

# Remembrance assembly challenge

## Teacher's notes

### The big question

How can we support Poppyscotland?

### Level

Second and Third

### Significant aspect of learning

Learning in the social studies will enable me to learn how to locate, explore and link periods, people and events in time and place. **SOC**

### Experiences and outcomes

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others;
- meet challenges, manage change and build relationships;
- experience personal achievement and build my resilience and confidence.

#### HWB OA

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 2-12a/ HWB 3-12a**

I can recognise how the features of spoken language can help in communication, and I can use what I learn. **ENG 2-03a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**

### Additional resources

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website [www.poppyscotland.org.uk/learning](http://www.poppyscotland.org.uk/learning) or by ordering for free our 'Sowing the Poppy seed' DVD including an example of a remembrance service.

Poppyscotland's image library is also available on the Poppyscotland Learning website: [www.poppyscotland.org.uk/learning](http://www.poppyscotland.org.uk/learning)

Poppyscotland Learning article, January 2017:  
<http://learning.poppyscotland.org.uk/unbelievable-riverside-primary-this-morning-style-tv-programme-whole-school-remembrance-assembly/>

PowerPoint Presentation: Remembrance and centenaries of the First World War (one of two):  
<http://learning.poppyscotland.org.uk/resource/remembrance-and-centenaries-of-the-first-world-war-one-of-two/>

## Remembrance assembly challenge

PowerPoint Presentation: Remembrance and centenaries of the First World War (two of two):  
<http://learning.poppyscotland.org.uk/resource/remembrance-and-centenaries-of-the-first-world-war-two-of-two/>

PowerPoint Presentation: War Memorials & Remembrance:  
<http://learning.poppyscotland.org.uk/resource/war-memorials-and-remembrance/>

PowerPoint Presentation: Remembrance and the Effects of War:  
<http://learning.poppyscotland.org.uk/resource/remembrance-effects-war/>

Poppyscotland Film: Remembrance Sunday Service Glasgow 2008:  
<http://learning.poppyscotland.org.uk/resource/remembrance-sunday-service-glasgow-2008/>

PowerPoint Presentation: Poetry and Remembrance Assembly:  
<http://learning.poppyscotland.org.uk/resource/poetry-and-remembrance-assembly/>

Poppyscotland Film: Elements of The Act of Remembrance:  
<http://learning.poppyscotland.org.uk/resource/elements-of-the-act-of-remembrance/>

# Remembrance assembly challenge

## Introduction

Many schools hold remembrance assemblies around 11th of November. Often these are teacher or staff led. The sample running orders which are available have been adapted from assemblies organised by students who wrote the scripts and running order, and presented each assembly themselves.

The focus does not need to be the First World War. Other wars could be the main focus of the assembly:

- Second World War
- Korean War
- Falklands War
- Gulf/Afghanistan\*

\* Be conscious of sensitivities of students who may have family members serving in recent or current conflicts.

# Remembrance assembly challenge

## Your challenge

Every year at 11am on 11th of November nations fall silent to remember the men and women who gave their lives in war and conflict.

A remembrance ceremony takes place at the Cenotaph in London and is viewed by thousands on television.

This year, your school will hold its own remembrance ceremony for each year group. Your class is to plan and present this event.

The event will also help to raise funds for Poppyscotland as you should sell poppies to those attending the ceremony.

- Work in small groups doing different roles.
- Allocate researchers, writers, readers and an IT team (to make PowerPoint slides as a background and possibly a video).
- Which readings and poems do you wish in your ceremony?
- What music would be appropriate and who can play it?
- Who else should you invite to the assembly from the local community?
- What is the best way to sell poppies?

Make use of the following resources:

- Course books on the First World War;
- Your class notes;
- Teachers and the local community;
- The internet (beware of spending too much time surfing the web) - Poppyscotland, the BBC and the Royal British Legion all have good sites.

## Rules

- Everyone participates in the planning and production of your group's work.
- Work within the timescales provided.
- Meet the product criteria - have you done what you were asked to do?

# Remembrance assembly challenge

## Remembrance assembly challenge

- IT students work the Microsoft PowerPoint and Audio Visual equipment.
- Members of local cadet forces can display flags during the assembly.

### Running order 1

Film on entry (could be a Poppyscotland film)

What are we remembering?	Speaker 1
In Flanders' Fields	Speaker 2
Our trip or experience	Speaker 3
Please wear a poppy	Speaker 4
It could have been us - boy soldiers	Speaker 5
War to end wars – why 11/11?	Speaker 6
Green Fields of France (song)	Solo Singer
Introduction to ceremony	Speaker 7
The Fallen	Speaker 8
Last Post	Bugler
2 minute silence	
Dismiss	Member of staff

# Remembrance assembly challenge

## Assembly content

### What are we remembering?

Each November we all wear poppies in remembrance, but what do we actually mean by the word 'remembrance'? Every 11th November at 11am, much of the UK falls silent for 2 minutes to remember all those brave and honourable men women and children who lost their lives in the First World War.

The war left many families without sons, brothers, fathers, mothers – the list is endless. On this special day in history we give thanks to those people who lost their lives so that we could have better ones.

Many ask why do we wear poppies? Well, after the Great War ended in 1918, the battlefields were churned up and found growing on the broken ground were fields of poppies – many people said it was a sign from God. The poppies gave Lieutenant John McRae from Canada the inspiration to write his classic poem In Flanders' Fields.

It is now traditional to wear a poppy on Remembrance Sunday to commemorate those who fell in war.

### In Flanders Fields

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.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders' fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

*John McCrae 1862-1918*

### Our trip or experience

Personal experience of remembrance.

## Remembrance assembly challenge

### Please wear a poppy

"Please wear a poppy," the lady said  
And held one forth, but I shook my head.  
Then I stopped and watched as she offered them there,  
And her face was old and lined with care;  
But beneath the scars the years had made  
There remained a smile that refused to fade.

A boy came whistling down the street,  
Bouncing along on care-free feet.  
His smile was full of joy and fun,  
"Lady," said he, "may I have one?"  
When she's pinned in on he turned to say,  
"Why do we wear a poppy today?"

The lady smiled in her wistful way  
And answered, "This is Remembrance Day,  
And the poppy there is the symbol for  
The gallant men who died in war.  
And because they did, you and I are free -  
That's why we wear a poppy, you see.

"I had a boy about your size,  
With golden hair and big blue eyes.  
He loved to play and jump and shout,  
Free as a bird he would race about.  
As the years went by he learned and grew  
and became a man - as you will, too.

"He was fine and strong, with a boyish smile,  
But he'd seemed with us such a little while  
When war broke out and he went away.  
I still remember his face that day  
When he smiled at me and said, Goodbye,  
I'll be back soon, Mom, so please don't cry.

"But the war went on and he had to stay,  
And all I could do was wait and pray.  
His letters told of the awful fight,  
(I can see it still in my dreams at night),  
With the tanks and guns and cruel barbed wire,  
And the mines and bullets, the bombs and fire.

"Till at last, at last, the war was won -  
And that's why we wear a poppy son."  
The small boy turned as if to go,  
Then said, "Thanks, lady, I'm glad to know.  
That sure did sound like an awful fight,  
But your son - did he come back all right?"

## Remembrance assembly challenge

A tear rolled down each faded cheek;  
She shook her head, but didn't speak.  
I slunk away in a sort of shame,  
And if you were me you'd have done the same;  
For our thanks, in giving, if oft delayed,  
Thought our freedom was bought - and thousands paid!

And so when we see a poppy worn,  
Let us reflect on the burden borne,  
By those who gave their very all  
When asked to answer their country's call  
That we at home in peace might live.  
Then wear a poppy! Remember - and give!

### **It could have been us – boy soldiers**

Television coverage now means that we are all only too well aware of just how horrific war is. When the First World War broke out in 1914, people didn't really know how a modern war could affect them or just how terrible it would be. Hundreds of thousands of young men volunteered to join the army.

There was so much enthusiasm for the war that even young boys wanted to join –not knowing what war actually meant.

Even although the legal age was 19, many would lie about their age to get into the British Army. About 250,000 underage boys were recruited, and at least half of these were killed or wounded.

The youngest we know of is John Condon, who wasn't even 14 when he died in Flanders' fields in Belgium. This means that most of us here in front of you today could easily have been involved – and even although we have seen the photographs, we can't even begin to imagine how awful it must have been.

We owe it to these boys, and their older brothers, and their fathers and their uncles to remember their sacrifice.

### **War to end all wars – why 11/11?**

At exactly 11am on the 11th day of the 11th month in 1918 the guns of the First World War fell silent. The First World War had ended.

Never before had people seen such a bloody war and so many casualties. They hoped never to see such destruction again. At the time many called the First World War, "the war to end all wars". People hoped never to see such horrors again. Sadly, within the next 20 years Adolf Hitler rose to power in Germany and by 1939 world war had broken out again.

Since then the world has been scarred by more warfare. The Korean War, war in Africa, the Arab-Israeli Wars and the Gulf Wars, to name but a few.

Today we sit here free from warfare and destruction. However, children all over the world are still experiencing the horrors of war in Somalia, Sudan, Nepal, Darfur, Iraq and Syria and many other areas in the world.

## Remembrance assembly challenge

In our lifetime British soldiers have died in some of those regions.

Today, on the 11th of November, we remember not only those who were injured and killed in the two World Wars but also the sacrifices of new generations who must also be remembered and cared for. We will remember them.

### Green Fields of France

Well, how do you do, young William McBride,  
Do you mind if I sit down here by your graveside?  
And rest for awhile in the warm summer sun,  
I've been walking all day, and I'm nearly done.  
And I see by your gravestone you were only 19  
When you joined the glorious fallen in 1916,  
Well, I hope you died quick and I hope you died clean  
Or, Willie McBride, was it slow and obscene?

Did they Beat the drum slowly, did they play the pipes lowly?  
Did the rifles fir o'er you as they lowered you down?  
Did the bugles sound The Last Post in chorus?  
Did the pipes play the Flowers of the Forest?

And did you leave a wife or a sweetheart behind  
In some loyal heart is your memory enshrined?  
And, though you died back in 1916,  
To that loyal heart are you forever 19?

Or are you a stranger without even a name,  
Forever enshrined behind some glass pane,  
In an old photograph, torn and tattered and stained,  
And fading to yellow in a brown leather frame?

The sun's shining down on these green fields of France;  
The warm wind blows gently, and the red poppies dance.  
The trenches have vanished long under the plow;  
No gas and no barbed wire, no guns firing now.

But here in this graveyard that's still No Man's Land  
The countless white crosses in mute witness stand  
To man's blind indifference to his fellow man.  
And a whole generation who were butchered and damned.  
And I can't help but wonder, no Willie McBride  
Do all those who lie here know why they died?  
Did you really believe them when they told you "The Cause?"  
Did you really believe that this war would end wars?  
Well the suffering, the sorrow, the glory, the shame  
The killing, the dying, it was all done in vain  
For Willie McBride, it all happened again  
And again, and again, and again, and again

# Remembrance assembly challenge

## Introduction to ceremony

'We salute the memory of those who sacrificed their health, their strength, even their lives, that we might live in a free country.

The silence is a chance to remember all those who have died in wars and to be glad that we are not at war today.'

## The Fallen by Laurence Binyon

They shall grow not 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.

# Remembrance assembly challenge

## Remembrance assembly

- IT students work the Microsoft PowerPoint and Audio Visual equipment.
- Members of local cadet forces can display flags during the assembly.

### Running order 2

DVD/PowerPoint on entry

What are we remembering?

Speaker 1

The first two minute silence

Speaker 2

Remembrance/Battlefields trip

Speaker 3

Trench Warfare - life in the trenches

Speaker 4

Dulce Et Decorum Est

Speaker 5

Short Drama Presentation - Arts across curriculum group

Shot at dawn - soldiers shot for cowardice

Speaker 6

A Scottish soldier

Speaker 7

Song for peace

Choir

### Introduction to ceremony

'There will now be a number of readings following which the last post will be played. There will then be a 2 minute silence.'

Last Post

Bugler from school band

The Exhortation – For the Fallen

Speaker 8

Laying of wreath

Male and female student

2 minute silence

Flowers of the Forrest

Piper

Reveille

Speaker 9

Commitment

Speaker 10

Dedication

Speaker 11

Dismiss

Member of staff

# Remembrance assembly challenge

## What progress have I made today?

Learning in the social studies will enable me to learn how to locate, explore and link periods, people and events in time and place. **SAL SOC**

### 2<sup>nd</sup> level

I can explain how war has influenced Scotland, its local community and heritage.

For example...

### 3<sup>rd</sup> level

I can explain how war has influenced the local community and heritage of Scotland, Britain and the World and discuss the importance of this contribution.

For example...

### 4<sup>th</sup> level

I can evaluate the impact of conflict on society and culture; nationally and internationally.

For example...

# Remembrance assembly challenge

## Peer marking exercise / self-assessment

Tick all that apply

### Experiences and outcomes

- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.  
**HWB 2-12a/ HWB 3-12a**
- I can recognise how the features of spoken language can help in communication, and I can use what I learn. **ENG 2-03a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**
- I can use primary and secondary sources selectively to research events in the past.  
**SOC 2-01a**
- Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**