalescence
correspondence
counter terrorism
courage
crime
crisis
cruelty

D

damage
danger
death
decorations
dedication
degrade
demolish
deny
desertion
destruction
devastation
differences
dignity
dilemma

disability
disadvantage
disagreement
disappoint
disapprove
disaster
disbelieve
discipline
disclose
discomfort
discord
discrimination
disembowel
disgrace
disillusion
disinformation
disinterested
dismal
distinction
dispassionate
disturbance
distress
diversity
drill
duty (of care)

E

emotion
empathy
equality
Equal Opportunities
ethnic cleansing
ethnic minority
execution
exhaustion
explosion
extremism
evacuation

F

families
famine
fear
feelings
flashback
force
futility
friendship
frontline

G

gallantry
garrotte
genocide
glorification
glory
government
grave
greed
grievance
guilt
gun
gunshot

H

harassment
harm
Hate Crime
Hatred
hazard
headlines
help
helpline
heritage
hero
heroic
heroine
history
Holocaust
homesickness
homophobia
honour
hooliganism
hope
horror
humanity

I

identity
ill-treatment
incendiary device
incentive
incident
incommunicado

inconsiderate
incurable
independence
indifferent
indiscriminate
individual
indoctrinate
inequality
infirmary
inhumanity
injury
injustice
innuendo
inquiry
insanity
insidious
insight
insomnia
insult
intelligence
international law
intervention
intimate
intolerance
introspection
investigation
isolation

J

jail
jet
jingoism
judgement
justice

K

kamikaze
'kick off'
kidnap
kill
killer
kindness
kingdom
king's shilling
kinship
knife

L

land mine
law

legacy
lonesome
longing
loss
lost

M

malice
maltreat
man up!
media
mediation
medication
memorial
memoirs
memories
mental illness
mission
mistreat
MLRS (Multi-Launch Rocket System)
money
morality
MPD – Missing Presumed Dead
munitions
murder

N

negotiation
nervous
nightmare
999
nuclear
nuisance

O

obligation
object
obstruct
OCD (Obsessive Compulsive Disorder)
offend
offensive
opinion
overwhelmed

P

pain
pal
patrol
patriotism
PCSO
peace
personnel
police
politics
power
prejudice
pride
principles
prisoner
propaganda
prosthetic
psychotic
PTSD – Post Traumatic Stress Disorder
punishment

Q

quadriplegia
quarrelsome
quell
question
quibble
quickfire

R

racism
radical
rape
recovery
recruit
reflection
regime
regret
religion
remembrance
representative
resolve
respect
revenge
revolt
ridicule
rights
R&R (Rest & Recuperation)

S

sadness
safety
sailor
sarcasm
security
self-help
selflessness
sensationalism
sentimentality
service
sexism
sexuality
shellshock
signing-up
soldier
sorrow
suffering
supplies
support
surrender
survivor
strangle
stress
strong
suicide bomber
sympathy

T

tabloids
tactics
tank
terrorism
therapy
threat
tolerance
torture
trauma
treaties

U

ultimate sacrifice
UN (United Nations)
unaccountable
unarmed
unaware
unbalanced
unconscious
uncouth

understanding
underestimate
uneasy
unemployed
unfair
unfaithful
unfeeling
unfit
unforgiving
unfriendly
unidentified
uniform
unify
union
Union Jack
unjustifiable
unkind
unlawful
unloving
unlucky
unmask
unprovided for
unruly
unthinking
uprising
upset
urban

V

values
vandalism
vengeance
veteran
victim
victimise
Victim Support
victory
vigil
violence
Vulnerable

W

war
warmonger
war memorial
war photographer
wartime
war crime
weapon
welfare
wheelchair
whistle-blower
witness
worry
wounds

X

xenophobe
xenophobia
x-ray

Y

yellow journalism
yeomanly
yob
young blood
young offender
youth

Z

zap
zealot
zone
zonked

Please note, this A-Z resource is *not* exhaustive. This grouping of words is based on a single exercise with a group of students, with a follow-up exercise to extend, using a range of visual and written resources to stimulate.

As with all the ideas within this publication, cut and paste to suit your needs.

SNAPSHOT IDEAS

Students from Oasis Academy created each and every one of the following ideas, primarily for Drama and then English sessions, but these student-generated ideas are ideal as content for a range of sessions and further development. Perhaps a starting point for your sessions could be to present these snapshot ideas as thought grenades for your students to consider and discuss.

For students to engage in any of the activities gathered here as starting-point suggestions, students need to have some understanding of war, the history of conflict. How many, for example, are familiar with the background to the situation in Afghanistan? Here is a brief outline that may well serve as an introduction to research.

AFGHANISTAN: 2001 – NOW!

Here is a brief outline to help clarify what the war in Afghanistan was all about, how the troubles started and escalated.

The geographical location of Afghanistan is one key reason why warfare has been so difficult in that region. Take a look at a globe. Afghanistan shares borders with China, Iran, Pakistan, Tajikistan, Turkmenistan and Uzbekistan. The land is mountainous and barren, with plains in the north and southwest.

Afghanistan is rich in natural resources such as natural gas, petroleum, coal, copper, chromite, barites, sulphur, lead, zinc, iron ore, talc, salt and precious plus semiprecious stones. This makes the country an attractive 'catch'.

The political background? The Soviet Union (Russia, USSR, Communist regime) invaded as far back as the late 1950s, in an attempt to defeat the Afghanistsn's ruling group known as Mujahidin. It is quite possible that the natural resources of Afghanistan were of interest, greed often fuels battles. The war went on a long time and eventually The Soviet Union withdrew.

After the withdrawal, there was in-fighting amongst politicians / leaders in Afghanistan and a new leading group developed, the Taliban, which took over the major city of Kabul and most of the rest of the country in 1996. The Taliban did not serve the people of Afghanistan well: extreme religious viewpoints, poor human rights, civil oppression. The people of Afghanistan were suffering under the new regime in their own country. Help was needed, help from outside that country to stop people being oppressed.

This help came after it was discovered that certain people within Afghanistan were sheltering Osama Bin Laden, the political leader reportedly responsible for masterminding bombings on American embassies in 1998 and the killing of almost 3,000 people at the Twin Towers in New York on September 11th, 2001. There was also a large loss of life and further destruction in an attack on a government building known as the Pentagon in Washington, with another failed attempt in Pennsylvania.

As Osama Bin Laden had announced that his extreme and violent political party was 'at war' with the USA (a 'Holy War' or 'Fatwa') after the US attacks of September 11th, 2001, the President of the USA and the UK Prime Minister felt it was appropriate to respond – with bombs. You see, despite American and UK requests / demands for Afghanistan to hand over Osama Bin Laden for questioning after such terrible destruction and loss of life, Afghanistan's political leaders did not assist. And so... air attacks were made by the USA and Britain. The war was entered into very quickly and this has been an issue of much debate. So bombs dropped and lives were lost. The city of Mazar-i-Sharif was captured and within days of the exploding of the first missile and US and UK troops then marched into Kabul to take control.

After searching for many years, Osama Bin Laden was *reportedly* discovered in a compound in Pakistan. Without trial, Osama Bin Laden's life was 'terminated' by US Navy Seals in the summer of 2011, watched 'live' by a group of politicians including Hilary Clinton and President Barack Obama.

So, a vast range of US and UK troops have been in Afghanistan, to help the people of Afghanistan who were oppressed by the Taliban. Life there is no holiday in the sun! The temperatures are uncomfortably high, the terrain (land) can be difficult for people unaccustomed to such conditions, and there is the constant danger of attack.

How would you feel if you were a civilian out there?

How would you feel if there to help, at risk each day?

How would you feel if a loved one was on Service in a war zone?

IDEAS FOR LESSONS

IDEAS FOR *you*

SNAPSHOT IDEA 1 LIVING THE DREAM - SIGNING UP

Improvisation:

Group work: 2-3.

Starter: Royal Navy promotional material: *SEE THE WORLD - Want to travel? You will with us. We operate in literally every part of the world, both on exercise or in conflict, offering sights and experiences you won't find in any guidebook or holiday brochure.* Many young people see a life in the Army, Navy or Royal Air Force as possible employment, a job. Such a choice of career needs to be considered carefully, advised upon.

Situation: Secretly, without telling anybody, a teen visit Army Careers Office, asks for information on joining the Royal Artillery. Teen takes some basic touch screen tests and selects a job that suits his / her aspirations and ability. Within three weeks, teen hears that s/he has been selected to attend a two day course at a local Army Development and Selection Centre and will have to undergo a medical and fitness assessment, which will include a 1.5 mile run. Teen attends, telling parent(s) / guardian(s) that s/he will be staying over at a friend's house. Teen passes all tests: decision time. Teen tells parent(s) / guardian(s) about what s/he has been up to recently and that s/he intends to swear an oath of allegiance, then train to become a Gunner. Confrontation? Regret? Was the impressionable and *possible* new recruit easily influenced the by promotional brochures / CDs made available at the Careers Office? Subjected by peer pressure? Alcohol involved? Was lack of prospects a factor? Has signing up been a life-long ambition, so a reason to possibly celebrate, or a snap decision that is one of regret?

SNAPSHOT IDEA 2 OI YOU, YEAH... YOU! INSTITUTIONAL ANTI-SOCIAL BEHAVIOUR

Improvisation:

Group work: 4-5.

Starter: On average, it takes fourteen years for a Veteran to seek support for exposure to their Service experiences. Profoundly disturbing experiences can start on day one at a training centre. Bullies come in many shapes and forms and in all manner of places. The Royal Navy states the following on Equal Opportunities:

“We believe in Equal Opportunities and want to provide workplace conditions that are comfortable and not threatening. Our aim is to completely get rid of sexual and racial harassment, and all types of bullying. We need to pay close attention to these issues. We encourage people who suffer any type of abuse to report this. We will be confidential and treat their case with care.”

Situation:

A training base. Group of soldiers in the first days of training. Problem: institutional problems with bullying? Personal differences? Regional differences? Racism? Sexism? Homophobia? Who comes to the aid of both the victim and the bully?

SNAPSHOT IDEA 3

THE GENTLER SEX? WOMEN IN WAR!

Improvisation:

Group work: 4-5.

Starter info: “It is accepted that women are as competent as their male colleagues in many uniformed roles.” (Peter Craddick-Adams, Military Historian.)

Students might benefit from researching into the history of women in war, having looked at centres such as Bletchley Park, individuals such as Mary Seacole, Florence Nightingale and Edith Cavell, plus groups such as The Women’s Auxiliary Territorial Service (ATS), Women’s Auxiliary Corps (WAAC), Women’s Land Army, The Women’s Royal Naval Service, Special Operations Executives (SOEs), Royal Military Police, The Armed Forces – VADs, WAAFs, WRENS. (By 1943, 90% of single women and 80% of married women were involved in war-related work.) Also consider the feelings of a woman whose partner is in a conflict zone, the feelings of a daughter, a mother whose daughter or son is in a conflict zone.

Ideas for Drama: A combination of mime work and diary entries that reflect the changing roles of women in war on the home front and in conflict over the last 120 years: Women’s Legion Cooks, nursing, munitions factory work, clerical, ambulance drivers? The viewpoints of grandmothers, mothers, aunts, sisters, girlfriends, lovers, ‘partners’.

SNAPSHOT IDEA 4

‘IT HIT ME LIKE A WAVE’ – TRAUMA DO BAD MEMORIES HAUNT YOU?

Improvisation.

Group work: 2-4.

Approach: Split screen approach.

Starter: People can be profoundly traumatised by their experiences during their Service career. PTSD – Post Traumatic Stress Disorder is common to so many. There are many organisations that offer support, from ForCESline (a 100% confidential helpline for all Service personnel their family and friends) and Padres (regardless of faith, a chaplaincy form of support, Combat Stress).

Situation: A soldier is devastated by what s/he has just witnessed an explosion that has ripped through a civilian home. The soldier looks on from a position that cannot be left, due to strict orders. The family whose home has been ruined are in shock, a member of the family has been killed. What are the soldier’s feelings? What are those of the family?

SNAPSHOT IDEA 5

REALITY CHECK - FEAR

Improvisation.

Group work: Pairs.

Starter: Brief showing of a Hollywood ‘heroic moment’. Brief showing of photographic material depicting the reality of war – injuries, destruction.

Situation: An officer welcomes a new recruit in a raw, real and blunt manner. The officer points out the difference between Hollywood representations of war and the actual reality of conflict. The new recruit then delivers a monologue, about... fear/ regret/ excitement to ‘get stuck in’?

SNAPSHOT IDEA #6 REGRET - THE FUTILITY OF WAR

Improvisation.

Group work: Pairs.

Approach: Split screen approach.

Starter: Three diary entries, written by Veterans over different decades, read aloud.

Situation: A recent recruit, alone. Shocked by recent experiences in a war zone, the soldier wonders about the reasons behind what he or she has been sent to do? Wonders about the differences between sentimental / tabloid representations of war and the actual reality of conflict. Another voices takes over – an aged veteran, weighing up the good reasons for going to war and the futility of war.

SNAPSHOT IDEA 7 THE REALITY BEHIND MANY A BRAVE FACE

Improvisation.

Group work: 3-5.

Starter: A recent survey of Veterans who had served on operation in Iraq found that more than one in four had sustained some level of mental health injury during Service. Post Traumatic Stress Disorder (PTSD), severe depression and anxiety disorders are more common amongst Veterans than is reported in media. Combat Stress delivers a 24-Hour Helpline via Rethink: 0800 138 1619. What kind of disclosures do the Helpline operators hear each day?

Situation: Soldiers? Sailors? Pilots? Conversations at a dining table. Bravado, leading to an expression of emotions. What has happened? Someone witnessed an atrocity? Does the usual mask slip? Are they questioning their role? Does one go on to telephone a Helpline?

SNAPSHOT IDEA 8 REGRET - GRIEF – TREATING HIDDEN WOUNDS

Improvisation.

Group work: 3-5.

Starter: SOFEX (The Special Operations Forces Exhibition and Conference) markets countless weapons, such as the Dillon Aero M13 34D Gatling Gun as a 'six-barrelled, electrically-driven machine gun that fires at a fixed rate of 3,000 shots per minute.'

Task: Two students should market the Dillon Aero in an absurd / ironic manner, as if it were a handy household item they were promoting in a department store, stressing the ease of firing, the convenience of 3,000 shots per minute, the killing capacity ideal for winning a battle, reflecting the calculated greed and inhumanity behind such sales. During the sales pitch, three students create different freeze frame moments recreating certain points throughout a soldier's life, from signing up, to training, to first experience of the reality of modern warfare, to an emotional moment of grief, being killed in action.

SNAPSHOT IDEA 9 A MORAL DILEMMA

Improvisation

Starter: definition of whistle-blower...a person who exposes any type of information or activity that is deemed illegal, unethical or not correct within an organisation that is either public or private.

Situation: Monologue. A 'guy' taken away by force to war... A 'soldier who was in the past commanded to shoot an 'enemy' in a war zone at point blank range. The order was actually a misuse of power, constituting a serious War Crime. The wrong was hushed up, but caused trauma, confusion, guilt. A moral dilemma, a conundrum. This 'guy' doesn't want to be back in uniform in a war zone, under that same Commanding Officer again. He feels that he should report the Officer, but will he be a 'whistle-blower'?

SNAPSHOT IDEA #10

A LITTLE COMMUNICATION

Improvisation.

Group work: Max of 4.

Approach: Split screen approach.

Starter: Examples of letters from people away on Service shown on screen.

Situation: A soldier, alone, writing a postcard, emotional. And then, a family member, reading that postcard to family members. Contrasting moods. The way we present ourselves is often so far from the reality of what lies beneath the fragile mask, the words we say, the words we write. There is a pressure to 'get on with it / 'musn't grumble' / be upbeat.

SNAPSHOT IDEA #11

THE NEED TO TALK

Improvisation.

Group work: Max of 6.

Starter: Christmas Eve. Aboard a ship. A group of sailors talking about what they miss most about being 'back 'ome'. Lots of false joviality? Bravado? Upbeat banter? Mixed emotions? One emotional moment sparks off many?

SNAPSHOT IDEA 12

SEPARATION: IT'S OVER!

Improvisation.

Group work: Pairs.

Starter: A few brief words about issues that can strain a relationship / partnership / marriage.

Situation: The subject of loyalty, adultery, separation. You are a married soldier, serving in a conflict zone. You have been away from the UK and your partner for five months. You have the rare opportunity of making a telephone call. What you do not know is that as you speak to that partner, they are not alone. What you do not know is... it's all over! They've found someone else. They can't take the strain of being married to a soldier any more.

SNAPSHOT IDEA 13

DISABILITY - JUST CAN'T FIND THE WORDS

Improvisation.

Group work: 3-5.

Starter: BLESMA is the British Limbless Ex-Service Men's Association. The organisation offers support to ex-Service men and women who have lost limbs, the use of their limbs, or one or both eyes.

Situation: A soldier returns home. "Hi, it's me. It's still me." Something has been kept top secret, the soldier didn't want anyone to know, didn't want anyone to worry. Then... the disability is revealed. Is the helpline of use? Is an e-mail written and rewritten?

SNAPSHOT IDEA 14

POST TRAUMATIC STRESS DISORDER (PTSD)

Improvisation.

Group work: Singles / Pairs.

Starter: Post Traumatic Stress Disorder (PTSD) is a severe anxiety disorder, capable of overwhelming an individual to cope. It can develop after exposure to any potentially psychologically traumatic event, both in and out of war zones. Combat Stress has established three short-stay centres that provide a vital lifeline to Veterans when the debilitating symptoms of psychological injury make everyday life so very difficult.

Situation: A soldier returns to the UK with extreme Post Traumatic Stress Disorder: nightmares / flashbacks during sleep. Alone in bed or with a partner? How does the partner feel about these nightmares? Is the soldier receiving any professional support yet? What needs to be organised?

Situation: A soldier returns to the UK with extreme Post Traumatic Stress Disorder: nightmares / flashbacks during sleep. Alone, in bed? Or, with partner (husband / wife / same-sex partner?) How does the partner feel about these nightmares? Is the soldier receiving any professional support yet? What needs to be organised?

SNAPSHOT IDEA 15

THE DANGER OF KEEPING 'THINGS' BOTTLED

WHO HELPS THOSE WHO NEED IT MOST?

Improvisation.

Group work: Max of 4.

Starter: A list of the most over the top party ideas are gathered. The idea of social gatherings considered as a challenge for some people, particularly when they have personal issues going on in their lives.

Situation: *Welcome Home!* A soldier returns back to the UK. It's a special occasion, time to celebrate, party. Everyone is upbeat and happy, the music is at maximum volume. But... just one week back that soldier had killed a civilian by accident, and if he can't tell his family who can he tell?

SNAPSHOT IDEA 16

FUNERAL

Improvisation.

Group work: Individual task, prepared in pairs.

Starter: A consideration of obituaries that appear in newspapers. A consideration of what people often present at funerals. Students offered the opportunity to share ideas about their own personal experiences of funerals, and how services often do / don't reflect the true nature of the deceased.

Situation: Monologue. A self-penned reading at a funeral by a war zone survivor for his / her best buddy, best pal, who lost his / her life when saving their mate in an attack. What kind of friendship was it? What qualities of character did that friend have?

SNAPSHOT IDEA 17

HELICOPTER HOSPITAL - YOU JUST GOTTA GET ON WITH IT

Improvisation.

Group work: Pairs, or a 3 - if the role of the child is to be taken.

Starter: An improvised explosive device has gone off and a three-year-old boy in Afghanistan has been seriously injured. When a 26-year-old Grenadier Guard looked into the face of the boy, the strain became unbearable. Exhaustion, bereavement and separation from his family had taken their toll: he had become mentally ill. As the soldier aided the boy, the soldier began to get upset. "At the time, my daughter was seven and my son was nine. I made a connection to my own children as I carried that boy to safety and medical treatment. After that, everything just hit me like a wave. You've just gotta get on with it, I kept on saying to myself, but I couldn't. It was as if my batteries had suddenly gone flat. I felt powerless."

Situation: Good cop, bad cop kind of approach. The seemingly tough, hard, ruthless soldier and the sensitive, compassionate, uncomfortably-positioned soldier. Same day, same locations, same tasks, different perspectives. An improvised explosive device has gone off; a young child has been injured. The child's mother has been killed. How do the two soldiers deal with the situation, and how does one soldier aid another soldier when that soldier's emotional disturbance is recognised?

SNAPSHOT IDEA 18

ANXIETY

'WE NEED MORE THAN JUST TEA AND SYMPATHY'

Improvisation.

Group work: Pairs.

Starter: 'One spouse was advised by her doctor to just go home and take a bath to soothe her nerves.' Friends, partners, families of people in war zones often need support.

Situation: A mother and teenaged son or daughter at home. Kitchen sink. One washing, one drying. Chit-chat. Radio on. Then the news, the news that we hear all too often and have *possibly* become desensitised to '*... has been killed whilst on patrol in Afghanistan.*' The two live in fear, fear of one day being 'informed' that the soldier who was killed was that woman's husband, that son or daughter's father. Fear. Anxiety. Stress. Each day.

SNAPSHOT IDEA 19

NERVES OF STEEL - ANGRY HERO

Improvisation.

Group work: Pairs.

Approach: Split screen approach.

Starter: A consideration of tabloid headlines. A consideration of how certain tabloids glorify the 'fallen'. The 'business' of tabloid grief.

Situation: All the pomp and ceremony of decorations. A soldier is about to receive a medal for courage, gallantry. A General delivers a speech about how the soldier continued to drive a tank after an attack, saving those within, despite the fact that the soldier has been blinded in one eye. The soldier is asked to say a few words. Regional and national newspapers are there, cameras about to *flashflashflash*. What the soldier says becomes a tabloid paper's front page, headlines in capital letters. Does that soldier keep the medal or... ?

SNAPSHOT IDEA 20

AT EASE - AWOL TURMOIL

Improvisation.

Group work: Individual work, with the possibility of live music accompaniment.

Starter: Many Veterans return to civilian life with hidden wounds that need to be healed. Some Veterans enter a depressing downward spiral of isolation, marriage breakups and unemployment. Some, who have to return to a war zone, live in fear of returning to Service. The use of alcohol and drugs are often used by veterans to help them cope.

Situation: Either a monologue, or a sixty second piece without words, body language that reflects inner turmoil within one small bedroom, a B&B in Blackpool. Once upon a time, the lifelong ambition had been to sign up, train, go on active Service, be one fabulous H-E-R-O / H-E-R-O-I-N-E. But then... it all became *too much*. The scenario? A soldier has gone AWOL, is on the run from the Army. The soldier has been staying at a B&B in Blackpool. Time to move on, keep running, or time to quit? Time to make one quick phone call? Call a friend, or report for duty? Blackpool's North Pier isn't far away: suicide is an option many consider.

ART ATTACK

Students at Oasis Academy, Oldham gained many ideas during the production of mood boards (montage/collage work) that were created having explored a range of ideas to do with war and conflict. Key language formed a major part of each mood board, which made for good class display and online exhibition. The work could even be sold as a fundraiser at the end of the exhibition.

Students need to be made aware of facts and figures, historical details and provided with accessible language. The A-Z Language of War resource may be used by a broad range of students and is a perfect starting point for those who need Learning Support.

The Protest Stencil Toolkit, (by Patrick Thomas, Laurence King Publishing, £15.95, <http://www.laurenceking.com/en/protest-stencil-toolkit/>) is a resource that students find exciting to work with and from, producing their own ideas. Stencil making is a great exercise, though care must be taken with cutting equipment in production. In terms of Health & Safety, risk assessment is a consideration when cutting shapes out of thick card or lino.

British troops have been involved in a wide range of conflicts, multinational force action, wars and UN peacekeeping operations all over the world since the end of World War II.

1944 - Greek Civil War

1947 - Palestine

1948 - Malayan Emergency

1949 - Yangtze Incident

1950 - Korean War

1952 - Mau Mau Uprising

1955 - Cyprus Conflict

1956 - Canal Zone Emergency

1963 - Indonesia

1963 - Aden Conflict

1963 - Northern Ireland

1965 - Dhofar Incident

1984 - Falkland War

1990 - Gulf War

1991 - Sierra Leone

1992 - Bosnia

1998 - Kosovo

2001 - Afghanistan

2003 - Iraq

In terms of producing mood boards, it is clearly far more economic to produce black and white print-outs rather than colour, with the bonus being that students can then add key words/language in a range of colours, so that communication, along with visual, translates clearly. As well as single words, a single quotation or a small number of quotations may be considered. Another option would be for the student to produce a statement of their own, perhaps inspired by the A-Z Language of War resource and/or various quotations that follow in coming pages.

RE / PSHE

As a homework task, students at Oasis Academy, Oldham were given the opportunity to provide subjects for possible use in RE and PSHE sessions. This is what was submitted and further developed in discussion.

THE POSITIVE AND NEGATIVE SIDES OF WAR

How war has altered the land and shaped the world in good and bad ways.

NEW DIRECTIONS FOR REMEMBRANCE

Remembrance: What could be new, imaginative yet still appropriate alternatives to a two minute silence to reflect a respect for past sacrifice in the cause of freedom?

PRACTICAL HELP FOR OTHERS / COMMUNITY

Selflessness: what selfless acts could we do each month for our community?

SUPPORTING OTHERS

Mutual support: how can we support those around us with problems?

INNER TURMOIL

Conflict: is there a pattern to the conflicts that you feel on a regular basis?

HELPLINES

A recent statistic stated that around sixty reports of abuse to children perpetrated by young people under 18(emotional, physical and sexual) are reported each day. It is estimated that many more go unreported. Hunt out the helplines that young people can phone for help. Hunt out the websites that both the victims and bullies/abusers can telephone or e-mail anonymously for help. Where can young people with issues go for help?

FUNDRAISING

Fundraising, as a way of showing empathy. The question of which charity to donate to can be a puzzle. The Royal British Legion? BLESMA? Combat Stress? Knowing how your money is to be put to use helps you donate with a warm heart. There are so many charities to consider.

Padres

epadre@armymail.mod.uk

Poppyscotland

www.poppyscotland.org.uk

Combat Stress for example, is one of the UK's leading military charities specialising in the care of Veterans' mental and emotional well being. It is a charity that regularly publishes details of donations received and allocations of spending and it has been operational since 1919. To date, Combat Stress has supported almost 100,000 ex-Service men and women in coping with the mental impact of warfare.

Fundraising: it costs £750 every day to run each of the fourteen Combat Stress Community Outreach teams around the UK, £2.8 million pounds per year to run the Tyrwhitt House treatment centre for Combat Stress. Fundraising is needed to provide this crucial care for Veterans.

Fundraising is a way of acknowledging these ex-Service men and women in need. Families receive support, families who have a surviving soldier within the family in need of specialised treatment, having been deeply affected by harrowing experiences in conflict zones.

Although the primary responsibility for the care and treatment of ex-Service men and women lies with the NHS, Combat Stress is a charity that works closely with the Service Benevolent Funds, The Royal British Legion, SSAFA Forces Help, Help for Heroes and other Service and civilian charities. Funding for the short-stay treatment centres... Veterans who apply are assessed, with many being invited to stay at a centre nearest to home for approximately one week. After that assessment, many Veterans may be invited back to the treatment centre for short stays of up to two weeks at a time.

Treatment is provided by a highly-trained, multi-disciplinary team of psychiatrists, psychologists, psychotherapists, occupational therapists and nurse therapists. The Veterans are encouraged to take part in group outings, participate in some of the creative and practical skills development offered at on-site Activities Centres.

Therapeutic activities include painting, woodwork, gardening, cooking and using the gym. The overall aim is to help Veterans relax between treatments, improve self-esteem through pride in achievement and develop domestic skills to help them cope better at home.

Facts and figures:

£750 – daily cost to run each of the fourteen Combat Stress Community Outreach teams around the UK.

£2.8m – annual cost to run the Combat Stress Tyrwhitt Hose treatment centre.

£109.5k – covers the cost of a Combat Stress bed in one short stay treatment centre.

£52.5k – delivers the Combat Stress Community Outreach service for one week.

£12.6k – funds twelve ‘Just For Us’ Combat Stress support group meetings for partners, carers and loved ones.

£2.1k – buys a week of assessment and diagnosis at one of our short-stay treatment centres.

Students keen to fundraise need to work with a member of staff to design suitable sponsorship forms.

If you and your students / group, wish to fundraise for a charity such as The Royal British Legion, BLESMA or Combat Stress, you may wish to create your own Internet sponsor page. Beware! Some payment sites take a percentage. One reputable site is www.virgin.moneygiving.com/giving.

By creating your own fundraising page with the majority of online payment sites, you can:

- **E-mail the page to all your friends**
- **Watch your total grow on screen**
- **Include a photo and a personal message**
- **Update your target amount as often as you like**
- **Plus... 28% tax bonus is added to donations that qualify for Gift Aid**
- **No need to deal with cash or cheques**

The A-Z of fundraising ideas:

A

Abseiling
Adventure Activity Day
Aerobic-a-thon
Art Exhibition / Sale

B

Badminton Tournament
BBQ
Barn Dance
Beer Tasting
Beetle Drive
Bike Ride
Bingo
'Blind Date' Evening
Bridge Tournament
Bring and Buy Sale
Bungee Jump
Burns Night Dinner

C

Cake Sale
Car Boot Sale
Car Wash
Carnival
Clay Pigeon Shoot
Coffee Morning
Concert
Cricket Match
Craft Fair

D

Darts Match
Disco
Dog Show/Walk

E

Err...

F

Fashion Show
Film Evening
Flag Day
Flower Show
Football Match
Fun Run
Fancy Dress Party
Firework Party / Display

G

Garden Party
Golf Tournament
Go-Karting Competition

H

Horse Show

I

Ice Skating Show
'It's A Knock-Out!'

J

Jazz Night
Jog-a-thon
Jumble Sale

K

Karaoke Night
Keep Fit Event
Knobbly Knee Contest

L

Lawn Mowing
Luncheon
Lilo Races

M

Mini Marathon
Murder Mystery Night
Musical Evening

N

Netball Match
Non-Uniform Day

O

Obstacle Course

P

Parachute Jump
Photo Competition
Plant Sale
Pub Game Evening

Q

Quiz Night

R

Raffle
Rag Week
Ramble
Rugby Match

S

Safari Dinner
Scrabble Evening
Selling on Ebay
Sponsored Walk
Sponsored Fish
Sponsored Haircut
Sports Day
Squash Tournament
St David's Day Eisteddfod
St George's Day Lunch
Swear Box (Penalty Box)
Swim-a-thon
Scavenger Hunt

T

Teddy Bears Picnic
Tennis Tournament
Themed Dinner Party
Trafalgar Night Dinner
Treasure Hunt
Tug of War

U

Um... can U think of something?
Unwanted Gift Sale

V

Volleyball Tournament

W

Whist Drive
Window Cleaning

X

Xmas Party

Y

Yacht Race
www.classictours.co.uk
www.globalchallenge.uk.com

Z

Zany ideas of your own!



THE POWER OF THOUGHT

As a homework task, students at Oasis Academy, Oldham were given the opportunity to provide subjects for possible small group/classroom debate. The subject of remembrance was raised by many students, alongside issues such as peacekeeping, the actual violence of war and the moral dilemma involved in the torture of terrorists who hold information about life-threatening activities.

Remembrance

*In Flanders' fields the poppies blow
Between the crosses, row on row*

The first two lines of the poem *In Flanders' Fields* by Lt Colonel John McCrae (1872 – 1918), who was also a doctor.

Anniversaries and commemorations give us a space to remember those who are no longer with us.

The two minute silence at the Cenotaph in Whitehall, London, is an annual mark of respect which is echoed in cities, towns and villages all around the UK and beyond.

Poppies flourished on the battlefields of WW1 once the guns fell silent and have been adopted by the Royal British Legion as their symbol and fundraiser.

Charities such as The Royal British Legion are not merely about such anniversaries as they offer a range of support services specifically aimed at ex-service families. This support usually takes the form of practical and immediate help – emergency grants, support for educational purposes, funding in families in difficult financial circumstances, help with families with disabled or disadvantaged children and emotional support for those who have lost serving or ex-Service family members.

The Exhortation

They shall not grow old,
As we that are left grow old
Age shall not weary them,
Nor the years condemn.
At the going down of the sun,
And in the morning,
We will remember them.

From *For The Fallen*
by Laurence Binyon

ACTIVITIES

Students could work on this idea of Remembrance, through debate.

- investigate http://www.warpoetry.co.uk/war_poetry_new.html
- poetry writing that questions, using ideas from the *A-Z Language of War* resource
- design a contemporary memorial design for a mural
- design a garden memorial with plants, sculpture
- create a very modern assembly on the theme of Remembrance

FURTHER QUESTIONS FOR DEBATE:

Recently, The Royal College of General Practitioners and The Royal British Legion issued a new guidance to doctors to ensure that ex-Service patients receive priority treatment. The new guidance demonstrates how GPs can identify Veterans on their lists and encourages best practice when referring Veterans for further care.

Debate: Should Veterans be given preferential treatment under the NHS?

Debate: Should people be made more aware of the history of diversity in the British Armed Forces as a strategy to deal with anti-social behaviours and hate crime surrounding human differences, religious differences, ethnic differences, gender and sexuality differences?

Torture: Are there justified reasons to torture a terrorist? What if... for example... a person on a suicide bombing mission was caught and then detained, questioned re their plan, their possible orders, the supply of explosive devices, information that could stop such future activities?

War: is it worth the suffering?

Isn't peace keeping just *butting in* on another country's business?

Does the violence involved in war have to be the answer?

A recent newspaper headline:

Boys, 7, told off for 'playing soldiers'

According to a recent newspaper report, a school based in Nuneaton, Warwickshire, told off two seven-year-old pupils because their war games were viewed as 'threatening'.

Allegedly, teachers called in the parents of the two pupils after discovering the two boys making gun-shapes with their hands.

MP Marcus Jones was quoted as having said, '... political correctness gone mad'.

Again, according to the newspaper report, the school defended their decision to tell off the two pupils on the basis that the gun games were viewed as 'unacceptable'.

Debate: Should the boys have been told off for making gun-shapes with their hands in their improvisations of warfare during breaktime in a school playground?

QUOTATIONS

Quotations on the subject of *war*

‘We make *war* that we may live in *peace*.’

Aristotle, 384 – 322 BC

‘After each *war* there is a little less *democracy* to save.’

Brooks Atkinson, 1894 – 1984, American journalist and critic

‘They (parliament) are a lot of hard-faced men who look as if they had done very well out of the war.’

Stanley Baldwin (Earl Baldwin of Bewdley) 1867 - 1947

‘To every thing there is a season, and a time to every purpose under the heaven:

A time to be born, and a time to die;

A time to plant, and a time to pluck up what is planted;

A time to kill, and a time to heal;

A time to break down, and a time to build up;

A time to weep, and a time to laugh;

A time to mourn, and a time to dance;

A time to cast away stones, and a time to gather stones together;

A time to embrace, and a time to refrain from embracing;

A time to get, and a time to lose;

A time to keep, and a time to cast away;
A time to rend, and a time to sew;
A time to keep silence, and a time to speak;
A time to love, and a time to hate;
A time of war, and a time of peace.

Ecclesiastes

‘There never has been a war yet which, if the facts had been put calmly before the ordinary folk, could not have been prevented... The common man, I think, is the great protection against war.’

Ernest Bevin, 1881 – 1951, British labour politician and trade unionist

‘The words of his mouth were softer than butter, having war in his heart: his words were smoother than oil, and yet they be very swords.’

The Book of Common Prayer, 1662

‘One observes, they have gone too long without a war here. Where is morality to come from in such a case, I ask? Peace is nothing but slovenliness, only war creates order.’

From *Mother Courage* by Bertolt Brecht, 1898 – 1956. German Playwright

‘The high contracting powers solemnly declare... that they condemn recourse to war and renounce it... as an instrument of their national policy towards each other... The settlement or the solution of all disputes of whatever nature or of whatever origin they may be which may arise... shall never be sought by either side except by pacific means.’

Aristide Briand, 1862 – 1932, French statesman

‘In war, whichever side may call itself the victor, there are no winners, but all are losers.’

Neville Chamberlain, 1869 – 1940, British Conservative politician

‘War settles nothing... to win a war is as disastrous as to lose one!’

Dame Agatha Christie, 1890 – 1976, English writer of detective fiction

‘The sinews of war, unlimited money.’

‘Laws are silent in time of war.’

Cicero, 106 – 43 BC, Roman orator and statesman

‘War is too serious a matter to entrust to military men.’

‘It is easier to make war than to make peace.’

Georges Clemenceau, 1841 – 1929, French politician and French Prime Minister

‘But war’s a game, which, were their subjects wise, Kings would not play at.’

From *The Task* by William Cowper, 1731 – 1800, English poet

‘And blood in torrents pour
In vain – always in vain,
For war breeds war again.’

John Davidson, 1857 – 1909, English poet

‘War, he sung, is toil and trouble;
Honour but an empty bubble.
Never ending, still beginning,
Fighting still, and still destroying,
If the world be worth thy winning,
Think, oh think, it worth enjoying.’

‘War is the trade of kings.’

‘All delays are dangerous in war.’

Three quotations from works by John Dryden, 1631 – 1700, English poet, critic and playwright

‘You have to take chances for peace, just as you must take chances in war. Some say that we were brought to the verge of war. Of course, we were brought to the verge of war. The ability to get to the verge without getting into the war is the necessary art. If you cannot master it, you inevitably get into war. If you try to run away from it, if you are scared to go to the brink, you are lost. We’ve had to look it square in the face – on the question of enlarging the Korean War, on the question of getting into the Indochina War, on the question of Formosa. We walked to the brink and we looked it in the face.’

John Foster Dulles, 1888 – 1959, American international lawyer and politician

‘I renounce war for its consequences, for the lies it lives on and propagates, for the undying hatred it arouses, for the dictatorships it puts in the place of democracy, for the starvation that stalks after it.’

Harry Emerson Fosdick, 1878 – 1969, American Baptist minister

‘The has never been a good war, or a bad peace.’

Benjamin Franklin, 1706 – 1790, American politician, inventor and scientist

‘War makes rattling good history; but Peace is poor reading.’

Thomas Hardy, 1840 – 1928, English novelist and poet

‘Force, and fraud, are in war the two cardinal virtues.’

Thomas Hobbes, 1588 – 1679, English philosopher

‘Older men declare war, but it is youth who must fight and die.’

Herbert Hoover, 1874 – 1964, 31st President of the USA

'Everlasting peace is a dream, and not even a pleasant one; and war is a necessary part of God's arrangement of the world... Without war the world would deteriorate into materialism.'
Helmut von Moltke, 1800 – 1891, Prussian military commander

'War hath no fury like a non-combatant.'

C.E. Montague, 1867 – 1928, British writer

'The quickest way of ending a war is to lose it.'

George Orwell, 1903 – 1950, English novelist

What passing-bells for these who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells,
Nor any voice of mourning save the choirs,
The shrill, demented choirs of wailing shells;
And bugles calling them from sad shires.

Anthem for Doomed Youth by Wilfred Owen, 1893 – 1918, English poet

'Out of that bungled, unwise war
An alp of unforgiveness grew.'

William Plomer, 1903 – 1973, British poet

'War is, after all, the universal perversion...
War stories, the pornography of war.'

From *The Custard Boys* by John Rae, 1931 – Unknown, English writer

'When the rich wage war it's the poor who die.'

Jean-Paul Sartre, 1905 – 1980, French philosopher, novelist, playwright and critic

'When we, the Workers, all demand: "What are WE fighting for?...
Then, then we'll end that stupid crime, that devil's madness – War.'

Robert W Service, 1874 – 1958, Canadian poet

'Once more unto the breach, dear friends, once more;
Or close the wall up with our English dead!
In peace there's nothing so becomes a man
As modest stillness and humility:
But when the blast of war blows in our ears,
Then imitate the action of the tiger;
Stiffen the sinews, summon up the blood,
Disguise fair nature with hard-favoured rage;
Then lend the eye a terrible aspect.'

From *Henry V* by William Shakespeare, 1564 – 1616, English playwright

‘There is many a boy here today who looks on war as all glory, but boys, it is all hell.’

William Sherman, 1820 – 1891, American general in the Civil War

‘Now tell us all about the war,
And what they fought each other for.’

From The Battle of Blenheim by Robert Southey, 1774 – 1843

‘Remember that the Patriots are in the right and are going to win... But they must win quickly. The British public has no interest in a war that drags on indecisively. A few sharp victories, some conspicuous acts of personal bravery on the Patriot side and a colourful entry into the capital. That is The Beast policy for the war.’

Evelyn Waugh, 1903 – 1966, English novelist

‘Armed neutrality is ineffectuality enough at best.’

Woodrow Wilson, 1856 – 1924, 28th President of the USA

‘One to destroy, is murder by the law;
And gibbets keep the lifted hand in awe;
To murder thousands, takes a specious name,
‘War’s glorious art’, and gives immortal fame.’

Edward Young, 1683 – 1765, English poet and playwright

Other quotations, on themes from *courage* to... *mental health*...

COURAGE

‘*Courage* does not always roar. Sometimes courage is the quiet at the end of the day, saying, “*I will try again tomorrow.*” ‘

Mary Ann Radmacher, American writer and artist

TOUGHNESS / BACKBONE

‘A lot of people are afraid to tell the truth, to say no. That’s where *toughness* comes into play. Toughness is not being a bully, it’s having *backbone*.’

Robert Kryosaki, 1947 – Unknown, American investment writer.

ANGER

'*Anger* is a short madness.'

Horace, 65 – 8 BC, Roman poet

RESPONSIBILITY

'No snowflake in an avalanche ever feels *responsibility*.'

Voltaire, 1694 – 1778. French philosopher.

REVENGE

The person who seeks *revenge*, digs two graves.

Chinese proverb

REPULSION

'I have seen war... I *hate* war.'

Franklin D Roosevelt, 1882 – 1962, 32nd President of the USA

MAKE LOVE...

'Make *love* not war.'

Student slogan / graffiti, 1960s

CIVILISATIONS

A *civilisation* is not complete until it has destroyed itself from within.

Proverb

DIVERSITY

'Commandment Number One of any truly civilised society is this: let people be *different*.'

David Grayson, 1870 – 1946. American writer

THE BEST

'ARMY – BE THE BEST'

Promotional slogan, 2011

RECRUITING: KING AND COUNTRY

'Your *King and Country* need you.'

1914 recruiting advertisement

INCLUSION

'You don't have to be *straight* to be in the military, you just have to be able to shoot straight.'
Barry Goldwater, 1909 – 1998, American politician

THE STUPIDITY / FUTILITY OF WAR

*War, war is stupid
And people are stupid
And love means nothing
In some strange quarters*

Song by 1980's pop group Culture Club *War*

LETTING GO

Let go, let go;
Gone.

Live again,
Love again.

Feel loved,
Be loved.

Anonymous, c 2011. A piece writing, created in an art therapy session funded by Combat Stress.

MENTAL HEALTH

'Don't bottle it up.'

'Mental Health: Reaching out is a sign of strength.'

Army Health Promotion / 'FIT FOR LIFE – FIT TO FIGHT'

USEFUL CONTACT DETAILS

ADDRESSES, WEBSITES, NUMBERS

The Royal British Legion

Byrom House
21, Quay Street
Manchester
M3 3JD

199, Borough High Street
London
SE1 1AA

www.britishlegion.org.uk
<http://www.britishlegion.org.uk/remembrance/schools>
Legion helpline: 0845 7725 725

BLESMA

British Limbless Ex-Service Men's Association
Frankland Moore House
185-187 High Road
Chadwell Heath
Romford
Essex
RM6 6NA
www.blesma.org
headquarters@blesma.org
Tel: 020 8590 1124

Community-Based Help & Support

North of UK : 01292 561 350
Central: 01952 822 750
South: 01372 841 680

Forcesline

Freephone numbers from 10.30am – 22.30pm –
UK local time
UK: 0800 731 4880
Germany: 0800 1827 395
Cyprus: 800 91065
Falkland Islands: #6111
Rest of the world: +44 (0) 1980 630854
(Staff will call back immediately)
Freephone from operational theatres:
Paradigm Services *201
www.forcesline.org.uk

Combat Stress

Fundraising Department
Tyrwhitt House
Oaklawn Road
Leatherhead
Surrey
KT22 0BX
www.combatstress.org.uk
fundraising@combatstress.org.uk
www.facebook.com/
www.twitter.com/
www.youtube.com/
Tel: 01372 587 140

Armed Forces memorial Trust

www.forcesmemorial.org.uk
Tel: 020 7218 2020

Commonwealth War Graves Commission

www.cwgc.org.uk
Tel: 01628 634 221

Heroes Past & Present

www.heroespastandpresent.org.uk

Victim Support

PO BOX 11431
London
SW9 6ZH
Tel: 0845 30 30 900

The United Nations

www.un.org/aboutun

NATO

www.nato.int

Soldier

(Incorporating *Territorial Army Magazine*)
Parsons House
Ordnance Road
Aldershot
Hampshire
GU11 2DU
www.soldiermagazine.co.uk
info@soldiermagazine.co.uk
www.facebook.com/soldiermagazine
www.twitter.com/soldiermagazine
Tel: 01252 347 353

Samaritans

24-hour service
Tel: 08457 909 090
jo@samaritans.org
Chris @ PO BOX 9090
Stirling

FK8 2SA

Padres

epadre@armymail.mod.uk

Poppyscotland

www.poppyscotland.org.uk

The Gallipoli Association

www.gallipoli-association.org

The Gurkha Museum

www.thegurkhamuseum.co.uk

Tel: 01962 828 536

The National Archives

www.nationalarchives.gov.uk

Tel: 020 8876 3444

National Army Museum

www.national-army-museum.ac.uk

Tel: 020 7730 0717

National Memorial Arboretum

Croxall Road

Alrewas

Staffordshire

DE13 7AR

www.nationalmemorialarboretum.org.uk

Tel: 01283 792 333

National Strategies Website

www.nationalstrategies.standards.dscf.gov.uk/secondary

Poetry

http://www.warpoetry.co.uk/war_poetry_new.html

FURTHER READING

The Boy in the Striped Pyjamas

John Boyne

The Silver Sword

Ian Serrallier

Goodnight Mr Tom

Michelle Magorian

Gripping War Stories

Tony Bradman

The Book Thief

Markus Zusak

Emil and Karl

Yankev Glatshteyn

Private Peaceful* and *War Horse

Michael Morpurgo

Blitzcat,

Robin Westall

Zlata's Diary

Zlata Filipovic

Little Soldier

Bernard Ashley

Bite of the Mango

Mariatu Kamara

A Long Way Gone

The True Story of a Child Soldier

Ishmael Beah

Secret Assault SAS

Jim Eldridge

Voices of War

Peter H Liddle

Leo Cooper Ltd

Once, Then and Now

Maurice Gleitzman

Veterans

The Last Survivors of The Great War

Richard van Emden and Steve Humphries

Leo Cooper Ltd

Indian Voices of The Great War

Soldiers' Letters, 1914-1918

David Omissi

Macmillan Press Ltd

Protest Stencil Toolkit

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On behalf of all involved in producing this book and online service, we sincerely hope that you will find materials here of use to you, your school and beyond. Our intention was simple, to produce...

IDEAS FOR SCHOOLS

IDEAS FOR *you*

With best wishes to you all.

When we set out to write this book our aim was to highlight to students that war didn't just end when we celebrated VJ day in 1945. Instead, the world has continued to fracture and fall apart along stress lines, many of them caused by the meddling of the western world at the end of WWI when unnatural parcelling up of land made for unhappy alliances.

One of the aims of the project was to see if we had learned lessons from the terrible acts carried out in war. Are we more or less likely to see war as a justification for being barbaric? When the Holocaust was discovered we, as a civilisation said "never again" but have we lived up to that promise? The testimony of those caught up in Bosnia and Kosovo seem to suggest that the lessons we have learned are quickly forgotten when you give power to people with prejudice in their heart.

The project has been a hard slog but every time we felt like giving up we thought about the people we had interviewed - the real heroes who had no option but to keep pushing forward despite being cold, tired, afraid and often very young. Most of the people we interviewed had no concept of themselves being heroes. Without exception they talk about "just doing their job" and pushing forward for the colleague at their side. They did the job that many of us couldn't with the aim to bring stability to our small planet. Many of the interviewees have struggled in some way to cope with what war did to them, some have developed Post Traumatic Stress Disorder, a terrifying and debilitating condition which can leave sufferers stripped of everything - family, job and home. We can only thank the wonderful, overstretched support staff from Combat Stress and the Royal British Legion for helping to heal emotional scars with such humanity and good humour. You too, are our heroes.

Love & Peace.

Helen Robinson and Stuart Gradwell

What are British values?

According to Ofsted, British values are:

democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Schools must promote British values, says UK Government

As of November 2014, schools must now promote British values.

Advice from the DfE is to do so through SMSC, though Ofsted will assess it through the curriculum too.

In its press release on 27 November 2014, the Department for Education told all schools to promote 'British values' and produced advice for doing so through SMSC.

Ofsted wants to see a school ethos and climate that promotes 'British values' at every level. Inspectors will assess 'British values' through SMSC, the curriculum and school leadership.

And Ofsted now pays a lot of attention to SMSC when deciding whether your school is 'outstanding', 'inadequate' or somewhere in between.

But what are 'British values'?

According to Ofsted, 'fundamental British values' are:

democracy

the rule of law

individual liberty

mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

School Inspection Handbook from September 2015

How must we teach it?

Advice from the Department for Education is that British values should be promoted through SMSC.

For maintained schools, this is set out in Promoting fundamental British values as part of SMSC.

For independent schools, free schools and academies, it is set out in Improving the SMSC development of pupils in independent schools.

What must be taught?

The advice here is basically the same for maintained schools ('state' schools) and independent schools (private schools, academies and free schools):

Enable students to develop their self-knowledge, self-esteem and self-confidence

enable students to distinguish right from wrong and to respect the civil and criminal law of England

encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

enable students to acquire a broad general knowledge of and respect for public institutions and services in England

further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures

encourage respect for other people, and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The only difference for independent schools is in the penultimate paragraph, which now includes them in requirements regarding the Equality Act's protected characteristics:

encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

For more information please visit <http://www.doingsmsc.org.uk/british-values/>

