

# Local Challenge



## Teacher's Notes

**The Big Question** How do conflicts affect communities? **Level** Second

### Experiences and Outcomes

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

**TCH 2-03b**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.

**TCH 2-04b**

I can expect my learning environment to support me to:

- Develop my self-awareness, self-work and respect for others;
- Meet challenges, manage change and build relationships;
- Experience personal achievement and build my resilience and confidence for specific tasks.

### Additional Resources

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website <http://learning.poppyscotland.org.uk/resources-category/films/> or from ordering a free copy of the 'Sowing the Poppy Seed' DVD via this link <http://learning.poppyscotland.org.uk/resources/order-education-pack/>

Poppyscotland's image library is available from the Poppyscotland Learning website <http://learning.poppyscotland.org.uk/resources-category/media/>

More Poppyscotland lesson plans are available from the 'Learning Materials' page of our website: <http://learning.poppyscotland.org.uk/resources-category/education/>

<https://www.legionscotland.org.uk/>

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

### Introduction

Children should share their own previous knowledge of Poppyscotland and discuss the ideas of Remembrance. If there are children in the class who have relations in the forces or a relation who has been involved with the armed services, this person could be invited into the class to talk about their experiences. Alternatively, a speaker from a local organisation, for example Legion Scotland, could be invited to the class.

## Local Challenge



The class could contact other schools around Scotland to discover how other schools celebrate Poppy Day. The children could also contact a speaker from Poppyscotland to share the work of this organisation. The class could also approach other local groups – e.g. church groups, Rotary Club, Legion Scotland – and research how these groups recognise Poppy Day.

A storyboard should be created in order to plan the film. The children could have the opportunity of taking photographs of local memorials, etc in order to plan their storyboard effectively.

The children should form teams in order to tackle different aspects of the project. The groups should take an aspect and film their section including interviews, etc. The final film should be edited and choreographed to perhaps include appropriate background music. This may be an area where specialised help could be required, dependent on the children's skills and software available within the school. This may be an opportunity to work with a local business to produce the DVD or contact the local secondary school or college to ensure the DVD is edited effectively.

The final version should be launched at the school assembly, or shown to parents at a school open night. The DVD should be shown to other schools.

# Local Challenge



## Your Challenge

Poppyscotland are always interested to learn about what happens at Remembrance time in your area and also about who has been involved in conflicts and how it affected them and their families.

Your challenge is to create a DVD showing these aspects, which could then be shown to children in other areas of Scotland so that they could learn about the effects of conflict and the work of Poppyscotland where you are.

### Rules

- Committees would need to be set up and team leaders chosen.
- Research might include local library and contact with your local branch of Legion Scotland.
- Agree an overall strategy and plan as a class.
- The quality of the finished product should be of a high standard.
- It may help to get advice from local businesses/expertise about creating a DVD.
- You may make this up over a longer period of time than suggested below - but you must then agree a new timescale.

### Timescale

- Research and initial contacts - 1 week.
- Interviews and filming - 1 week.
- Editing and formatting - 1 week.
- Showing of footage and sharing - time, occasion and venue to be decided.

### Learning Intention

I am learning to create, capture and manipulate sounds, text and images to communicate my prior learning and ideas on a given topic.

### Success Criteria

I will create a short film that communicates my thoughts and ideas about Remembrance.

# Local Challenge



## What Progress Have I Made Today?

### Peer Marking Exercise / Self-Assessment

Traffic light the following statements:



**I can use search facilities and electronic sources to access and retrieve information about an allocate topic.**

TCH 2-03b

**I can capture images to communicate experiences, ideas and information in creative and engaging ways.**

TCH 2-04b

**I can create, capture and manipulate sounds and text to communicate experiences, ideas and information in creative and engaging ways.**

TCH 2-04b

**I worked as part of a team to create a mini film about a given topic.**

TCH 2-04b

What I did best: \_\_\_\_\_

I am still working on: \_\_\_\_\_