Tameside Metropolitan Borough

CONFLICT & CONSEQUENCE

culture Tameside

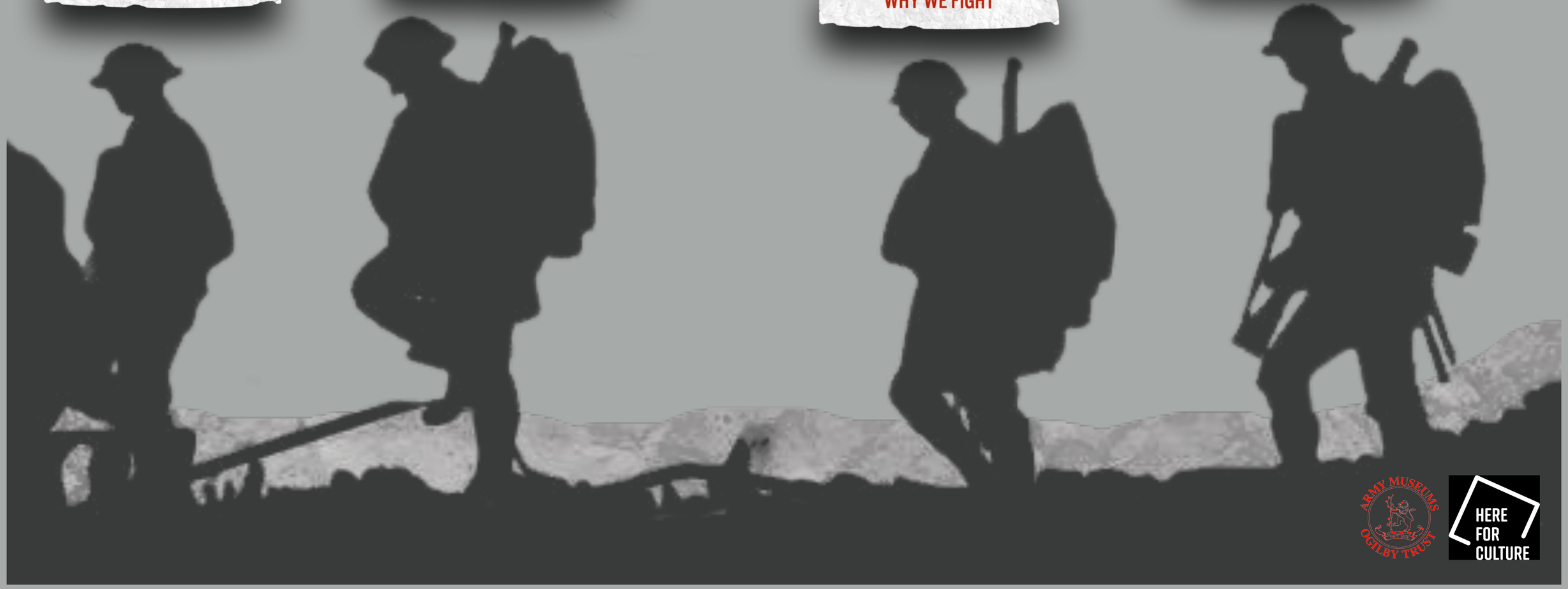
TEACHER USER GUIDE

THE COLLECTORS

I SHALL REMEMBER THEM

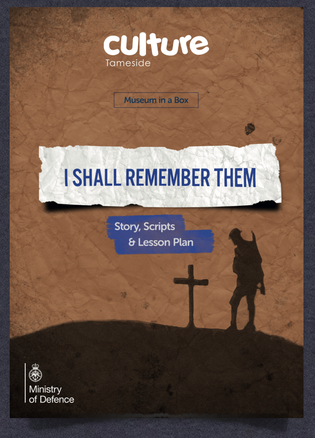
WHY WE FIGHT

FOOTSTEPS OF OUR FATHERS



ARMY MUSEUMS OGILBY TRUST

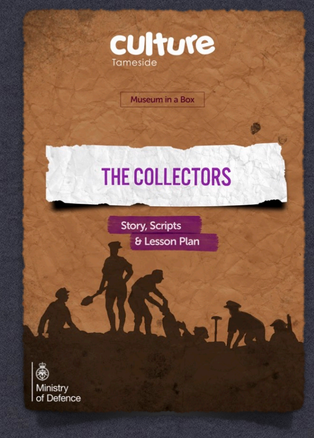
HERE FOR CULTURE



CONFLICT & CONSEQUENCE

INTRODUCTION

This user guide is designed to work alongside the four schemes of work developed by Tameside Cultural Services. You will find that the schemes of work contain scripts, films, national curriculum links and lesson plans that encourage children and young people to use drama and creative philosophical enquiry to explore issues that arise from “Conflict & Consequence”. The lesson plans are linked directly to the topic of “War” but they also allow classes to explore the wider implications of the subject matter. The sessions are designed so that artefacts taken from the “I shall remember them loan box” and the “Manchester Regiment”collection can be used as stimulus for inspiration for the creation of dramatic scenes and creative pieces of writing. In this guide we will use examples from “I Shall Remember Them” lesson one.



https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/rexkingclark



I SHALL REMEMBER THEM - What do we do about the stories of soldiers that are forgotten? What about those who grow old alone?

FOOTSTEPS OF OUR FATHERS - A story set during WW1 that looks at what it means to be brave.

THE COLLECTORS - A story that looks at the importance of history and the reasons why we should remember our past.

WHY WE FIGHT - A story that asks should people be forced to fight in wars? And is it ever right to break the law?

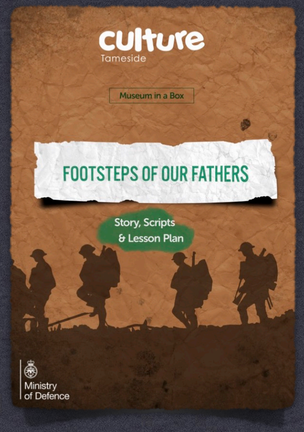
https://www.tameside.gov.uk/LibrariesandLeisure/MuseumsandGalleries/Museum-of-the-Manchester-Regiment

https://www.tameside.gov.uk/MuseumsandGalleries/Museum-and-Galleries-Loan-Boxes#remembrance

https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus

https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/deadmanspenny





https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/elizabethcross



https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/colours

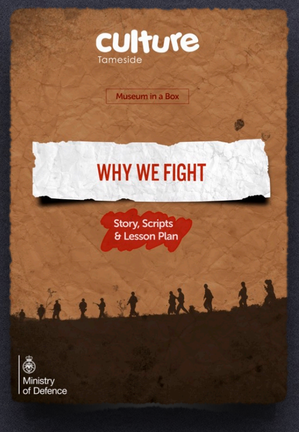


https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/officerscoat



https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/emb





CONFLICT & CONSEQUENCE

WHAT YOU NEED



A copy one of the four schemes of work.



One of the four accompanying DVDs. Each contains the films that follow on from each chapter of the story.



The “I SHALL REMEMBER THEM” loan box. This can be obtained from Portland Basin Museum. (This is optional and the lessons can be completed without this.)



Images of the artefacts from the Manchester Regiment Collection.



The following links may be of assistance when working with the scheme of work

https://www.tameside.gov.uk/LibrariesandLeisure/MuseumsandGalleries/Museum-of-the-Manchester-Regiment

https://www.tameside.gov.uk/MuseumsandGalleries/Museum-and-Galleries-Loan-Boxes#remembrance

https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus

http://www.themenbehindthemedals.org.uk/



CONFLICT & CONSEQUENCE

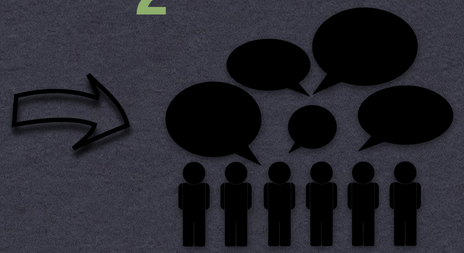
FORMAT FOR EACH LESSON - THERE ARE FOUR PARTS TO EACH LESSONS & A FOLLOW ON WRITTEN TASK

1



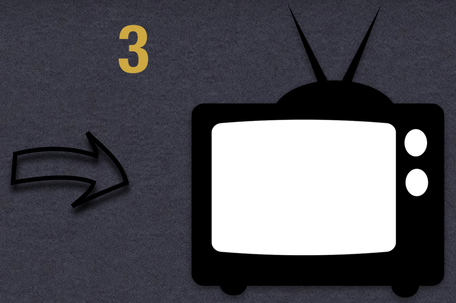
Each lesson begins with reading a chapter of the story, these run from one to six. At the end of each chapter the class are given a choice of which accompanying film they should watch (a or b).

2



The class should debate and discuss the choice they would like to make and then vote on film a or b. This discussion can use some of the rules of classroom debate as outlined in “philosophy for children” methodology.

3



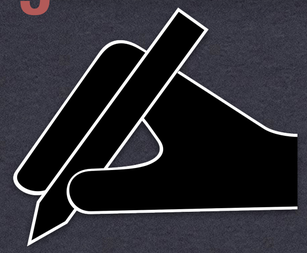
The next part of the lesson involves the participants watching the film that the majority voted for (Film a or b). The participants should only watch the winning film and should not be given any information regarding the content of the other film.

4



The following part of the lesson allows the class to explore some of the issues and situations in the story physically. The dramatic scenes and freeze frames created can then be used as a stimulus for further discussion.

5



This is an extension activity and can be undertaken outside of the normal lesson time. Ideally the activity would take place immediately after the session so the information is still fresh in the participants minds. However there is flexibility with regards to this.

For more information regarding the philosophical aspects of the session please follow the following links

http://www.philosophy4children.co.uk/

https://p4c.com/

https://weareive.org/wp-content/uploads/2018/03/Creative-Philosophical-Enquiry.pdf

CONFLICT & CONSEQUENCE

EXAMPLE LESSON PLAN

LESSON 1

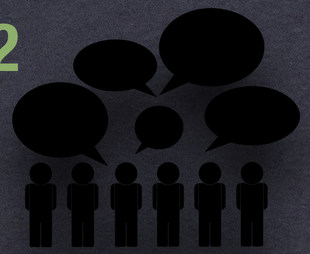
I SHALL REMEMBER THEM

1



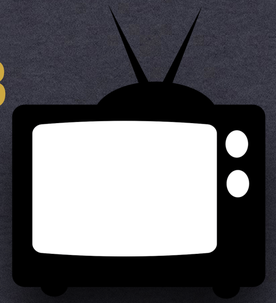
Time:	Teacher's Activity:	Children's Activities:
10 mins	Read the introduction and part one of the story/ listen to a pupil reading the introduction part 1 of the story (dependant on how this part of the session is run).	Read the introduction and part one of the story/ listen to a teacher reading the introduction part 1 of the story (dependant on how this part of the session is run)

2



30 mins	Use the "What happens next" questions to engage the class in debate a to what they believe is the right course of action. Use facilitation strategies taken from P.4.C as well as drama and the creation of short scenes to explore issues raised by the questions, such as "Getting called a coward" "peer pressure" "is it ok to do something bad if no one ever finds out?" Finish this section of the session with a vote on which scene should be chosen.	Participate in discussion and start to create arguments for/against each outcome. These can take the form of short dramatic scenes or verbal discussions.

3



5 mins	What the chosen scene (A or B)	Watch chosen scene

Time:	Teacher's Activity:	Children's Activities:
15 mins	Organise the class in to groups and set the groups the task of deciding what items from the loan box could be in the box that is discovered in the Harry Peacocks House. The groups should come up with reasons why Harry has chosen to keep these items safe and what significance they hold for him. The groups should start to create short stories for objects.	Working in groups pupils should decide up objects from the loan box that they think Harry might be keeping in the box in his house.

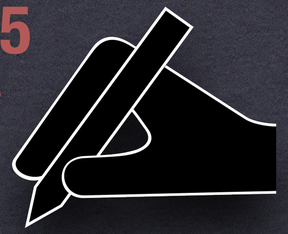
4



Literacy Task:

Ask pupils to write a journal entry or a short story that documents a significant point in the history of one of the objects from the loan box. The pupils can draw upon the discussions they engaged during the group exercise towards the end of the drama session

5



THE STORY

CHAPTER 1

I SHALL REMEMBER THEM

CHAPTER ONE OF THE STORY GIVES THE READER AND THE LISTENERS AN INITIAL INTRODUCTION TO THE CHARACTERS AND AN INSIGHT INTO SOME OF THE CIRCUMSTANCE THAT SURROUND THEM. THE TEACHER SHOULD START TO SIGNPOST HOW THE TEXT STARTS TO ILLUSTRATE SOME OF THE CAUSES OF CONFLICT, DIFFERENT TYPES OF CONFLICT AND THE CONSEQUENCES OF OUR DECISIONS.

How can prejudice lead to conflict?

Nobody on our street liked Harry Sutton. Now when I say nobody liked him, I mean nobody really knew him, because he was a grumpy

He hated children. That's what all the children on our street decided.

How can sorrow and pain effect the decisions we make?

Shortly before this story begins, my dad was killed in a place called Northern Ireland. Our house became very quiet

I knew I shouldn't have done what I did next.

What can inner anger and internal conflict lead to?

"My mum doesn't care if I'm in school or not, if you want to know the truth," Danny said to me one day, almost proudly.

We started to spend more and more time outside of school and we would often talk about how much we hated it. One

he told me that his dad had run off and left his mum, and we would often talk about how much we hated school.

and said. "I don't know what your mum lets you get away with at home, but in my classroom you'll show me some respect." There was

CONFLICT CAN COME IN MANY DIFFERENT FORMS (INTERNAL / MENTAL / FEELINGS OF INJUSTICE).

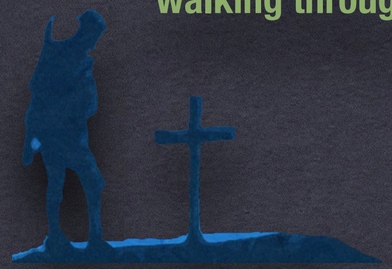
CHAPTER 1

THE DEBATE

CHOOSE , A OR B

I SHALL REMEMBER THEM

AT THE END OF CHAPTER ONE THE CLASS NEED TO MAKE A DECISION AS TO WHICH VERSION OF FILM 1 THEY SHOULD WATCH (A OR B). THE TEACHER CAN TAKE ON A DEVILS ADVOCATE ROLE, AS WELL AS HELPING THE CHILDREN TO SEE BOTH SIDES OF THE DILEMMA



Points for

- Theres no harm, we're just walking through
- Why should I care what the old man thinks
- I look good in front of Danny
- I show that I am tough
- Its an adventure and its exciting
- I prove that Im not scared of Harry Sutton



A. I follow Danny into the house.

B. I don't follow Danny into the house.

Points against

- Its trespassing so its against the law
- It not what dad would have wanted me to do
- I look good in front of Danny
- Harry is an old man. We might frighten him
- Mum will be really upset if she finds out
- I should be pressured into doing something



CHAPTER 1

THE DRAMA ACTIVITY

I SHALL REMEMBER THEM

SIMPLE DRAMA EXERCISES CAN BE ADDED TO THIS PART OF THE LESSON TO FACILITATE THE LEARNING PROCESS, TO HELP THE CHILDREN DEVELOP EMPATHY TOWARDS THE CHARACTERS AND THE SITUATIONS THEY FIND THEMSELVES IN. IN THIS FIRST LESSON THE PARTICIPANTS CAN CHOOSE AN OBJECT FROM THE LOAN BOX (OPTIONAL) OR SELECT AN ITEM FROM THE MANCHESTER REGIMENT COLLECTION AND USE IT AS A STIMULUS FOR FURTHER WORK.



Do either of the characters make any connection between the object and how Harry now behaves?

Thought tracking



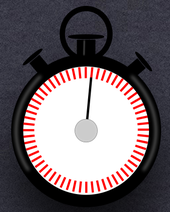
Use the script included in the book to allow all the participants to recreate the scene.

Scripted work

Working in groups pupils should divide up objects from the loan box that they think Harry might be keeping in the box in his house.



https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/rexkingclark



Show the characters 30 seconds before and 30 seconds after they discover the box. How do their thoughts and feelings change?

Still image



What is the difference between the two characters thoughts when they find the object?

Thought tracking



The audience stop a scene and suggest a change that would create a different outcome.

Freeze frame



Create a still image of the moment they discover the object.

Freeze frame

USE IMAGES OF THE OBJECTS TAKEN FROM MANCHESTER REGIMENT COLLECTION OR THE LOAN BOX AS STIMULUS FOR THE DRAMA.

HTTPS://WWW.TAMESIDE.GOV.UK/MUSEUMSGALLERIES/MOM/OBJECTFOCUS

FOR MORE INFORMATION REGARDING DRAMA TECHNIQUES AND STRATEGIES VISIT - HTTPS://DRAMARESOURCE.COM/DRAMA-GAMES/

CHAPTER 1

THE LITERACY TASK

I SHALL REMEMBER THEM

THE LITERACY TASK IS AN EXTENSION ACTIVITY THAT TAKES PLACE OUTSIDE THE TIME SPECIFIED IN THE LESSON PLAN. IDEALLY THIS ACTIVITY SHOULD TAKE PLACE IMMEDIATELY AFTER THE LESSON SO THAT THE INFORMATION THE CHILDREN HAVE TAKEN FROM THE LESSON IS STILL FRESH IN THEIR MINDS

Literacy Task:

Ask children to write a journal entry or a short story that documents a significant point in the history of one of the objects from the loan box. The entry could be written from the perspective of the character of Harry. Alternatively the children could write the entry as if it was themselves who were in a situation where the object could have taken on some significance or importance. The children can use the scene they have created with their group or they can write about something new.

Stimulus taken from the "I shall remember them" loan box



Dead man's penny

https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/deadmanspenny

December 20th 1915.

Today we received a plaque to commemorate the death of my father. When we were given the the plaque it made my fathers death seem much more real. The plaque is also know as the "dead man's penny" and it shows that my father was a good solider who died with honour. I will always love my father.

November 10th 1917.

I was given my Silver war badge today. This badge is proof that I served my country and I did everything I could to make my family proud. Some of my neighbours think that I am a coward because I came home from the war early and they want to give me a white feather. But I came home because I was wounded. This silver medal is proof that I have nothing to be ashamed of.

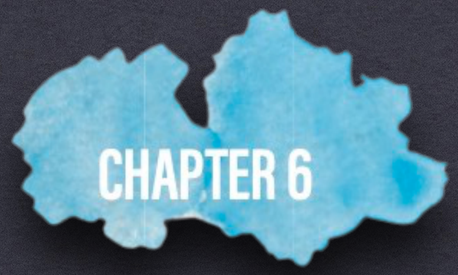
Stimulus taken from the Manchester Regiments collection



Silver War badge

https://www.tameside.gov.uk/museumsgalleries/mom/objectfocus/silverwarbadge

FOR MORE STORIES ABOUT THE MEN WHO'S MEDALS ARE IN THE MANCHESTER REGIMENT COLLECTION VISIT - HTTP://WWW.THEMENBEHINDTHEMEDALS.ORG.UK/



THE PHILOSOPHY FOR CHILDREN (P.4.C) DEBATE

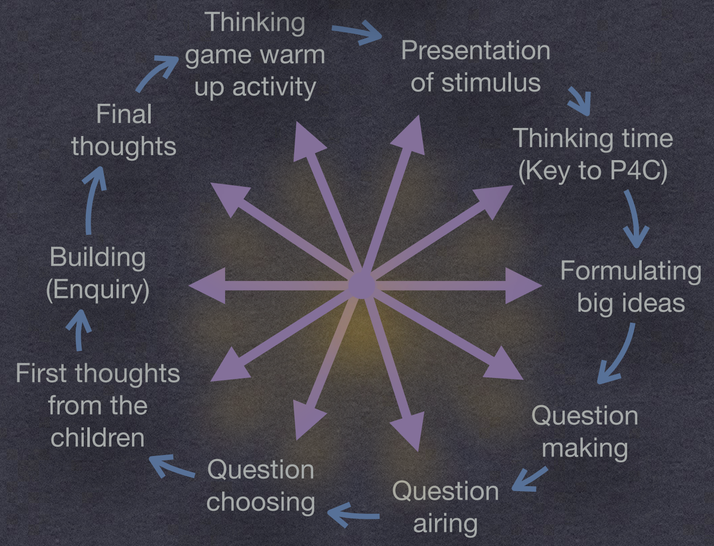


IN ALL FOUR BOOKS ITS IS SUGGESTED THAT LESSON 6 SHOULD TAKE THE FORM OF AN HOUR LONG PHILOSOPHICAL DEBATE. DURING THE LAST LESSON THE LAST PART OF THE STORY WILL BE READ AND A CONCLUSION WILL BE REACHED. DUE TO THIS WE ARE PRESENTED WITH AN OPPORTUNITY FOR THE CLASS TO DISCUSS AND DEBATE ISSUES THAT HAVE BEEN RAISED THROUGHOUT THE PREVIOUS FIVE SESSIONS. THIS DEBATE CAN TAKE THE FORM OF A PHILOSOPHY FOR CHILDREN SESSION.

What is P4C?

P4C, is an approach to learning and teaching which enhances children's thinking, communication skills and improves their academic attainment. It was established over forty years ago and is now practised around the world. In P4C, a stimulus is shared with a group of children. The children are encouraged to come up with the kind of big, engaging philosophical questions about the stimulus which are at the heart of P4C.

What does a P4C enquiry look like?



Why use P4C?

Philosophy for Children (P4C) is the **ideal** tool to stimulate thinking skills. P4C improves children's critical, creative and rigorous thinking. It helps to develop higher order thinking skills, improve communication skills and helps children learn to co-operate with others.

What if staff are not trained in P4C?

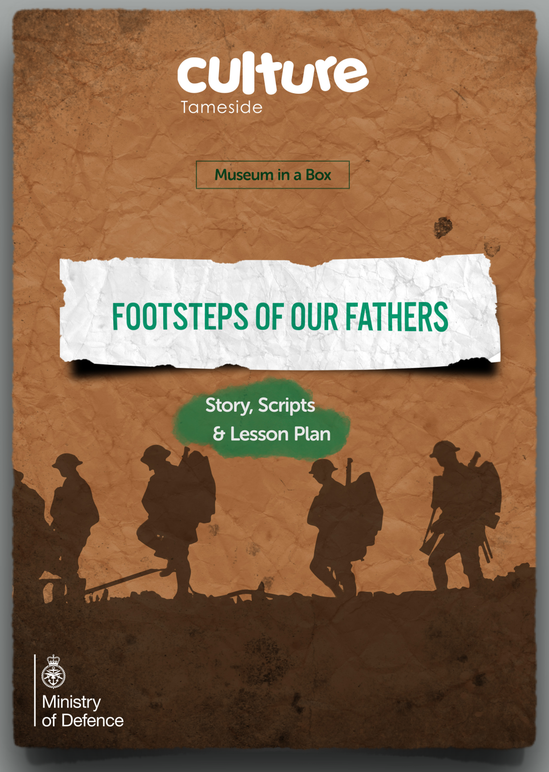
If P4C teaching is not used within your setting then this part of the lesson can still be used to allow the children to explore issues raised. Question stems are included in the lesson plans and these could be used as stimulus for discussion.

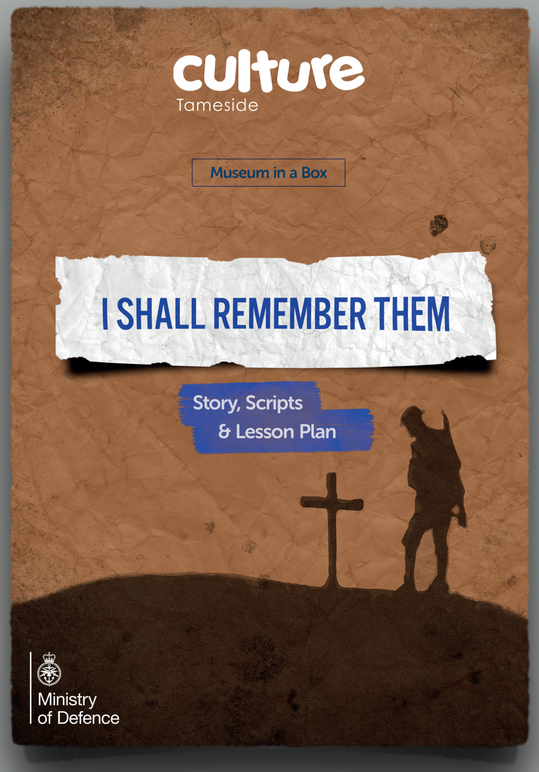
For further information regarding P4C training in your setting please follow the following links -

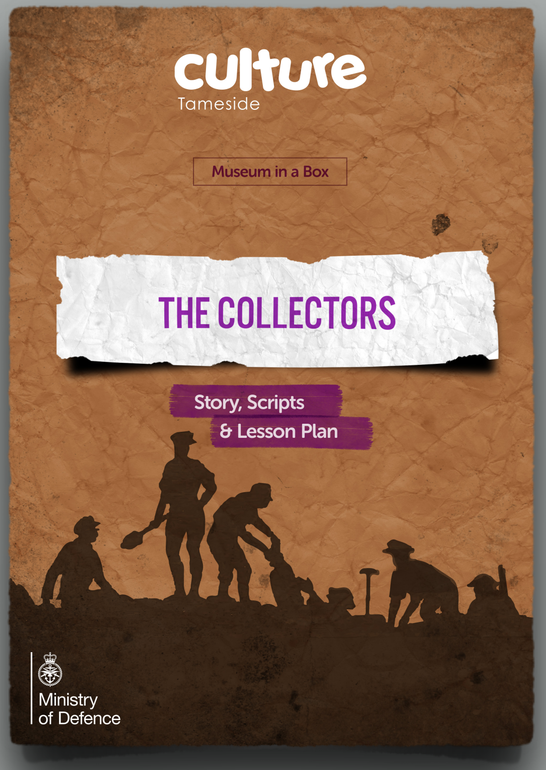
https://dialogueworks.co.uk/team-and-associates/

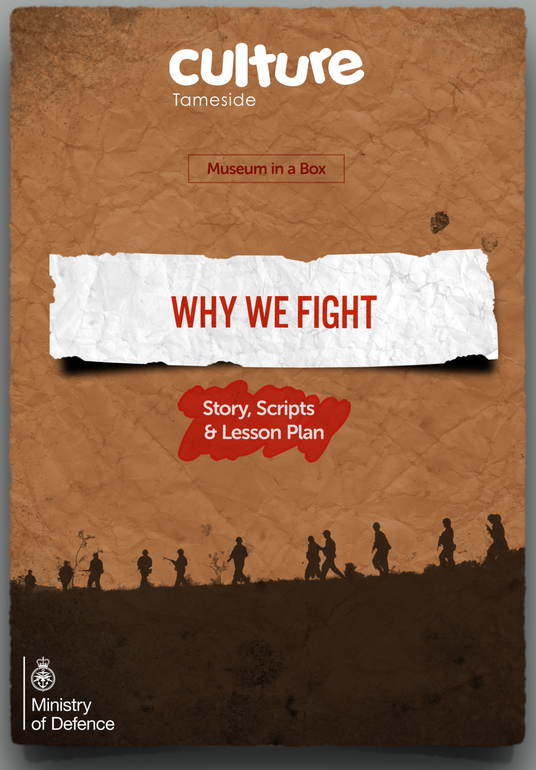
https://permanenteducation.org/category/uncategorised/

BOOKS AVAILABLE IN THE SERIES









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