

# NEWHAVEN FORT

## Citizenship and World War II



### **What is citizenship?**

Everyone in the world is part of a community; you are part of your school community but also part of your town, your country, and part of the world community. Citizenship is about our role in those communities.

We need to know what our rights are, and what our responsibilities towards other people in the community are. We need to understand how our community works and talk about important things happening within it. That helps us play an active part in the community, to make sure everyone is happy and supported.

# Family life before the War

During the 1930's, just before World War II started in 1939, family life was very different to the way we know it today. Everyone joined in and helped to make family life work properly. Children spent less time playing and being entertained, and had many more chores to do – usually after school!

## What do YOU do after school?

### You in the 1930's!

### You today!

- |                                       |                |
|---------------------------------------|----------------|
| 1. Play board games with your family. | .....<br>..... |
| 2. Do some chores around the house.   | .....<br>..... |
| 3. Go out and play with my friends.   | .....<br>..... |

How is your play different now to the way it would have been in World War Two? There was much less television, no Playstation and no computers.

*What do you think you would like doing instead of spending time with those?*

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.....

Write here about anything that you and children in the 1930's have in common.

*What would you both enjoy doing?*

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.....  
.....

# When the War started



Everything changed when the War began. Many men (fathers, uncles and even older brothers) went off to battle, and many women (mothers, aunts and older sisters) often stopped being 'housewives' and went out to work. They did the jobs the absent men left behind.

*Do you think this is true today?*

When was the last time you heard someone say they were a 'housewife'? Now women can serve in the Army and men can choose to stay at home and look after children. This was not the way things were traditionally done.

What other jobs do you know that people think only men or only women do, but really men OR women do?

These can be, what is known as, a kind of '**stereotype**' – where people have pre-existing ideas about how people behave and what they believe, which really may not be true at all.



Now there are new ways for everyone to help their communities. How would you help your family in wartime?

*For the next part of the sheet, you will need your notes about the 'Home Front' exhibition.*

## 'Do your bit'!

More than ever, everyone had to help out to make sure everyone was okay. Many children had to grow up quickly during wartime. Often they had to look after themselves and younger siblings while their mothers worked.

# Evacuation

Think about the displays on evacuation – **check the map** to remind you where they were. **Think about the models** of the children leaving their mother at the train station, and the photographs of evacuees at the station. How did you think they might feel? Would everyone feel the same, or would some people react differently?

*How would you feel if it was you?*



More than 2 million (2,000,000) children were evacuated during the war. They were sent to stay in the country with people they didn't know, and had no way of talking to their parents, except for an occasional letter.



**Discuss this in small groups** and feedback to the class on your ideas.

How do you think parents felt about sending the children away?

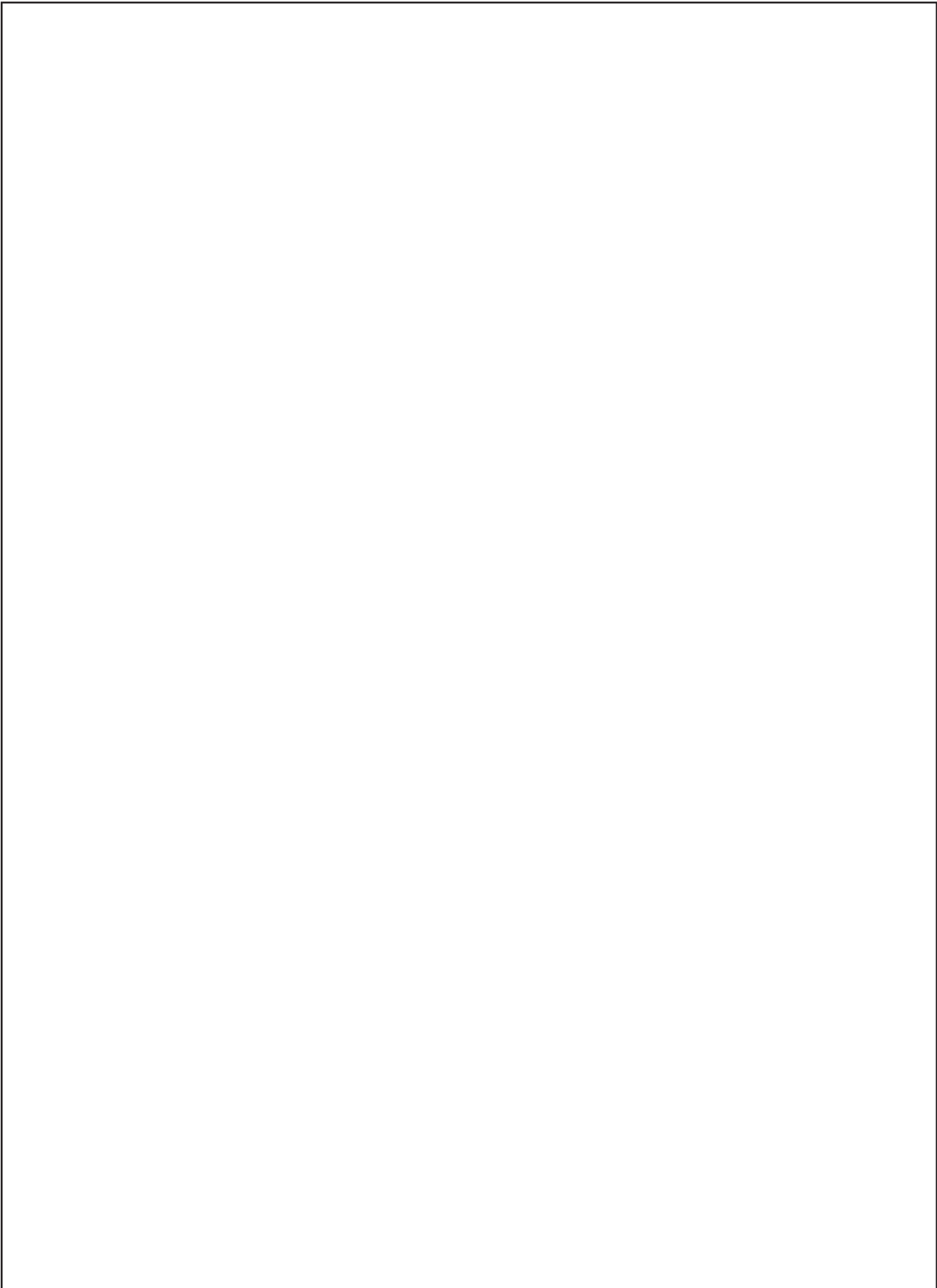
Imagine you have to make the decision - what are the benefits (good things) about -staying in the city?

What are the benefits of going?

*Do **you** agree with the plan to send children to the countryside?*

Find two or three other children to work with. Imagine you live in a city, like Brighton or London (or another large town nearby). **Prepare a freeze frame** (like a still photograph) of yourself, and any brothers or sisters you have, being helped onto the train with your luggage at the train station, ready to be sent to live in the country side. Take it in turns to tell each other what your character is thinking and saying.

Now draw a picture of your freeze frame below. Use speech bubbles and thought bubbles to show what you are thinking and saying to each other.



# Arrival

Now imagine you have arrived in the countryside, and are taken to a large village hall with lots of other evacuated children. There you will be collected by a family who you have never met before. To your great relief, they turn out to be very kind.

How do they introduce themselves?

How do they make you feel welcome?

What do you say in return?

Do you tell them how you feel about being moved out from the city, and how do they reassure you?

**Prepare a new freeze frame** of yourselves waiting in the hall with the other children. Then improvise (make up the drama as you go along) a short play (up to five minutes) about yourselves waiting to be collected, and what happens when your family finally 'finds' you.

The new family have children too, and they all look after you very well. They live on a farm. Imagine you come from a large town or a city, and have never ever seen a farm before. The new children take you round to show you the animals (they have horses, chickens and sheep, but you can include other farm animals too).

How do you feel about the animals at first?

Do the new children have to show you how to care for them and feed them?

**Prepare a two-minute play** to show what happens, and how you react! Make sure you show what each character is thinking and feeling by expressing it on their faces, by their body language (will they look nervous, happy, amused, unsure?) as well as by what they say.

Now it is the end of your first day, perhaps the first in your whole life away from the people you know best – it was not easy! **Reflect** on what your character experienced.

What have you done really well today?

What makes you feel proud about what you said and did?

**Write a letter home** telling your family about your first day. Remember to tell them what it felt like, what you thought when you first saw new things, and what you were proud of yourself for today.

**TEACHER LED DRAMA** – *differences and similarities; aggressive behaviours (including bullying); how to respond to aggressive behaviours and ask for help.*

*This part of the pack is intended to be teacher led drama, with circle time interventions. Explain to the children that they need to work together and co-operate to make the drama activities work, in the same way that people worked together to make sure things went well for everyone during the war.*

# Next day at school

The next day you are taken to your new school with the children of the family.

Your new teacher welcomes you and finds you somewhere to put your hat and coat, and she introduces you to your new class. Everyone smiles and says hello. You sit next to a boy called Oliver, who is rather quiet but friendly. In front of you there is another boy called Albert. He does not smile, but instead looks at you hard, and then turns away.

Later, in the playground, you see Albert push Oliver hard, making him fall over. Albert says something to Oliver and runs away. You can't hear what it is. What should you do? (Talk about this in small groups and feed ideas back to the whole class).

You decide to go and see if you can help Oliver. (Get into smaller groups; arrange parts for Oliver and onlookers. Act out helping Oliver up and asking him if he is alright, and asking what Albert said to upset him – then stop).

*Reveal that Albert told Oliver his Dad was a coward because he didn't go and fight in the war, but that really Oliver's dad has a disability and was not allowed to go. He was born with a damaged leg and can't run properly.*

*Discuss what disability means. Do they know anyone who is disabled? (Be aware of children in class, and relatives). Discuss things that Oliver's dad can do perfectly well (talk, do many kinds of work, be a Street Warden, help those needing medical attention, operate machinery etc), and that the disability affects him physically in some ways, but not mentally at all. Emphasise that he will be able to do most things in exactly the same way – sometimes better – than an able-bodied person, depending, as for us all, on his skills and experience. Do the children think people (including Albert) have really appreciated this?*

*Explain that some people were not really looked on as positively as others simply because they were seen as 'different' (this could lead into a further discussion of the perception of disability or of racism, or of different roles for men and women). Is it okay to think of people in this way? Is this what we do in our own community today?*

What jobs could Oliver's father do during the war which would help the community and so also help the whole nation? *Emphasise that not every role would be direct combat, just as many of the 'Home Front' roles were crucial to keeping things going, and that many of the jobs will involve the same amount of skill and dedication as combat itself would.*

## **Note to teachers:**

*Recording for this activity could involve photographing the drama, making a radio play, drawing freeze frames, planning a talk or a further drama scene based on the issues, written work or poetry (amongst others).*

# What about food?

Think about the part of the Home Front display about food (at the far end of the room – **check your map**). Look at your notes.

What food rules do we have now?

What foods do we need to eat regularly to keep us healthy, and what should we only eat in moderation?

Today we have healthy fruits and vegetables to eat every day, but during the war it was hard to transport them to people, and food was rationed (you were only given a certain amount). Food was often grown nearby, and was less 'refined' – this means it was not so prepared, or preserved with chemicals and packaged up. People washed, peeled and cooked the vegetables themselves. They often picked the fruit and vegetables themselves first!

What healthy foods can you eat **now**? Which you would **not** have had then?

**Draw them here.**

1	2	3
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Do **you** like this food? Why?

Do **you** like this food? Why?

Do **you** like this food? Why?

Can you find three healthy foods you **could** eat during the war?

You might need to check your notes.

1	2	3
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Do **you** like this food? Why?

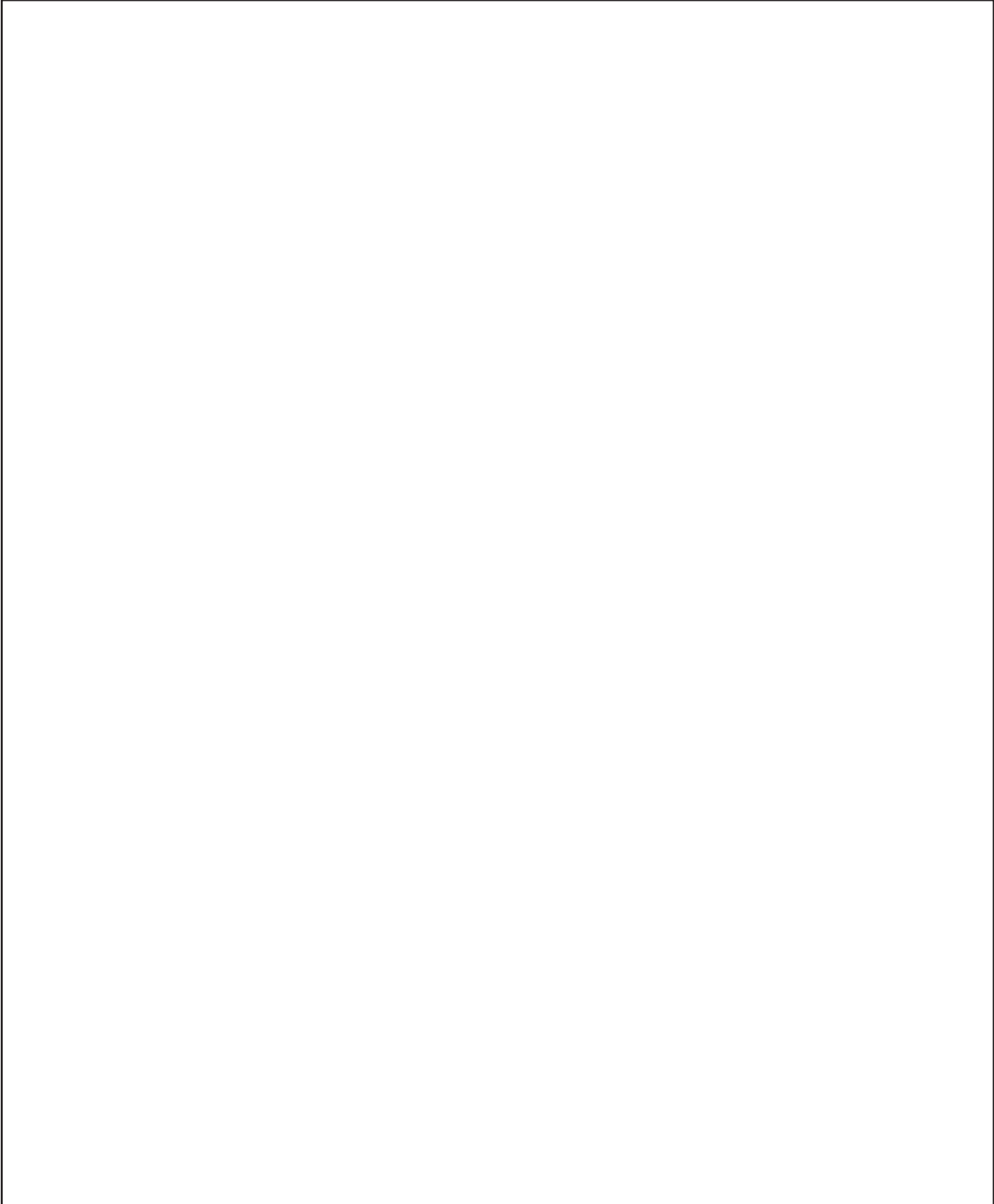
Do **you** like this food? Why?

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# 'Dig for Victory'!

Do you remember the model of the woman who grew her own vegetables? Families often grew their own vegetables to help feed themselves, and other people. Maybe today you have a vegetable patch at school, or at home.

Draw yourself and your friends 'digging for victory' here. Label the vegetables you are planting – but make sure it was food you can get in wartime! Remember to wear wartime clothing!



# Food miles

Some people grow fruit and vegetables **locally**, in your local community. This means the money spent on them stays local too; the people who sell the fruit and vegetables also buy things locally, helping local shops.

Sometimes, fruit and vegetables are grown **a long way away** and taken to the shops on planes, trains or by road – this is a lot of **food miles** (the number of miles the fruit and vegetables have travelled).

More food miles means:

- More fuel is used, causing more pollution (like carbon dioxide, which contributes to global warming).
- More traffic on roads.
- More energy used to store and refrigerate food.
- Sometimes, more chemicals used to make food last longer.

Sometimes the money spent on the fruit and vegetables goes to small communities without much money, which are a long way away – that helps people who haven't much money. However, sometimes, it can end up helping very large companies instead who buy fruit and vegetables from smaller local businesses. Some large companies pay well for the fruit and vegetables, but unfortunately some do not!

## Things to do

1. Look in your lunchbox for fruit. Is there a label on it, which says where it is from? Try to find out which country the fruit comes from next time you go to the shops. How many miles has it travelled to become part of your lunch?
2. Use the 'food miles calculator' to work out how many miles the food has travelled to become part of your meal <http://www.organiclinker.com/food-miles.cfm> (always ask the people who look after you if this is okay first).
3. Look up 'food miles' on the BBC website for more information - the link is here [http://www.bbc.co.uk/food/food\\_matters/foodmiles.shtml](http://www.bbc.co.uk/food/food_matters/foodmiles.shtml) (always ask the people who look after you if this is okay first).
4. Look again at the fruit and vegetables in the shop, and find out which is grown locally, which is grown in small communities a long way away, and which is sent by companies.

## NOTES AND CURRICULUM LINKS

- Links to PHSE curriculum – links to National Curriculum document, Key Stage 2, given below.
- Links to History curriculum Key Stage 2.
- Links to drama, speaking and listening.

### Personal, social and health education key stage 2 (from National Curriculum QCA website)

#### Knowledge, skills and understanding

##### Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.

##### Preparing to play an active role as citizens

2. Pupils should be taught:

- To research, discuss and debate topical issues, problems and events.
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (who could not go to war).
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- What democracy is, and about the basic institutions that support it locally and nationally.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

## **Developing a healthy, safer lifestyle**

3. Pupils should be taught:

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.

## **Developing good relationships and respecting the differences between people**

4. Pupils should be taught:

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
- To think about the lives of people living in other places and times, and people with different values and customs.
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help (who could not go to war).
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

## **Breadth of Opportunities**

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take).
- Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting).
- Make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).
- Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).
- Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment).

Prepare for change (for example, transferring to secondary school).