

## Activities

### Activity 1

#### Reflecting on one soldier's experience

1 **Working in groups**, provide pupils with copies of the stimulus material on pages 26–27 about Private James Derek Goss.

**Ask pupils to** answer the question 'What mattered most to Derek?' They could express their thoughts on a target board (four concentric circles with 'Matters most' in the centre, then 'Matters a lot', 'Matters a bit' and 'Doesn't matter'). They should give reasons for their choices.

2 **Tell pupils** that after the war the four medals he was entitled to were posted to him in a small box. Derek left the box unopened, and he never spoke to his family about his time in the army.

**Ask pupils to suggest** why he may have done this – and to consider whether they need to make any changes to their answers to task 1.

3 **Tell pupils** that after the war Derek was married in church, encouraged his children to go to church with their grandparents, and was proud that one of them became an RE teacher. However, he no longer had much personal interest in the religion of his birth.

**Ask pupils to suggest** why they think his attitude to religion changed. What questions do you think he had? What answers might pupils suggest to these questions?

### Activity 3

#### Visiting a memorial site

Enable pupils to visit a place where those who died in war are remembered. This might be:

- A cenotaph or other public memorial close to the school
- A memorial in a local place of worship
- The Cenotaph, Whitehall, London
- The National Memorial Arboretum, Staffordshire.

If a visit is not possible, then explore with pupils the videos on the weblinks identified on pages 28–29. The DVD pack *A Sense of Place* in the 'See also' section (page 25) provides a large number of photographs of the National Memorial Arboretum which can support reflection and understanding.

**Explore with pupils questions such as:**

- Why are so many memorials to those who died in war found in places of worship / use religious language and imagery / provide a focus for religious services, e.g. Remembrance Day?

### Activity 2

#### A memorial expressing thankfulness

1 **With the class**, conduct a series of searches on the Commonwealth War Graves Commission website – [www.cwgc.org](http://www.cwgc.org) – entering terms such as 'Christian', 'Hindu', 'Muslim', 'Sikh', 'Gurkha'.

**Ask pupils:**

- a What do they notice?
- b What surprises them? Why?
- c What questions do they have?

2 **Show pupils** the short video (4.24 mins) 'Forgotten Heroes – The Muslim Contribution' on the EMEL website.

**See:** [www.emel.com/article?a\\_id=1699&id=65](http://www.emel.com/article?a_id=1699&id=65)

The video commemorates the sacrifice of Muslim soldiers in both the First and Second World Wars.

**Ask pupils to:**

- **discuss** whether this video answers any of their question. Why/why not?
  - **suggest** why some people feel that Hindu, Muslim and Sikh soldiers are not remembered among the war dead as often as they might be.
- 3 **Tell pupils** that a Muslim organisation called EMEL ran a campaign to get a consultation process started to design a fitting memorial for Muslims who fought and died in the two world wars.

**Ask pupils to work in small groups to:**

- **design** a fitting memorial to commemorate and celebrate the sacrifice of Muslim soldiers (or Sikh, Hindu and so on) who died in the two world wars.
- **consider** the religious beliefs and sensitivities of the religion they have chosen and how these affect the design of the memorial
- **decide** where their memorial should be placed, e.g. a national memorial in a major city; a series of local memorials in towns that sent large numbers of men to the frontline; a permanent exhibition in one of the nation's museums; the National Memorial Arboretum; or somewhere else.
- **present** their design to the class, giving clear reasons for the design ideas and location for the memorial they chose.

## FOR THE RE SUBJECT LEADER

### Exploring thankfulness in the RE curriculum

#### In general

**Thankfulness** (or similar concepts such as **gratitude** and **appreciation**) features in most lists or collections of values, whether from religious or non-religious sources.

The activities in this publication enable pupils to explore the beliefs and values connected with thankfulness, and to consider and reflect on the practical implications of expressing these in relation to themselves, others, the community and the world. **This process is central to religious education.**

#### RE and values education

RE has a key part to play in values education in schools by:

- helping pupils to make the link between belief and behaviour
- supporting spiritual and moral development through reflective exploration of the wisdom of religion and belief traditions and in the teaching of key religious figures
- enabling pupils to consider their own beliefs and values and those of others in the light of their learning in RE.

Many schools take a whole school approach to values education and base their work on one of a series of published resources, such as those mentioned under 'Resources' on this page. Whatever your type of school, and whether or not you formally structure your values education on one of these resources, there is a wealth of useful material for all schools to draw upon to create an appropriate learning environment in which RE can take a lead role.

#### Resources for values education

##### 1 Christian Values For Schools

*Christian Values For Schools* presents 15 values from which schools can choose to help them delve deeper into their distinctive character as church schools. The values are: **reverence; wisdom; thankfulness; humility; endurance; service; compassion; trust; peace; forgiveness; friendship; justice; hope; creation; koinonia** (community or fellowship).

Each value is supported with background and theological information, and a set of accompanying questions and cameos (videos, images and text, showing the values in action in the daily life of schools). The resources are free.

**See:** [www.christianvalues4schools.co.uk](http://www.christianvalues4schools.co.uk)

##### 2 Values for Life

*Values for Life* is a resource written by diocesan schools advisers. There are 12 values: **courage; creativity; peace; trust; forgiveness; justice; thankfulness; compassion; friendship; hope; truthfulness; humility**. These are introduced in key acts of collective worship and there are practical suggestions on how to follow this through in the classroom.

*Living Values* is a complementary resource, full of examples of excellent practice in schools across the UK. It shows how values can underpin every aspect of school life, including: policy development; the whole curriculum; the work of the governing body; and spiritual development. Sample pages are available for download.

**See:** [www.gloucester.anglican.org/resources/jfish](http://www.gloucester.anglican.org/resources/jfish)

##### 3 Living Values Education Programme

*Living Values Education Programme* is aimed at providing guiding principles and tools for the development of the whole person, recognising that the individual is comprised of physical, intellectual, emotional and spiritual dimensions. Resources and details of workshops and seminars by trainers to introduce the programme to schools are available.

**See:** [www.livingvalues.net/reference/excellence.html](http://www.livingvalues.net/reference/excellence.html)