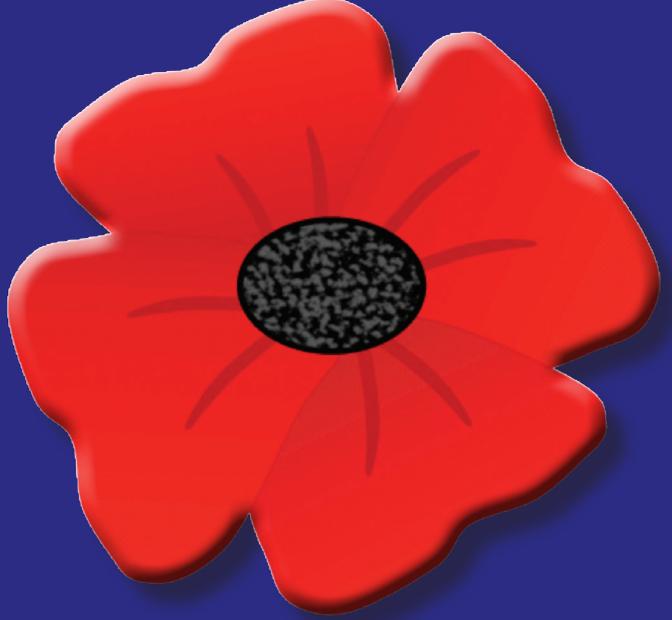


Activity Pack

www.tourofremembrance.com

Tour of Remembrance



PREFACE

“Don't forget to remember ...”

Sunday 11th November 2018, marks the 100th anniversary of the end of World War One (1914-1918)

Remembrance Sunday is a day for the nation to remember and honour those who have sacrificed their lives; to secure and protect our freedom

Sarah Dennis, a professional singer from Manchester UK, was named as the **'Veterans Sweetheart'** in 2014 for the work she does with military associations. On receiving this great honour, Sarah wanted to make a difference to the lives of our military veterans by championing their causes and by raising funds for the military charities that serve our veterans every single day, she therefore created **'The Tour of Remembrance'**

<http://www.touofremembrance.com>

The Tour consists of many fundraising events at which the Veterans Sweetheart, Sarah Dennis, sings to raise funds in support of veterans and military charities. 'The Tour' showcases the Remembrance Anthem; **'We Will Remember Them – A Debt of Gratitude'**, written and composed by Sarah Dennis to honour and remember our nation's heroes

In conjunction with the 'singing tour of remembrance', Sarah has also launched the **'Tour of Remembrance Activity Pack'** which offers a fun and exciting opportunity to schools and students to honour the fallen heroes through song, poetry and art. Included is the music and lyrics to Sarah's Remembrance Anthem for students to learn and perform

Students can utilise the pack to raise monies for their chosen military charity and give something back to those who have served the nation

The activities help foster a greater respect and understanding for the need to remember our fallen heroes and the price paid for our freedom

The Veterans Sweetheart, Sarah Dennis sincerely thanks all concerned for donating their time and money on this journey of remembrance

To download the free PDF of the Activity Pack visit www.touofremembrance.com

For fundraising progress visit <http://www.justgiving.com/teams/touofremembrance>

Contact Shiny Music & Entertainment if you wish to book Sarah for your fundraising event.
info@shinymusic.co.uk 07788 673 466

“Freedom is not free...”

Sarah Dennis

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Activity 1

NOMINATION OF REMEMBRANCE AMBASSADORS

- **Responsibilities of the Remembrance Ambassadors**

(with the help of the member of staff overseeing the project)

- To plan and oversee the Tour of Remembrance project throughout the year
- To hold regular meetings to assess progress of activities including fundraising
- To communicate progress to the student group
- To liaise with outside bodies

- **How many Remembrance Ambassadors should you have?**

Each establishment needs to decide their preference

Possible options include:

- 2 ambassadors - If a mixed school / educational establishment (1 boy and 1 girl – as per the Head Boy Head Girl Tradition)
- Remembrance ambassadors from each student group, creating an Ambassador team, from which different roles could be allocated e.g. Chairperson, Head of Communications, Finance Officer, and Assistant roles etc
- Schools may choose to select their Remembrance Ambassadors from each class in the Year 9 group, this being the year in which students learn a lot about the World Wars
- Whatever your school or establishment agrees is sufficient to give the project the focus it deserves

- **Suggested Nomination Methods**

The member of staff overseeing the project is to seek nominations for the role of Remembrance Ambassadors from the student group

Students then vote for their preferred Ambassador(s)

If a limited number of Ambassadors is the chosen option, or in the case of a tie (eg where 2 students receive the same number of votes) the students will be asked to write 100 words explaining their vision for the project and what they hope to achieve by the end of the year. The member of staff will then be required to choose the person to take up the role

Activity 2

REMEMBERING A FORGOTTEN HERO

LESSON PLAN

SUBJECT / NC LINK	HUMANITIES / IT
LESSON TITLE	REMEMBERING A FORGOTTEN HERO
LESSON DURATION	1-2 LESSONS
LEVEL	KS1-KS4

Lesson Objectives

- Use ICT to research war memorials and information about military service personnel
- To use research to create own 'forgotten hero' and complete remembrance card

Lesson Objectives From the National Curriculum

- Explore challenges for Britain, Europe and the wider world 1901 to the present day
- Conduct a local history study

Summary of Tasks / Actions

1. Each student to visit www.roll-of-honour.com and on the top banner, choose your country of residence (England, Wales etc.) Then from the drop down list choose the appropriate alphabetical option to your County and click on the correct one (e.g. England H-M, England Lancashire)
2. Select the WW1 & 2 drop down menu and choose a memorial near to you, or in a city that you would like to find out about. You can do this more than once and have a look at the pictures of the memorial and the names on it - is there any information about the servicemen and servicewomen?
3. Sketch an image of your chosen memorial and choose one of the heroes names with information about them. Write down 3 facts about this hero and what memorial their names are written on and present to the class
4. Complete the remembrance card activity on the next page

Materials and Equipment

IT suite, plain paper, pencil, scissors, photocopier, gapped Remembrance Card sheet from the pack

References

www.roll-of-honour.com

REMEMBERING A FORGOTTEN HERO

"A man is not yet dead while his name is still spoken"

– Terry Pratchett

Remembrance Anthem Card

Instructions:

1. Print out the template on the next page in COLOUR and on CARD
2. Each pupil to fill in their NAME, SCHOOL and DATE in the blank space provided in PEN
3. Each pupil to go back to their research and choose the name of 1 hero from a memorial where no information is provided. This is their 'forgotten hero'.
Fill in the name of this soldier on the Remembrance Anthem Card in the blank box, HERO'S NAME
4. Teacher to laminate after completion, if desired.
The cards can be left as A6 for display purposes or folded in half to make them pocket sized

I NAME

at SCHOOL

Will Remember You

HERO'S NAME

DATE

no longer a forgotten hero

Donate
visit www.justgiving.com/teams/tourofremembrance

Download
original recording by Sarah Dennis

Visit
www.tourofremembrance.com

Written and Composed by Sarah Dennis - The Veterans Sweetheart

© Published by Shiny Ltd.

REMEMBRANCE ANTHEM

We Will Remember Them

A Debt of Gratitude

There is no finer love than that they showed
 There is no deeper debt of gratitude our nation owes
 We will remember them as poppies fall
 With each crimson petal they heard the call

They gave their lives for us, that much we know
 They sacrificed for us, that we may grow
 and live our lives in peace and happiness
 God send your guardian angel on their shoulders to rest

We will remember them land air and sea
 They sacrificed for us; for you and me
 We'll sing our song for them throughout the land
 and with honour and compassion pray
 more children understand

Remember them, as poppies fall
 Remember them, they heard the call
 They gave their lives for you and me
 So we live Happily, Happily Free

I NAME

at SCHOOL

Will Remember You

HERO'S NAME

DATE

no longer a forgotten hero

Donate
visit www.justgiving.com/teams/tourofremembrance

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 They sacrificed for us; for you and me
 We'll sing our song for them throughout the land
 and with honour and compassion pray
 more children understand

Remember them, as poppies fall
 Remember them, they heard the call
 They gave their lives for you and me
 So we live Happily, Happily Free

Activity 3

REMEMBRANCE ANTHEM AND NOSTALGIC SONGS

LESSON PLAN	
SUBJECT / NC LINK	MUSIC
LESSON TITLE	REMEMBRANCE ANTHEM & NOSTALGIC SONGS
LESSON DURATION	1-3 LESSONS
LEVEL	KS1-KS4

Lesson Objectives From the National Curriculum

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history

Summary of Tasks / Actions

1. Teacher to download the original and backing track version of the anthem
Display lyrics to song on the board or print out for students. They also have a copy of the lyrics on their remembrance cards
2. Listen to the original version and sing along a line or section at a time, as a class
3. Perform with the backing track and test the pupils ability to remember the lyrics off by heart. Remember- this is an anthem and the aim is for it to be remembered
4. This can be performed as a class or pick out pupils to try a solo - have fun with it!
5. Learn other Nostalgic songs in the same manner and use as preferred for assembly or class performances. Get different groups to learn a different nostalgic song each and perform it to the class

Materials and Equipment

Computer to download tracks from www.tourofremembrance.com
Audio device for playing music, lyrics (provided) on whiteboard or printed.

References

Anthem Backing Tracks and Original

https://www.youtube.com/watch?v=onD_wT6CKZg Sing Along "We'll Meet Again"

<https://www.youtube.com/watch?v=V70LZnMccss> Sing Along "It's a Long Way To Tipperary"

<https://www.youtube.com/watch?v=F6wAXdVVaBM> Sing Along "Pack Up Your Troubles"

WE WILL REMEMBER THEM – A DEBT OF GRATITUDE INTRODUCTION

The Remembrance Anthem was written and composed by Sarah Dennis The Veterans Sweetheart.

Sarah an army veteran and professional singer was inspired to write the anthem due to her work with veterans of the Army, Royal Navy, Merchant Navy and Royal Airforce. In addition, Sarah met Gary Bridson-Daley who was writing a book entitled - "A Debt of Gratitude to The Last Heroes." The book tells the stories of many of our remaining Second World War heroes

The Anthem recognises the huge sacrifices which our servicemen and women make to protect our freedom. It sends out a message of hope that more children will understand. It also asks God to send guardian angels out to guard those who have served and those who are still protecting our freedom. This lyric is also linked with the schools' activity pack via the Guardian Angel Activity. 'God send your guardian angel on their shoulders to rest'

There are two more verses which have been added which are optional to sing

The first changes the tense of the words thereby recognising our living heroes

They serve their lives for us that much we know
They sacrifice for us that we may grow
And live our lives in peace and happiness
God send your guardian angel on their shoulders to rest

The second is written in French

Il n'existe pas in tel amour
La gloire en poussiere pour toujours
Notre devoir et de se souvenir
Et de vivre amicalement et que la paix soit l'avenir

Sarah speaks fluent French but says to find this lyric was a miracle in itself, as anyone who knows anything about French song writing would undoubtedly agree

WE WILL REMEMBER THEM – A DEBT OF GRATITUDE - LYRICS

There is no finer love than that they showed
 There is no deeper debt of gratitude our Nation Owes
 We will remember them as poppies fall
 With each crimson petal they heard the call

They gave their lives for us, that much we know
 They sacrificed for us, that we may grow
 and live our lives in peace and happiness
 God send your guardian angel on their shoulders to rest

Remember them, as poppies fall
 Remember them, they heard the call
 They gave their lives for you and me
 So we live Happily, Happily Free

We will remember them land air and sea
 They sacrificed for us; for you and me
 We'll sing our song for them throughout the land
 and with honour and compassion pray more children understand

Remember them, as poppies fall
 Remember them, they heard the call
 They gave their lives for you and me
 So we live Happily, Happily Free

Additional Verse to honour those still serving

They serve their lives for us that much we know
 They sacrifice for us that we may grow
 And live our lives in peace and happiness
 God send your guardian angel on their shoulders to rest

Additional Verse in French

Il n'existe pas un tel amour
 La gloire en poussiere pour toujours
 Notre devoir et de se souvnenir
 Et vivre fraternelement et que la paix soix l'avenir

Point to note in the lyrics

“We will remember them as poppies fall”
 - this refers to the Festival of Remembrance held every year at the Royal Albert Hall in London, where poppy petals are dropped from the ceiling and each petal represents a life lost

see video here <https://youtu.be/Ndeiw16Lk90>

Download the original and backing track version of the Anthem here
<http://www.tourofremembrance.com>

24

Musical notation for measures 24-30. The system includes a vocal line with rests and a piano accompaniment with a melodic line in the right hand and rests in the left hand.

31

Musical notation for measures 31-38. The system includes a vocal line with rests and a piano accompaniment with a melodic line in the right hand and rests in the left hand.

39

Musical notation for measures 39-43. The system includes a vocal line with rests and a piano accompaniment with a melodic line in the right hand and rests in the left hand.

44

Musical notation for measures 44-48. The system includes a vocal line with rests and a piano accompaniment with a melodic line in the right hand and rests in the left hand. The piece concludes with a double bar line and a key signature change to two flats.

49 **A** ♩ = 85 **B**

4 Bars Drums
March

there is no

Bb F Bb F Bb F Bb F

57 **C** VERSE

fin-er love than they showed there is no deep-er debt of gra-ti-tude our

Bb F Bb F Bb/F F/A Bb

63

na-tion owes we will re mem-ber them as pop pies fall with each

Bb/F F Bb Eb

69

crim-son pe - tal they heard the call they gave their

B \flat F B \flat

75 **D** VERSE

lives for us that much we know they sac-ri ficed for us that we may

E \flat B \flat E \flat

81

grow & live our lives in peace & hap-pi - ness god

F B \flat /F E \flat B \flat

87

send your guar-dian angel on their shoul-ders to rest_____ re-

B \flat F B \flat B \flat F B \flat B \flat F B \flat F B \flat /F

92 **E** CHORUS

mem-ber them___ as pop pies fall_____ re - mem-ber them

E \flat B \flat E \flat

97

___ they heard the call_____ they gave their lives___ for you & me

B \flat E \flat B \flat

103

so we live hap pi-ly hap-pi-ly free there is no

F Eb Bb/D F/C F

110 **F** VERSE

fin-er love than they showed there is no deep-er debt of gra-ti-tude our

Bb F Bb F Bb/F F/A Bb

116

na-tion owes we will re mem-ber them as pop pies fall with each

Bb/F F Bb Eb

122

crim-son pe - tal they heard the call we will re

B \flat F B \flat

128 **G** VERSE

mem-ber them land air & sea they sac-ri-ficed for us for you &

E \flat B \flat E \flat

134

me we'll sing oursong for them through-out the land & with

F B \flat /F E \flat B \flat

140

hon-our & com-pas-sion pray more child-ren un-der stand re-

Bb F Bb Bb F Bb Bb F Bb F

H CHORUS

145

mem-ber them as pop-pies fall re mem-ber them they heard the

Eb Bb Eb

151

call they gave their lives for you & me so we live hap pi-ly

Bb Eb Bb Bb F Bb

158 **rall.** **Fine**

hap-pi-ly hap-pi-ly hap-pi-ly hap-pi-ly hap-pi-ly free

Bb F Bb Bb F Bb Bb F Bb Bb F Bb Bb

Verse for those currently serving:

They serve their lives for us that much we know
 They sacrifice for us that we may grow
 And live our lives in peace and happiness
 God send your guardian angel on their shoulders to rest

French Verse:

Il n'existe pas un tel amour
 La gloire en poussiere pour toujours
 Notre devoir et de se souvenir
 Et de vivre amicalement et que la paix soix l'avenir

HEROES INTRODUCTION

The song "Heroes" written and Composed by Emily Hall - Singer Songwriter from Bury, was penned after a request from Sarah Dennis The Veterans Sweetheart. Emily was asked to write a song for Our Heroes to form part of the Tour of Remembrance Schools' Project.

Sarah is delighted with the beautiful song which pays tribute to the Fallen in the first verse and then in the second, recognises the sacrifices of our returning heroes of today; who after training and serving to protect our freedom, often struggle to settle back into Civilian life, 'living with the past' as Emily describes it

The chant 'We won't let them be forgotten souls, they're our Heroes,' links into one of the activities from the schools' pack - 'Remembering a Forgotten Hero'

HEROES - LYRICS

I didn't know his name
I didn't know his face
But he's part of history
That time cannot erase
And though he is gone
His story's never ending
It lives on

In the hearts he died protecting

Chorus

*And we will remember all of the brave
All of the fallen God couldn't save
Lest we forget the reason we're here
The reason we live, the reason we're free
We will remember*

Verse 2

Stronger than you know
Heroes to the core
Living with the past
Home at last

Repeat Chorus

Chant

We won't let them be forgotten souls
They're our heroes x4 (then under final chorus)

Repeat Chorus

From the rising of the sun
Til I lay me down to rest
We will remember the ever heaven blessed
We will remember the ever heaven blessed.

Heroes

♩ = 80

A VERSE

The musical score is written in 4/4 time with a key signature of three flats (B-flat major/D-flat minor). It consists of four systems of music, each with a voice line and a piano accompaniment. The lyrics are: "I did-n't know his name I did-n't know his face but he's part of his-to - ry that time can not e - rase & tho-ugh he is gone his sto-ry's ne-ver end - ing it lives on". The piano accompaniment includes chord markings: Fm, Db(2), Ab/C, Eb/Bb, and Fm. Measure numbers 4, 7, and 10 are indicated at the start of their respective systems.

Music And Lyrics By Emily Hall © 2014

Heroes

14

in the hearts he died pro - tec - ting

Bbm⁹ C

17

B CHORUS

& we will re-mem - ber all of the brave all of the

F C/E Dm C

20

fall-en God could-n't sa-ve lest we for - get the rea - son we're

B^b C F C/E

23

here the rea - son we live the rea - son we're fr - ee we will re-mem

Dm C B^b C

Heroes

C VERSE

26

ber stron-ger than you know

F⁵ F^m

29

hero-es to the core _____ liv-ing with the past _____

Db(2) Ab/C

33

home at last & we will re-mem

Eb/Bb

36 **D** CHORUS

ber all of the brave all of the fall-en God could-n't sa-ve lest we for

C G/B Am G F G

40

get the rea-son we're here the rea-son we live the rea-son we're

C G/B Am G F

43

fr-ee we will re-mem-ber we will re-

G C G/B Am

46

mem-ber

C G/B Am G

49 **E**

we won't let them be for-got-ten souls they're our her-oes

C G/B Am G

51

we won't let them be for got-ten souls they're our her-oes we won't let them be for got-ten

C G/B Am G C G/B

54

souls they're our her - oes we won't let them be for got-ten souls & we will re-mem

Am G C G/B Am F

57

F CHORUS

ber all of the brave all of the fall-en God could-n't sa-ve lest we for

C G/B Am G F G

61

get the rea - son we're here the rea - son we live the rea - son we're

C G/B Am G F

64

fr-ee from the ris-ing of the sun till I lay me down to re-st we will re-mem

G C G/B G

67

ber the ev - er hea - ven blessed

F G C G/B

70

rall. **Fine**

we'll re-mem ber the ev - er hea-ven blessed

Am G F G C

PACK UP YOUR TROUBLES

This is a WW1 marching song written in 1915 by brothers George Henry Powell and Felix Powell. The song was aimed at boosting morale, recruiting in the forces and defending Britain's war aims

Pack up your troubles in your old kit-bag,
And smile, smile, smile,
While you've a lucifer to light your fag,
Smile, boys, that's the style.
What's the use of worrying?
It never was worth while, so
Pack up your troubles in your old kit-bag,
And smile, smile, smile.

IT'S A LONG WAY TO TIPPERARY

Another WW1 song written by Jack Judge.

Up to mighty London
Came an Irishman one day.
As the streets are paved with gold
Sure, everyone was gay,
Singing songs of Piccadilly,
Strand and Leicester Square,
Till Paddy got excited,
Then he shouted to them there:
It's a long way to Tipperary,
It's a long way to go.
It's a long way to Tipperary
To the sweetest girl I know!
Goodbye, Piccadilly,
Farewell, Leicester Square!
It's a long long way to Tipperary,
But my heart's right there.
(repeat)
Paddy wrote a letter
To his Irish Molly-O,
Saying, "Should you not receive it,
Write and let me know!"
"If I make mistakes in spelling,
Molly, dear," said he,
"Remember, it's the pen that's bad,
Don't lay the blame on me!"

It's a long way to Tipperary,
It's a long way to go.
It's a long way to Tipperary
To the sweetest girl I know!
Goodbye, Piccadilly,
Farewell, Leicester Square!
It's a long long way to Tipperary,
But my heart's right there.
Molly wrote a neat reply
To Irish Paddy-O,
Saying "Mike Maloney
Wants to marry me, and so
Leave the Strand and Piccadilly
Or you'll be to blame,
For love has fairly drove me silly:
Hoping you're the same!"
It's a long way to Tipperary,
It's a long way to go.
It's a long way to Tipperary
To the sweetest girl I know!
Goodbye, Piccadilly,
Farewell, Leicester Square!
It's a long long way to Tipperary,
But my heart's right there.

WE'LL MEET AGAIN

A WW2 song made famous by Vera Lynn.

*This song resonated with soldiers going off to fight
and their families and sweethearts.*

*The assertion that "we'll meet again" is optimistic,
as many soldiers did not survive to see their loved ones again*

We'll meet again,
Don't know where, don't know when,
But I know we'll meet again, some sunny day.
Keep smiling through,
Just like you always do,
Till the blue skies drive the dark clouds, far away

So will you please say hello,
To the folks that I know,
Tell them I won't be long,
They'll be happy to know that as you saw me go
I was singing this song

We'll meet again,
Don't know where, don't know when,
But I know we'll meet again, some sunny day

Activity 4 & 5

LESSON PLAN	
SUBJECT / NC LINK	ENGLISH / LITERACY
LESSON TITLE	THE STORY OF THE REMEMBRANCE POPPY & POETRY PROJECT
LESSON DURATION	1-2 LESSONS
LEVEL	KS1-KS4

Lesson Objectives From the National Curriculum

Speaking

- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Participate in discussions, presentations, performances and debates

Reading

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
- Learn to appreciate rhymes and poems, and to recite some by heart
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Recognise a range of poetic conventions and understanding how these have been used study setting, plot, and characterisation, and the effects of these

Writing

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written, to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Summary of Tasks / Actions

1. Teacher to read out the introductory section to the class
2. Arrange class into 4 groups and assign a section of the story to each group
3. Each group to present their section to the class and either answer the questions themselves or ask the rest of the class for the answers based on what they have presented
4. Teacher to read out and/or lead the group reading of the 4 lines from The poem 'The Fallen'
5. Teacher to explain poetry competition in Activity 5

Materials and Equipment

Tour of Remembrance Activity pack

References

<http://www.flandersfieldsmusic.com/thepoem.html>

<http://www.greatwar.co.uk/poems/moina-michael-we-shall-keep-faith.htm>

Activity 4

THE STORY OF THE REMEMBRANCE POPPY

Introduction – Read by teacher The Story of the Remembrance Poppy

In 1914 in the fighting zones of Flanders, the devastation caused to the landscape created a wasteland of churned up soil, smashed up woods, and muddy fields. The soldiers had little choice but to live in an underground network of holes, tunnels and trenches, infested by rats and lice

Following the cold winter at war in 1914, the spring of 1915 began to warm up the countryside. April and May were unusually warm and plants started to grow in the devastated land

One of the plants that grew on and around the battle zones was the red field poppy. Poppy seeds can lie dormant in the ground for a long time. If the ground is disturbed during the early spring the seeds will germinate and the poppy flowers will grow

This is what happened in parts of the front lines in Belgium and France where the ground was disturbed by the fighting. The poppy seeds lying in the ground began to grow during the warm weather in the spring and summer months of 1915, 1916, 1917 and 1918

The sight of these delicate, vibrant red flowers growing on the shattered ground caught the attention of a Canadian soldier by the name of John McCrae. He noticed how the poppies were blowing amidst the crosses on the burial ground. At times the sights and sounds of nature could be seen and heard through the fog of battle. Soldiers spoke of how birds, and most particularly the lark, could be heard twittering high in the sky even during the fury of an artillery bombardment. Following the burial of a dear friend John McCrae composed the poem that we know today as Flanders Fields. The first lines of the poem have become some of the most famous lines written in relation to the First World War

“In Flanders Fields the Poppies Blow”

<http://www.flandersfieldsmusic.com/thepoem.html>

“IN FLANDERS FIELDS POEM”

The World’s Most Famous WAR MEMORIAL POEM

By Lieutenant Colonel John McCrae

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

*Composed at the battlefield on May 3, 1915
 during the second battle of Ypres, Belgium*



We Shall Keep the Faith

by Moina Michael, November 1918

Oh! you who sleep in Flanders Fields,
 Sleep sweet - to rise anew!
 We caught the torch you threw
 And holding high, we keep the Faith
 With All who died.

We cherish, too, the poppy red
 That grows on fields where valour led;
 It seems to signal to the skies
 That blood of heroes never dies,
 But lends a lustre to the red
 Of the flower that blooms above the dead
 In Flanders Fields.

And now the torch and poppy red
 We wear in honour of our dead.
 Fear not that ye have died for naught;
 We'll teach the lesson that ye wrought
 In Flanders Fields.



GROUP 1

In Flanders Fields was the Inspiration for the Memorial Poppy

It was the dedication of two women who promoted the poppy as the "Memorial Flower. The initial campaign was the inspiration of an American woman, Miss Monia Belle Michael. Who came to be known as "The Poppy Lady"

It was November 1918. Moina Belle Michael was on duty at the YMCA Overseas War Secretaries' headquarters in New York. A young soldier passed by Moina's desk and gave her a copy of the "Ladies Home Journal"

Browsing through the magazine, she came across a vivid colour illustration and the poem "In Flanders Fields", by John McCrae

Moina had read the poem before, but on this occasion she found herself transfixed by lines from the last verse:

If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders Fields

As she read it she made a personal pledge to "keep the faith", and to wear a red poppy in remembrance

Compelled to make this pledge she scribbled down a response to McCrae's poem. She titled her poem "We Shall Keep the Faith"

GROUP 1 QUESTIONS

1. Who was known as 'The Poppy Lady'?
2. What inspired her to wear a red poppy as a symbol of Remembrance?
3. In which magazine did she find the poem written?

GROUP 2

The First Poppies Worn in Remembrance

Moina searched the shops until she found 25 artificial red silk poppies. When she returned to the YMCA Headquarters later that evening she gave out 24 poppies for delegates to wear, and kept one poppy for herself. The delegates gave Moina ten dollars for the poppies so this was the first sale of the "Flanders Fields Memorial Poppy" on 9th November 1918

Campaign for the Poppy as a National Memorial Symbol

Moina Michael continued to campaign for the Poppy emblem to be adopted as the United States national memorial symbol. She began a tireless campaign at her own expense, starting with a letter to her congressman in December 1918 asking him to put the idea to the War Department which he immediately did

The Poppy and Help for Wounded Ex-servicemen

During the winter of 1918/19 Moina Michael visited wounded and sick men who were hospitalised in and around New York City. She wanted to find what extra things she could do for them in addition to the medical care they were receiving

Learning about their needs gave her the impetus to widen the scope of the Memorial Poppy idea. She continued to work alone promoting the idea. By the end of 1919 Moina had experienced little success and was beginning to lose hope. However, in the early 1920's a number of organisations adopted the red poppy as a result of Moina's dedicated campaign

GROUP 2 QUESTIONS

1. How many poppies did Moina initially buy?
2. What was the date of the first sale of the Flanders Fields memorial Poppy?
3. Who Paid for Moina's campaign?

Group 3

Anna Guérin: “The French Poppy Lady”

In September 1920 a French woman called Anna E Guérin attended the National American Legion convention representing the French YMCA. Inspired by Moina Michael’s idea of the poppy, she began to support the campaign. As the founder of the “American and French Children’s League” she organised French women, children and war veterans to make artificial poppies out of cloth. These poppies were sold and the proceeds used to help fund the restoration of the war-torn regions of France

1921: French Poppies Sold in America

In 1921 Anna E Guérin arranged for the French made poppies to be distributed across America. Millions of these French-made poppies were sold between 1920 and 1924. The funds raised went directly to the League to help areas of France that had been devastated by the First World War

In 1921 Anna E Guérin sent some French women to London to sell their artificial poppies. This was the introduction to the British people of Moina Michael’s idea of the Memorial Poppy. Anna E Guérin went in person to visit Field Marshall Earl Douglas Haig, founder and President of The British Legion. She persuaded him to adopt the Flanders Poppy as an emblem for The Legion. This was formalised in the autumn of 1921

The first British Poppy Day Appeal was launched that year, in the run up to 11th November 1921

GROUP 3 QUESTIONS

1. What was the name of the French Poppy Lady?
2. What was she the founder of?
3. Where did the funds raised by the sale of the French poppies in America go to?

GROUP 4

The Lady Haig Poppy Factory, Scotland.

The Earl Haig fund Scotland was set up as Scottish Charity in 1921 by its founder Field Marshall, Earl Douglas Haig. In 1926 Countess Dorothy Haig, wife of Earl Haig, founded the Poppy Factory in Edinburgh, the birthplace of her husband

From a humble start in March 1926, of 'two workers, a pair of scissors and a piece of paper', numbers employed soon rose to 28 by which time, the bulk of the poppies required for Scotland had been made. And there was a waiting list of 117 men who wished to be employed by the factory

The charity now trades by the name of Poppy Scotland, based in Edinburgh. The lady Haig Poppy Factory produces over 4 million poppies each year. Approximately 30 veterans with disabilities are employed at the factory

GROUP 4 QUESTIONS

1. Where was Poppy factory founded?
2. What did the 117 men want to do?
3. How many poppies are now produced each year?

Class Activity – Read by teacher and / or all class together

For The Fallen

There were many poems written during wartime which convey the great sense of loss and inspire us to remember. Four lines from one such poem are associated and quoted at Remembrance ceremonies. This poem was first published in the Times newspaper on 21st. September 1914

This extract from the poem "For The Fallen" by Laurence Binyon, is known as the "Ode of Remembrance"

**"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"**

EXTENSION ACTIVITY

Find out about the Poppy Factory in England.

Activity 5

POETRY COMPETITION

Literary devices you could use

Rhyming
Alliteration
Analogies
Metaphors
Similes
Personification
Onomatopoeia
Adjectives

INSTRUCTIONS

You are to write your own poem on the subject of Remembrance of up to 120 words in length, taking inspiration from the activities you have carried out and anything you have learned regarding the importance of Remembrance

PRIZE

The winner gets their poem printed on a remembrance card – all proceeds of card sales donated to Veterans and Military Charities including the Royal British Legion

Class teacher can come up with their own prize if preferred

EXAMPLE POEM

Battle of the Somme - By Alexandra Edwards, from Rochdale aged 23

BATTLE OF THE SOMME

By Alexandra Edwards, from Rochdale aged 23

The gates of hell were unbarred that day
 Bodies in many rows did lay
 Death had come to claim the soul of the Old Guard

The 1916 Battle of The Somme was filled with horror, too many had seen
 It showed the horror of the war machine
 One million men lost in trench warfare
 A figure too large for many to bear

British, French and German blood stains the ground
 Discarded helmets in a mound
 The pounding of artillery, the cries of fear
 Reinforcements being sent up from the rear

The tide of battle with its ebb and flow
 With numbers of dead continuing to grow
 Each side convinced their cause is just
 And victory is a must

The price of freedom comes at a great cost
 For life is not freely tossed
 Sacrificed with glory and pain
 Our duty of Remembrance remains

Their lives we did treasure
 Thousands gave their final measure
 Although today we pause in solemn reflection
 Still more souls are added to Deaths' collection

BACKGROUND

Sarah met Alex, a young creative writer and Poet, at a fundraising gig for SSAFA, Christmas 2015. They chatted about The Tour of Remembrance Project and Sarah asked Alex to write a piece about the battle of the Somme. Sarah would like to thank Alex for her amazing work and for allowing her to include it in this pack

Activity 6

FUNDRAISING/EVENT PLANNING

Fundraising progress tracker for Remembrance Ambassadors to update monthly

MONTH	EVENT	FUNDS RAISED
January	Cake Sale	£77.80
February	Car Wash	£106.56
March	Sponsored Silence	£400.40
TOTAL		

Ideas for events list to be given to Ambassadors to plan in calendar with staff member in charge of project

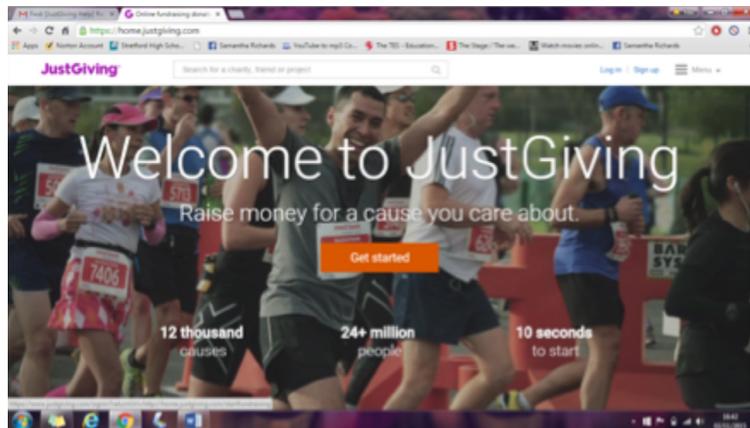
Fundraising Events Ideas
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

How to create a Just Giving page and link it to the Tour of Remembrance Team Page

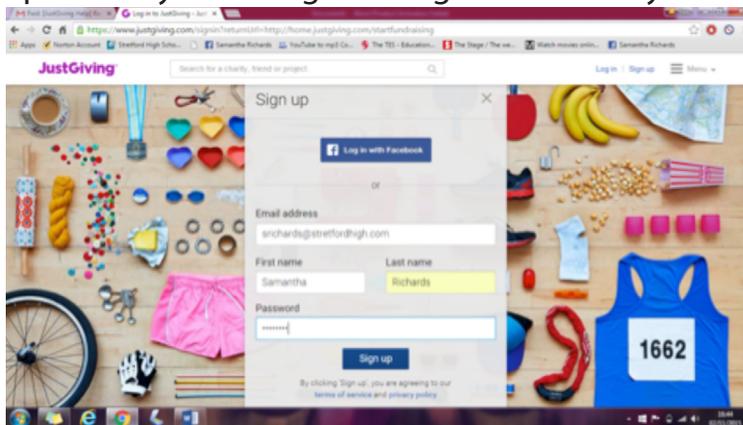
N.B. You need to have an active fundraising page of your own in order to be able to join the Tour of Remembrance team

SEVEN SIMPLE STEPS TO CREATING YOUR OWN FUNDRAISING PAGE FOR A VETERANS CHARITY

1. Visit www.justgiving.com and create an account by clicking on the 'Get Started' link



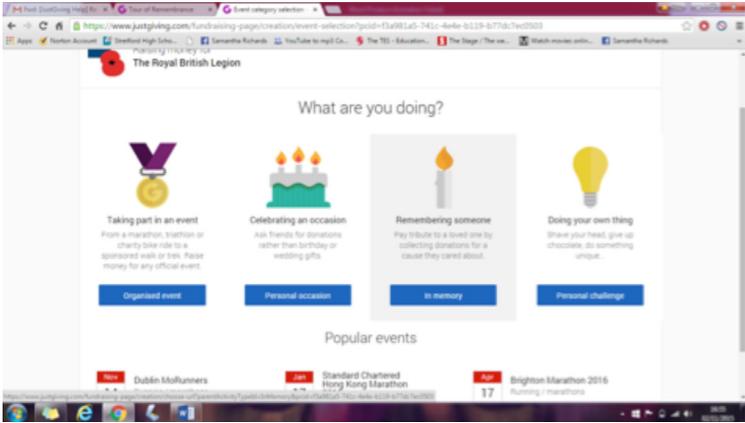
2. Enter your email address, name and password to create a new account. (Teachers will have to do this with their own school email to create one class or school account)
3. When prompted 'are you raising for a registered charity?' click yes



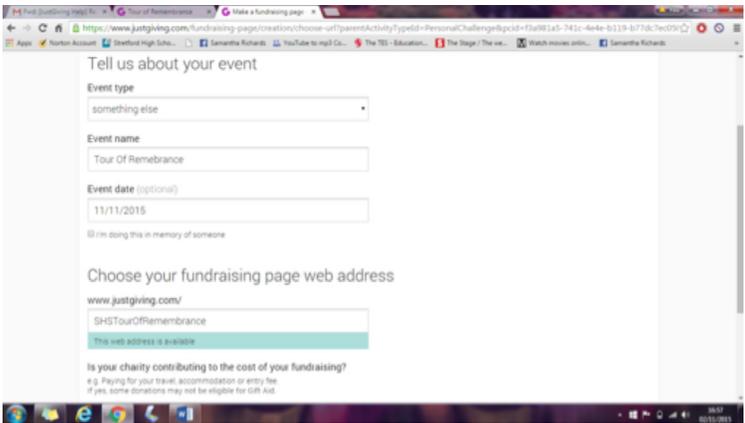
4. Enter your address details
5. When prompted 'search for your cause' enter 'ROYAL BRITISH LEGION' or another Veterans Charity of your choice



6. When prompted, select 'Personal Challenge'



7. Fill in the form about your event type as follows: (with details according to your own school)



THREE EASY STEPS TO LINK YOUR PAGE TO THE TOUR OF REMEMBRANCE TEAM PAGE

- 1. Once your page is created – visit www.justgiving.com/teams/touofremembrance
Here you will be able to see other team members and how they are doing against their targets. You will also see the £1 million target and how the whole team is doing against the team target
- 2. SIMPLY Click on 'join the team' and it will say:
You are about to join "Tour of Remembrance"



- 3. Enter the details of the Fundraising Page you have just created and that's it.
Everything you fundraise and upload to your page will be donated straight to your chosen charity and be noted on your page as well as being counted towards the team total for the Tour of Remembrance.

Happy Fundraising



Activity 7

WW1 QUESTIONNAIRE

These questions are based on the Royal British Legion Learning Pack which can be downloaded here

<http://www.britishlegion.org.uk/remembrance/schools-learning/learning-resources>

WW1 QUESTIONS

1. When did WW1 begin and end for Britain?
.....
2. When the British government asked for volunteers, did they get a good response?
.....
3. How many men fought in the First World War?
.....
4. Of the 15000 men from British colonies in the Caribbean, how many did not survive?
.....
5. What is the name of the award for extreme bravery?
.....
6. British boys lied about their age in order to sign up. How old was the youngest one?
.....
7. Whose assassination was the catalyst that started the First World War?
.....
8. Which nations were Britain's allies and which were the enemy?
.....
9. What area was known as the Western Front?
.....
10. What is so significant about the Dardanelles and Gallipoli?
.....

answers on page 68



Activity 8

WW2 QUESTIONNAIRE

These questions are based on the Royal British Legion Learning Pack which can be downloaded here

<http://www.britishlegion.org.uk/remembrance/schools-learning/learning-resources>

WW2 QUESTIONS

1. When and why did WW2 begin?

.....

2. What was important about Dunkirk?

.....

3. What was the Battle of Britain and how long did it last?

.....

4. What was the Blitz?

.....

5. What was significant about Pearl Harbour?

.....

6. What was the longest Battle of the Second World War and how long did it last?

.....

7. When was D-Day and what happened?

.....

8. What is known as the Holocaust?

.....

9. What was VE day and when did it happen?

.....

10. Was VE Day the end of the war?

.....

answers on page 68



Activity 9

NATIONAL SERVICE & CONFLICTS SINCE 1945 QUESTIONNAIRE

These questions are based on the Royal British Legion Learning Pack which can be downloaded here

<http://www.britishlegion.org.uk/remembrance/schools-learning/learning-resources>

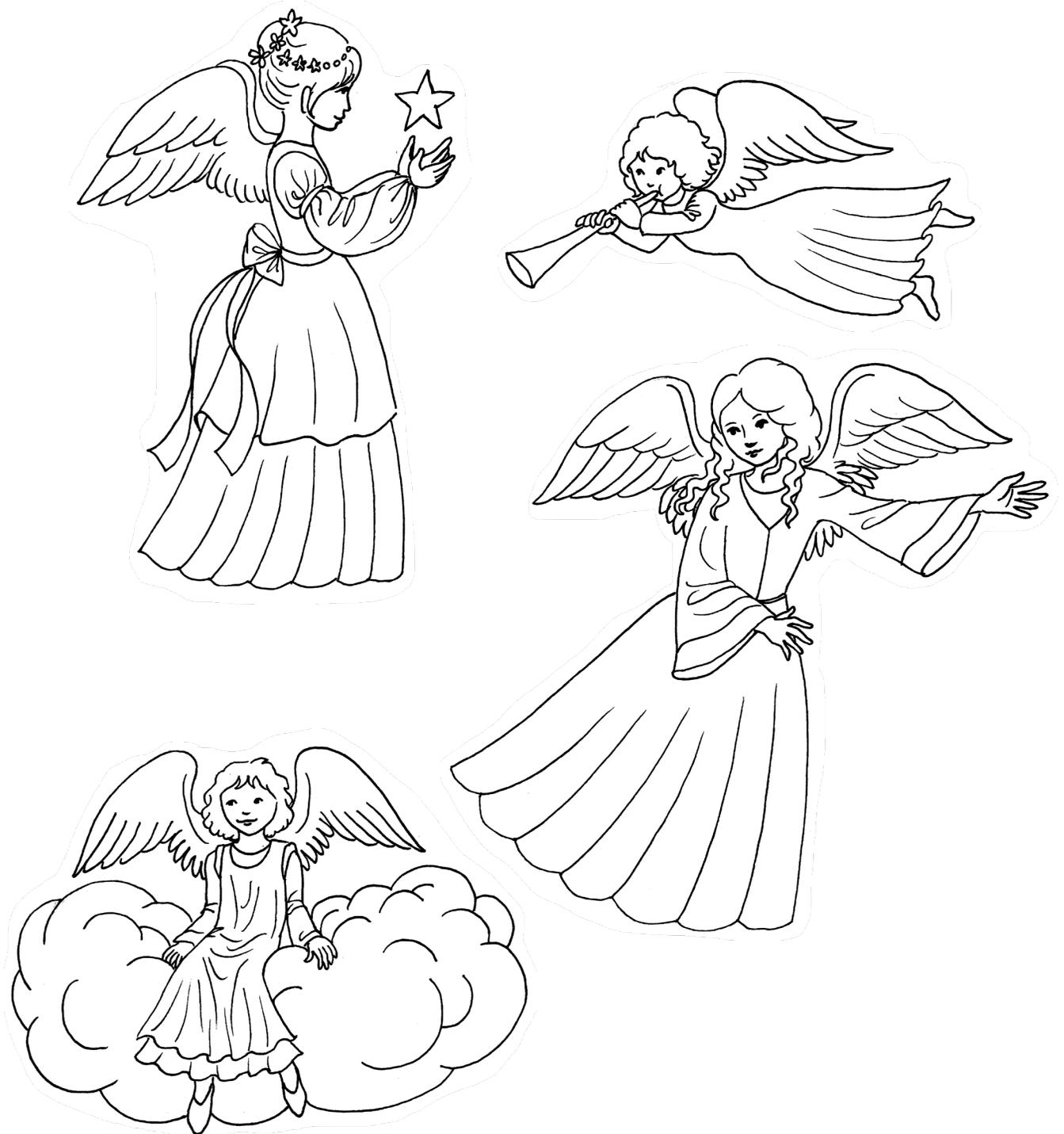
1. What was National Service?
2. When did it end?
3. List the names of the Conflicts in the 1940's
4. List the names of the Conflicts in the 1950's
5. List the names of the Conflicts in the 1960's
6. List the names of the Conflicts in the 1970's
7. List the names of the Conflicts in the 1980's
8. List the names of the Conflicts in the 1990's
9. List the names of the Conflicts in the 2010's
10. Where have British Forces been deployed as peacekeepers?

Activity 10

GUARDIAN ANGEL

Colour in or paint one or all of the Guardian Angels below to send to a member of the armed forces who is currently serving to keep us safe and free

'God Send Your Guardian Angel on Their Shoulders to Rest'



First Name _____ Age _____

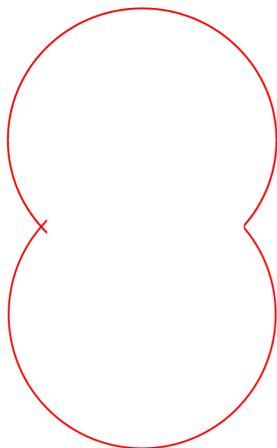
You could even draw your own Angel like the one below drawn by Clarissa aged 12 from Lancashire England



Activity 11

MAKING A PAPER POPPY

How to Make a Remembrance Poppy



Template for poppy

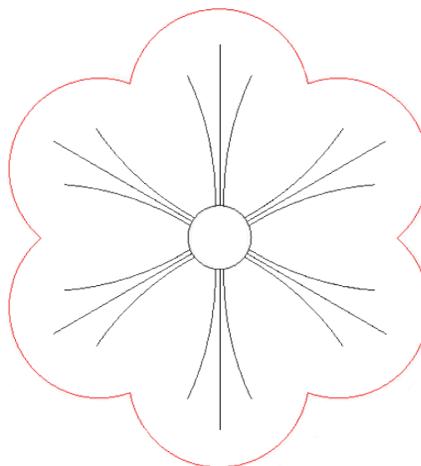
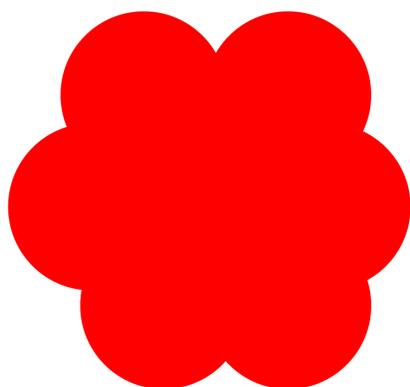
Each poppy will require six rectangular pieces of red tissue paper measuring 9cm x 6cm. One green pipe cleaner and a small strip of black crepe paper

Place the six pieces on top of each other, so that you have six layers of tissue

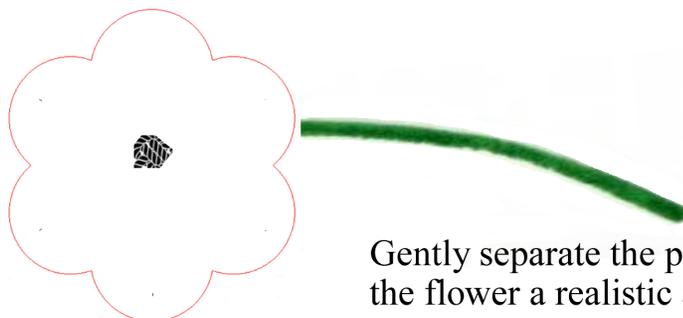
Place the template onto the tissue layers and draw around it

Now cut out the shape, cutting through all six layers

Arrange the cut pieces, so that they make a flower shape



Using the green pipe cleaner, pierce through the centre of the flower and push about three centimetres of the pipe cleaner through the flower. Wrap the small strip of black crepe paper around the small protruding piece of pipe cleaner then fold the small piece of pipe cleaner in half and squash into the centre to make the flower seed head



Gently separate the petals and shape to give the flower a realistic appearance

Activity 12

TRIPS/VISITS/GUEST SPEAKERS

VENUE	DATE	ATTENDED	MY FAVOURITE PART ABOUT THIS VISIT
War Museum	19/11/18	✓	Having my picture taken next to the old weapons
Fusilier Museum			
National Memorial Arboretum			
Memorial Trip			
Other Ideas			

SPEAKER	DATE	WHAT I LEARNED
Cadets	11/11/18	What kind of activities they do to prepare them for the forces
RAF		
Veterans Champion from Area Council		
RBL representative		
Other Veterans Charities Representatives		
Representative from your local Veterans Association		



Activity 13

CASE STUDIES

Extracts from the Book "A Debt of Gratitude to The Last Heroes" written by Gary Bridson-Daley.

These case studies have been included in the pack with the kind permission of Gary Bridson-Daley, author of the book 'A Debt of Gratitude to The Last Heroes' which details the real life experiences of WW2 veterans from all backgrounds, nationalities and cultures who served in the British and Commonwealth Forces

Gary has kindly agreed to release new case studies each year and given his permission for them to be included in the pack. Sarah would like to thank him sincerely for this invaluable contribution

LESSON OBJECTIVES FROM THE NATIONAL CURRICULUM

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

SUMMARY OF TASKS / ACTIONS

1. Class to be split into groups of 3/4 and each group given the handout of one war veteran (John, Allan or Betty)
2. As a class/silent reading or teacher led - read out each paragraph about each veteran and discuss the content
3. Each group creates a power point presentation/ written presentation with images on their veteran, using the information and facts from the handout provided. More research can be done using the internet for this task to source more images or facts
4. Each group to present to the class

EXTENSION TASK (DRAMA)

5. Within each group - chose 2 people to re-enact the interview between the veteran and Gary Bridson-Daley (1 person is the interviewer and 1 person is playing the character of the Veteran). Think about the emotions that would have surfaced telling these difficult stories
6. Each group to perform their interview to the class. This can be extended through further lessons if pupils wish to work in pairs to all have a turn at re-enacting their interviews

MATERIALS AND EQUIPMENT

Computer lab
Case studies handouts

Activity 13

CASE STUDY 1.

ARMY AND THE WAR ON LAND

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Sergeant John Clarke MBE



Served with: 6th Battalion, Black Watch & 1st Battalion, Argyll & Sutherland Highlanders

Service number 2761256

Interviewed: Manchester, Lancashire, 10 July 2014



Service History and Personal Stories

- ❖ **Born:** 19 April 1924, Manchester, England, UK.
- ❖ As a soldier in the famous Black Watch, John saw fierce front-line action and service in many places, starting with Tunisia and Algeria in North Africa in 1943.
- ❖ John was at Monte Cassino, Italy, where he was involved in all phases of that difficult battle throughout 1944.
- ❖ Later on in Greece against ELAS Communist fighters 1944–45, he was involved in guerrilla-style warfare.
- ❖ Present as additional security during an attempt on the life of Winston Churchill in Athens, Greece, in December 1944.
- ❖ Served in Palestine, Middle East, with the 6th Airborne Division and was at the British HQ, King David Hotel in Jerusalem, when it was bombed on 22 July 1946.

*Case study extracts taken from the book *The Last Heroes* Gary Bridson-Daley Gary Bridson-Daley*

- ❖ In 2004 John was awarded an MBE for many years of hard work with various veterans groups, including the Monte Cassino and Polish veterans associations.

In July 2014 I interviewed my first Second World War veteran, John Clarke. This would be the start of many interviews all over the country that formed the basis of my book, and what a great way to start, with a veteran who had experienced and given so much for his country. As I looked and listened to him it was immediately apparent to me that my choice to incorporate 'A Debt of Gratitude' into the concept of the book was the right one, as it truly reflected my sentiments about our veterans and what we owe them for what they have done for us. So to begin, here is John's story, a superb introduction to the many incredibly interesting veterans' stories that follow.

John's war started in 1939 while serving an engineering apprenticeship with Metropolitan Vickers in Trafford Park, working on the Seascan naval radar system. During that time he had the additional duties of a fire fighter on factory fire watch putting out incendiary bombs during air raids in the Blitz. He enlisted in 1941 in Manchester at 17 years of age in the Highland Regiment and at 18 was transferred to the 6th Battalion Black Watch. In 1942 he trained at Perth, Dundee, and at Leigh-on-Sea and Southend on the Essex coast. He then served in many places and in many varied terrains and kinds of battles, always at the 'sharp end' as John called the forefront of battle. This started in 1943 when he was sent to Algeria and Tunisia to take part in the final phases of the North African Campaign where he was in the 4th British Division, First Army. Then in 1944 he was sent with the 4th British Division to fight in Italy as part of the Eighth Army.

As the Italian Campaign raged on throughout 1944 John found himself in many places including the famous battles of Monte Cassino, where he was involved in all stages of the battles from start to finish. In late 1944 he was transferred to Greece with the 4th British Division and ended up fighting in a very different kind of guerrilla warfare situation against the communist ELAS fighters. This went on until halfway through 1945 when his 6th Battalion (Territorial) was stood down in Greece. John was then transferred to the 1st Battalion Argyll and Sutherland Highlanders. He was sent with them as part of the 6th Airborne Division to carry out policing duties in Palestine with the British forces that were tasked with containing the growing Jewish resistance fighter groups such as the Irgun. It was while serving there that on 22 July 1946 John was present at the British military and administrative headquarters at the King David Hotel in Jerusalem when an infamous bombing took place. Again John found himself at the heart of vicious guerrilla-style warfare, and would do so for many more months to come. Once back in England he was demobbed in York in May 1947, bringing to an end a military career that had put him right at the frontline of many conflicts, from

ARMY AND THE WAR ON LAND

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the deserts of North Africa to the mountains of Italy and Greece to the streets of British Mandate Palestine.

We now return to the campaign in Italy where John was involved in many battles throughout the country. He was engaged in all phases of the particularly hard battles at Monte Cassino, where combat took place against elite German paratrooper units. Lots of the men who fought in Italy had already fought in North Africa and Sicily and in some cases had not been home for years. To many out there it seemed like theirs had become a forgotten campaign. John now shares various recollections from his time at Monte Cassino:

Ferocious Battles of Monte Cassino

Some of the stuff I remember about the Battles at Monte Cassino, well we had to deal with many things including the lack of reinforcements from the UK as most resources were being taken in preparation for D-Day, it felt like we had become a side show. What is still never really mentioned was that in Italy we were opposed by the cream of the German Army, German paratroopers, panzergrenadiers, Hermann Goering Division and Austrian Alpine troops, far superior to those defending the Normandy beaches. As a result of fighting such professional soldiers the battles were hard and nasty with a lot of vicious close quarter hand-to-hand fighting with small arms and bayonets against a tough and ruthless enemy in a very difficult terrain. This, of course, led to many casualties on both sides and the frequent bad weather didn't help. It significantly slowed down our advance, and I remember in some places there was phosphorus in the wet soil so when our troops dug slit trenches they would get this phosphorus on their uniforms, and at night this would illuminate them and made them easy targets for German snipers. We lost quite a few of our boys that way, too many.

Later that year, in December 1944, John found himself with the Black Watch in a different theatre of war in Greece. After being ordered to be additional security and help escort some VIPs in the centre of Athens he was witness to something quite unexpected:

An Assassination Attempt on Winston Churchill

There was stiff resistance from ELAS, many of whom were regular Greek soldiers, but civilians during daylight. On Boxing Day, we had received an order to join a party of VIPs who were gathering to hold a special meeting. I made contact near the town square. The party turned out to be headed by Winston Churchill and Anthony Eden along with the Archbishop of Greece with numerous MPs. As we walked along the business area, a shot rang out, a bullet flashed before my eyes, and I heard the familiar sound of a bullet hitting flesh. The lady behind me fell to the ground, dead; there was nothing I could do. Her name was Erula, an interpreter



aged around forty. The shot had been meant for Winston Churchill, he was lying on the ground, surrounded by his escort. Soon afterwards, the sniper was caught; it turned out to be a Bulgarian girl aged about nineteen. The Greek Campaign was the most brutal I had taken part in. Amazingly, the Atlee Government, in order not to offend the Russians after the war, did not issue a campaign medal to those who had taken part. Instead, they officially awarded the Italy Star, which all those who had been involved there had already won before being sent to Greece. This was not a medal for a campaign against the Germans, the Italy Star was!

Two years after first meeting and interviewing John in July 2014, I went back to spend time with him to hear more from this real front-line soldier, who now shares with us various accounts from his extensive experience of what it was really like:

To Be a Soldier at the Sharp End

The first battle I took part in was in Tunisia in 1943 and it was a nasty one, and when people say were you frightened going into your first battle, well you're



The King David Hotel, Jerusalem, after the terrible bombing of 22 July 1946 which left ninety-one dead. The hotel was being used as the headquarters of the British forces in Mandate Palestine, and the fatal attack was targeted at the very heart of their command structure. John was on guard duty at the hotel that day and, after being lucky enough to survive what was widely condemned as a terrorist attack, realised he was again engaged in guerrilla-style conflict.

ARMY AND THE WAR ON LAND

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not frightened, you're apprehensive. It's the second battle you're frightened of 'coz you know what to expect. With the Black Watch being of Scottish origin there were some traditions that were kept in battle. It is difficult to describe this but when you had a bayonet charge, which we did eventually at Cassino, the pipers played and it was walk, trot, charge and somehow or another you felt like a million dollars doing that. It was something unbelievable, the pipes seemed to fill you full of, well courage, I don't know. Strangely you were enjoying it in a way! I think I made four or five charges in my time and if you are charging the enemy who is dug in like on a machine gun you are above him, normally, and he gets frightened when he sees you coming. He doesn't know whether he's going to kill all of you or if you are going to get him kind of thing. It's like a desire to do what you are supposed to do, and not only that but you have got your lads there and you're all shouting. It's the heat of battle after all and in the end it's you or him.

Additional Information and Life After Service

- ❖ **Rank at end of service:** Sergeant.
- ❖ **Medals and honours:** 1939–45 Defence Medal, 1939–45 War Medal, 1939–45 Star, Africa Star, Italy Star, Palestine 1945–48 Medal, Polish Gold Cross of Merit, MBE.
- ❖ **Post-war years:** Returned to Metropolitan Vickers to finish the 'interrupted apprenticeship' and progressed to senior management, then moved on to Ruston Diesels in Newton-le-Willows and finished as a works superintendent. Later the company became part of BAE Systems. John married Olive, who was a Wren during the war. They were together for fifty-seven years from 1948 until 2005, and have two children, three grandchildren and two great-grandchildren.
- ❖ **Associations and organisations:** Co-founder of the Monte Cassino Veterans Association, which he served from 1968 to 2005, now the Monte Cassino Society. Also worked with various Polish veterans associations, after forming close friendships with Polish servicemen with whom he fought in Italy.

Activity 13

CASE STUDY 2.

AIR FORCE AND THE WAR IN THE AIR

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Leading Aircraftman Allan Wilmot



Served with: Royal Navy, minesweeper, HMS *Hauken*, Royal Air Force, Coastal Command, Search and Rescue

Service number: 714553

Interviewed: Lambeth, London, 31 August 2015



Service History and Personal Stories

- ❖ **Born:** 24 August 1925, Kingston, Jamaica.
- ❖ Allan has a very rare service history indeed, having crossed over and been a serviceman in two of the three Armed Forces during the Second World War.
- ❖ Joined the Royal Navy in Kingston, Jamaica at the age of 16 in June 1941 and served on the minesweeper HMS *Hauken* on minesweeping and Atlantic convoy escort duties until late 1943.
- ❖ Aged 18, and with his service as a boy sailor over, Allan applied for the RAF, which was starting a new recruitment drive in Jamaica at that time. He was accepted into the RAF Air-Sea Rescue Service.
- ❖ Allan served as part of RAF Coastal Command at various stations around the United Kingdom from 1944 until 1946 as a leading aircraftsman on flying boats and as part of a motorboat rescue team.

I have been conducting interviews for my book since 2014, and during that three-year period I have, as mentioned before, been honoured to meet and record the varied and interesting stories of many of our great veterans. These are men and women from all sorts of backgrounds, nationalities and cultures who played very different roles within the services of which they were a part. With the war being truly global I am constantly amazed at the veterans I have found or who have come forward, their personal service histories and the incredible experiences they have shared with me. Allan Wilmot served in two completely different services during the war, something that is very rare indeed and until then not something I had come across.

It was probably no surprise that as soon as Allan was old enough he answered the Royal Navy's call and volunteered for service at sea, following in the footsteps of his father, Captain Charles Wilmot, who was already a 'master mariner' of many years' experience and who also served from 1939 to 1947 as chief officer of HM examination ship, MV *Western Explorer*. Allan was 16 when he enlisted as a boy sailor in late 1941 and for the next two years served as an ordinary seaman (OS) on board the British minesweeper HMS *Hauken* in the steward's department and as and when required helping out with other seagoing duties. Both his maritime and steward training was carried out on board the ship as ongoing on-the-job fast learning. During the time Allan served on board HMS *Hauken* the ship undertook many kinds of duties such as minesweeping patrols and escorting convoys of ships heading from the Atlantic to the Panama Canal. It operated in areas where attacks from German U-boats were common and where the sinking of British and Allied shipping such as oil tankers and cargo ships was a regular occurrence. In one such instance, on 25 May 1942, HMS *Hauken* rescued nine survivors from the unarmed merchant vessel SS *Empire Beatrice*, which had been torpedoed and sunk, and took them to Kingston, Jamaica.

Once Allan was 18 he had the choice to stay on in the Royal Navy or volunteer elsewhere. Ready for a new challenge, he saw an advertisement in the *Jamaica Gleaner* in late 1943 in which the RAF was recruiting Jamaican volunteers for ground crew. He applied and was accepted for the RAF Air-Sea Rescue Service, which was part of RAF Coastal Command, and after three months' intense training at Palisadoes Airport and Bishopbriggs, Up Park Camp, Kingston, he was transported to New York and put on the troopship SS *Cuba* bound for the UK, or the 'Mother Country' as it was affectionately known. Upon arrival at Liverpool docks the new recruits were welcomed by Air Vice Marshal Tedder with, as Allan recalls, the greeting: 'Thank you chaps for leaving your warm countries to help us in our hour of need. I wish I was going to your countries.'

During the war many West Indians came forward and volunteered for service from many parts of the Caribbean. Here we take a closer look at their very important input:

West Indian Servicemen's Contribution to the British and Commonwealth Forces

The Caribbean colonies of the British Commonwealth had a population of approximately 14 million at the outbreak of the Second World War. About 16,000 West Indians volunteered for service alongside the British and of these more than 100 were women who were posted overseas; eighty served in the Women's Auxiliary Air Force (WAAF) and about thirty in the Auxiliary Territorial Service (ATS). These volunteers came from many places such as Jamaica, Antigua, St Lucia, Bahamas, Trinidad and Tobago, Barbados, British Guiana and Bermuda.

Around 6,000 West Indians served with both the RAF and the Canadian Air Force in every role from fighter pilot to bomb aimer, air gunner and in air-sea rescue. They also served as ground staff, which varied from aircraft engineers to roles in medical and administration. At sea, thousands of West Indians served in the Merchant Navy; this dangerous service had a very high casualty rate with nearly a third of all its seamen killed during wartime service. On land, the Caribbean Regiment was formed from 1,000 volunteers and saw service in Egypt and Italy as part of the British Army. The Royal Engineers also had highly skilled West Indian technicians within its ranks. Overall they made a significant contribution to the Allied war effort.

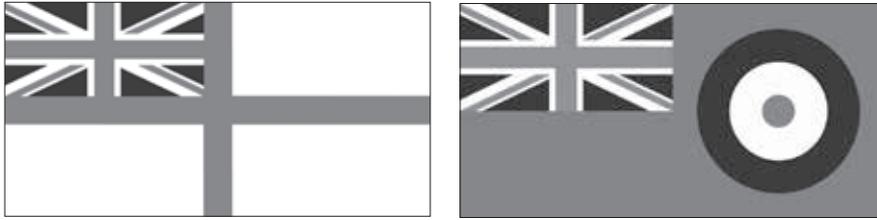
Meanwhile, the service of one young man continued. In July 1944 Allan, at the grand old age of 18, was serving in a second branch of the armed forces. After further training at RAF Training Camp Filey, Yorkshire, his role in air-sea rescue would take him around the UK, serving at coastal stations such as RAF Calshot near Southampton. In February 1945 he went for more advanced training at No. 1 Marine Craft Training School, based at Corsewall House near Stranraer, Scotland. This was a part of the bigger RAF Corsewall/RAF Wig Bay Coastal Command flying boat facility. After finishing his course, Allan was promoted to leading aircraftsman (LAC).

He then went on to serve at various other RAF stations such as RAF Castle Archdale near Enniskillen, Northern Ireland, and RAF Benson, near Oxford, then to RAF Killadeas, again in Northern Ireland, where he remained until August 1945. Allan's final two bases were RAF Greenock near Glasgow and RAF Castle Archdale once again, where he finished in late 1946. He was on paid leave until officially discharged in February 1947, bringing to an end a fascinating service career.

Allan now shares with us some interesting wartime recollections, starting from the time when he was serving at RAF Calshot:

Rescuing Downed British and German Aircrews

As motorboat crew members we used to rescue Allied airmen who were shot down in the English Channel and were in danger of freezing to death in the water. Sometimes we even rescued German air crew as well. Once we rescued



Flags of the Royal Navy and the Royal Air Force, both of which Allan was a part during his unique service in the Second World War.

both German and British air crew during the same operation and it was quite funny on the journey back with the crews sat opposite each other just looking at each other in total silence, I guess the Germans were thinking it was better to be prisoners of war than die in the water!

I went on to ask Allan about the various duties he had to undertake whilst working on Coastal Command Air-Sea rescue:

I did many jobs during my various postings with the RAF. There was so much variety, no day was the same, we did everything from maintenance on the Sunderland and Catalina Flying Boats, to transporting air crews and maintenance crews to the planes, assisting the planes to their moorings, towing the planes to dry dock, reloading bombs, laying flare paths for the flying boats to land and take off at night. It was all very interesting, and I liked saving people. To me this was the kind of service I felt best doing.

I went on to ask about his special service record:

Well it is very different I guess to have served in both the Royal Navy and the Royal Air Force during World War II and I was proud to have done so. Any service anywhere is good when the cause you serve is a just one. I was one of many who came a long way to do what we felt was the right thing.

Additional Information and Life After Service

- ❖ **Rank at end of service:** Leading aircraftman (LAC).
- ❖ **Medals and honours:** 1939–45 Defence Medal, 1939–45 Star, 1939–45 War Medal, Atlantic Star.
- ❖ **Post-war years:** Allan's fascinating post-service life began in 1947–50, when he had many jobs including dish washing, work in a bookshop and as a postman; 1950–54, singer in the Ken Hunter Trio; 1954–74, singer in The Southlanders, where he worked

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alongside and knew many celebrities, including Petula Clark, Cliff Richard and the Shadows, Shirley Bassey, Vera Lynn, Bob Hope, Tommy Steele, Marty Wilde, Spike Milligan, Frankie Vaughan, Joe Loss, David Frost and many more. He also co-wrote and performed the hit songs *Alone*, *Earth Angel* and *I Am a Mole and I Live in a Hole*. George Martin of Beatles fame was their recording manager and they recorded songs at the famous Abbey Road Studios in London. Along the way Allan also met Sammy Davis Jr, Walt Disney, Errol Flynn, The Queen and the Duke of Edinburgh, Prince Charles and Princess Diana. After this remarkable music career he finished his working years from 1974–90 with British Telecom as a telephone operator and later as acting supervisor at the Southbank Exchange in London. He married Joyce in 1967 and they have four daughters and eight grandchildren.

- ❖ **Associations and organisations:** The West Indian Association of Service Personnel (WASP), of which Allan is a former president and vice president.

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THE LAST HEROES

Air Raid Warden Betty Lowe MBE



Served: Air raid warden, Civil Defence Service

Interviewed: Salford, Lancashire, 17 August 2014



Service History and Personal Stories

- ❖ **Born:** 26 August 1908, Salford, England, UK
- ❖ Betty lived through and experienced the two biggest conflicts of the twentieth century and of our world history, the First and Second World Wars.
- ❖ As a child of 8 during the First World War she witnessed Germany's new terror weapon, the Zeppelin, as it flew low over her area in Salford on a bombing mission.
- ❖ During the Second World War, in addition to her regular job, Betty was an air raid warden as part of the Air Raid Precautions for the Civil Defence Service.
- ❖ Additionally, Betty was the longest-serving Girl Guide in Great Britain, with more than ninety years in the organisation, and also served for more than forty years in the Women's Royal Voluntary Service (WRVS), continually giving her time freely for others around her.
- ❖ Among her many awards for service to the community were the MBE in 1996, the Mayor's Citizen Award in 2007 and the Point of Light Award in 2014.

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When I interviewed Betty in 2014 at Beechfield Lodge Care home in her native Salford this wonderful lady was an incredible 105 years old and had lived through and witnessed more than a century of British history. Betty, officially the oldest resident of Salford, had memories that stretched back over two world wars and was one of the few people alive in the United Kingdom who had memories and stories from both world wars. She vividly remembers at the age of 8 in 1916 seeing a German Zeppelin flying low over Salford on its way to bomb somewhere near Manchester. In the Second World War, Betty was assigned as an air raid warden to help direct people from their offices to shelters during air raids and did her bit to contribute as part of the Civil Defence.

Her story is one of long service of helping others and, while doing so, breaking a few records along the way. Betty was Britain's longest-serving Girl Guide, starting at the age of 11 in 1919 and putting in more than a staggering ninety years of service, during which time she went on to be Girl Guide leader and later became vice president of Guiding for Greater Manchester West. In recognition of her service she was made an honorary Lifetime Guide in the Trefoil Guild. In her normal working life Betty was an invoicing clerk for various companies for sixty-two years, mainly for Morris and Ingram in Salford where she worked throughout the war years. Later on she ran a launderette in Pendleton until her 'official' retirement, but as we know she carried on working during and long after that, giving more than forty years' voluntary service to the Women's Royal Voluntary Service at Hope Hospital in Salford. She worked there one day a week in the canteen until the age of 105, and she also continued to volunteer at her care home, Beechfield Lodge on Eccles Old Road, Salford, where by all accounts she baked some of the best cakes you could ever wish to taste.

'Too many people think of volunteers as a means to an end, as cheap labour. True voluntary service is nothing of the kind. It is, in fact, the gift of a thoughtful person of their skill, their energy and their time,' said Lady Stella Reading, founder of the Women's Voluntary Services.

Betty was never married and did not have children, so she channelled all the energies of her life into continually helping and giving to others around her. This was rightly rewarded in 1996 when she was appointed MBE by the Queen at Buckingham Palace for her lifelong services to the community. In 2014, when David Cameron presented her with the Point of Light Award given to honour those who have made an exceptional difference to their community, he said of her: 'She had lived and breathed serving others.' Running through the middle of all this was the Second World War, where Betty continued to go to work throughout the Blitz and where she served as an air raid warden dealing with whatever hardships and dangers the war years threw at her. It was this kind of determination shown by her and many others like her that kept the country running and maintained the Home Front during those very difficult years.

Because Betty's memories reach so far back into the twentieth century, we are given a truly unique opportunity to hear recollections from the Home Front from each of the world wars:

The First World War and Zeppelins Over Salford and Manchester

What I can remember is we were all playing outside and this noisy plane came over and they said it was a Zeppelin and it wasn't like our aeroplanes. It was quite a heavy-looking thing and it was quite low and after a while all the mothers came out and dragged us all inside and told us that we hadn't to go outside until it had gone, but they never let us out again that day. It came over Owens Square in Salford.

The opportunity to talk face-to-face with one of the few people left in Great Britain who could give a first-hand account of witnessing a Zeppelin during the First World War just captivated me. I asked Betty to tell me more about the experience:

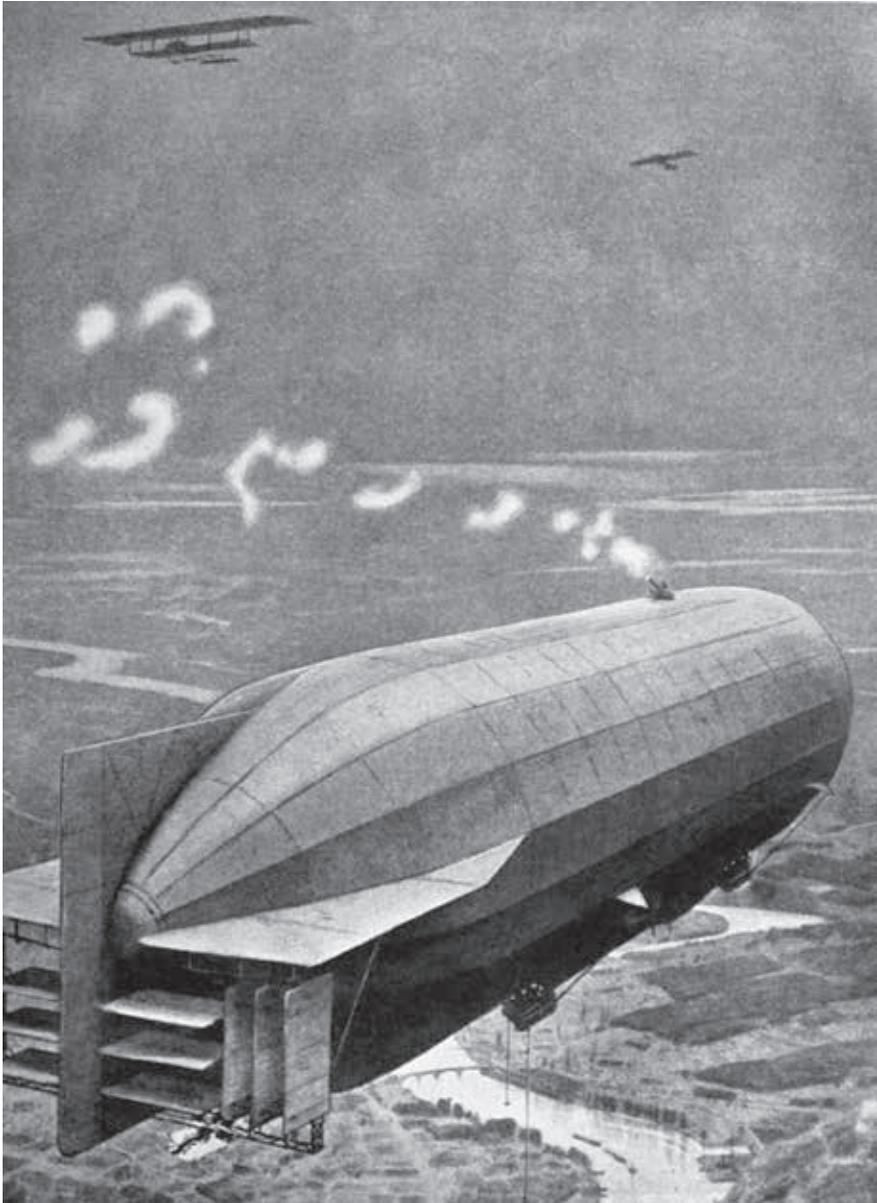
As children we thought we were looking at 'Flying Sausages'. Nobody had ever seen anything like it before, it was like seeing something from another world. Because of this we were watching it for a long time, going I think towards Manchester. No one, including our parents, really knew what this was or what it was doing there, until later that is when it was dropping bombs on people!

Twenty-five years later, as a grown woman, Betty was again experiencing the enemy in the sky over Salford and Manchester. This time it was as an air raid warden, where she was actively involved in helping and directing people away from the danger:

An Air Raid Warden in the Second World War

You became an air raid warden when you reached a certain age but before that we used to leave our houses during an air raid and have to go to shelters ourselves. People used to come down and tried to make things better by brewing tea and bringing cakes. Later I was working at Morris and Ingram and I had to go because we had to do war work and I took a man's job so the lad could go in the Army. They never employed women before the war but when the war broke out that all changed. When the sirens went I was doing my air raid job in the office at St Ann's Rosary School on Liverpool Street. As the raids came I had to dash to the offices and call the people out and we had to tell them where to go and stand with our bucket and the syringe for dealing with incendiary bombs. All we could really do then was hope for the best and wait until it was all over, there were times when Salford and Manchester got bombed very heavily. One

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An artist's impression of a First World War German Zeppelin on a mission.



Firemen from the Auxiliary Fire Service in action during the Blitz in the Second World War.

of those times was during the Christmas Blitz on Manchester in 1940. The city was on fire and the glow could be seen from miles away. Salford was very close by and the inferno was seen by most people, and parts of the city were smouldering for days after. They said it was like a firestorm in the centre, this was because of the kind of bombs the Germans were using. Lots of our local people were killed. Poor souls they didn't deserve it, no one deserved it, that's the terrible thing about war, anyone could get it, here today, gone tomorrow. The generations that have come since are so lucky, they've never seen or had to experience anything like that. Most of them don't know they're born.

I was cherishing every moment sitting with someone who had lived through such huge changes in the history of our country, a witness to times, people and events long gone and an England almost unrecognisable to the one of her childhood. So I asked Betty more about her memories of times gone by, starting with her time as Britain's longest-serving Girl Guide:

I began when I was eleven and a friend in my street said will 'I go with her,' so I went and I have been a guide ever since, about ninety years now. We used to take

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them camping and all sorts, any road I am still a member of the Trefoil Guild; it's for all the people who have been guides all their lives and we do things to help the guides if they need it. And I still help out at Hope Hospital every Thursday as well, go at 12.30 and back about 4.00.

Betty went on to say about past times:

The kids get looked after better now than when we were kids. At Christmas whatever you got you loved, you see, but now you don't get enough is what most think. My dad used to drive a horse and cart for the corporation in Salford and fix the stones on the streets that got worn down from the horses and the like. He had no time for motorists. When we had the trams we used to have to go into the middle of the road to get a tram, nothing like that now. It was a bit dangerous with everything coming at you. It's a completely different world now, some things for better and some things for worse, there you go.

Near the end of the interview I could not help but ask Betty what she thought the secret to a long life was and she told me: 'Working and keeping your mind busy.'

However, in this case I think there was also something else that contributed to Betty's longevity and something that I have seen in all the veterans that I have interviewed. It is summed up perfectly by the inscription on her Women's Voluntary Service Medal that simply reads – 'Service before self'.

Additional Information and Life After Service

- ❖ **Rank or job upon finish of service:** Air raid warden.
- ❖ **Medals and honours:** MBE, Women's Voluntary Service Medal, Mayor's Citizen Award, Point of Light Award.
- ❖ **Post-war years:** Continued to work at Morris and Ingram as an invoice typist and clerk, and later had her launderette. She devoted her spare time to helping in the local and wider community through the various organisations, as mentioned in greater detail earlier. Although Betty did not marry and had no children, she had a big extended family of nieces, nephews, great nieces and nephews, and great great nieces and nephews.
- ❖ **Associations and organisations:** Honorary member of the Trefoil Guild.

Research Resources

**This Tour of Remembrance Activity Booklet is complimented by
The Royal British Legion learning pack resources
which can be downloaded as a PDF following this link**

<http://www.britishlegion.org.uk/remembrance/schools-learning/learning-resources>

**The Royal British Legion learning pack for Key Stages 1-4
provides an educational journey through the war and remembrance covering
subjects such as History, English, Citizenship etc.**

The RBL have also developed a special app called Somme 100, a fantastic commemorative toolkit which can be downloaded free of charge from the apple app store and the google play store



LINKS TO NATIONAL CURRICULUM

As outlined in the UK National Curriculum on www.gov.uk, this project will allow pupils in KS1-KS3 to explore the topic of remembrance and the war through cross-curricular links

ENGLISH

The Poetry Project and the WW1/2 Questionnaire and debate will allow pupils to:

Speaking

- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- participate in discussions, presentations, performances and debates

Reading

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
- Learn to appreciate rhymes and poems, and to recite some by heart
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Recognise a range of poetic conventions and understanding how these have been used
- Study setting, plot, and characterisation, and the effects of these

Writing

- Say out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher



The role of the Remembrance Ambassador will allow pupils to:

gain, maintain and monitor the interest of the listener(s)

consider and evaluate different viewpoints, attending to and building on the contributions of others

select and use appropriate registers for effective communication

MUSIC

The Remembrance Anthem and Nostalgic War Songs will allow pupils to:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history

ART

The Making A Paper Poppy section will allow pupils to:

- Use a range of materials creatively to design and make products

HUMANITIES

The Remembering A Forgotten Hero activity, WW1 and WW2 questionnaire and debate, trips and visits will allow pupils to:

- Build on their knowledge of globes, maps and atlases and use these geographical tools routinely in the classroom and in the field
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Explore ideas, political power, industry and empire: Britain, 1745-1901
- Explore challenges for Britain, Europe and the wider world 1901 to the present day
- Conduct a local history study

CITIZENSHIP

- Explore human rights and international law
- Explore diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding



Questionnaire Answers

WW1 QUESTIONNAIRE ANSWERS

1. For Britain WW1 began on 4th August 1914 and ended on 11th November 1918
2. Yes – the government asked for 100,000 volunteers and 75,000 applied within the first month
3. 65 million men fought in the First World War, from 30 different countries
4. 185 were killed and 1071 died of sickness – so in total 1256 did not survive. Still more were wounded
5. The Victoria Cross. 628 were awarded in the first world war
6. He was found to be just 12 years old and was sent home
7. It was the assassinations of Archduke Ferdinand, the Heir to the Austro-Hungarian Empire, in June 1914 that caused Britain to declare war on Germany
8. Britain's allies were France, Russia and from 1917 the USA. The enemy forces were the Central Powers; Germany, Austria, Hungary with Turkey
9. It was the area where the majority of the British Troops fought. It is where the Battle of the Somme took place. It was a defensive line of trenches starting in Belgium running all the way to Switzerland
10. In 1915 British troops along with Australian and New Zealand forces attacked Turkey in The Dardanelles. Allied forces were defeated in Gallipoli and suffered over 200,000 casualties

WW2 QUESTIONNAIRE ANSWERS

1. Just 21 years after the end of the First World War, the Second World War began in September 1939 when Nazi Germany invaded Poland
2. 226,000 British Forces and 110,000 were rescued from the beaches of Dunkirk in a multitude of various ships
3. It lasted from July to September 1940 and was the first Battle ever to be fought entirely in the air
4. The aerial bombing of our cities by the German war planes
5. This is when the Japanese attacked US Forces on 7th December 1941
6. The Battle of the Atlantic was the longest Battle, it lasted five years eight months and five days from 1939 to 1945
7. D-Day was on 6th June 1944. It was codenamed Operation Overlord and was the largest amphibious attack from water to land in history. Many died but it marked the beginning of the end for the Nazi regime
8. The Nazi's systematic murder of over 6 million people. The Nazi's targeted Jewish people, Roma (Gypsies), disabled people, Slavs and Poles.
9. VE Day stands for Victory in Europe Day which was announced on 8th May 1945
10. No. Thousands of Allied Forces were still fighting in the Far East against the Japanese. It was not until 15th August 1945 that the official Allied Victory over Japan Day (VJ Day) was declared, marking the Global end of the Second World War

Certificate

Please accept this certificate

***Presented on behalf of Sarah Dennis
The Veterans Sweetheart***

*for taking part in fundraising activities
as part of the Tour of Remembrance*

Signed.....*Sarah Dennis*

Date.....

SARAH DENNIS -
THE VETERANS SWEETHEART
www.veteranssweetheart.co.uk

Project Credits

The Tour of Remembrance Activity Pack

A joint collaboration between Director of Shiny Music: The Veterans Sweetheart Sarah Dennis BA (Hons) Business, PGCE, from Radcliffe Lancashire and Samantha Richards – BMus (Hons), PGCE, Music Teacher from Bury Lancashire.

Other Credits

Gary Bridson-Daley - Author of "A Debt of Gratitude to The Last Heroes"

Alexandra Edwards - Author of "The Battle of the Somme"

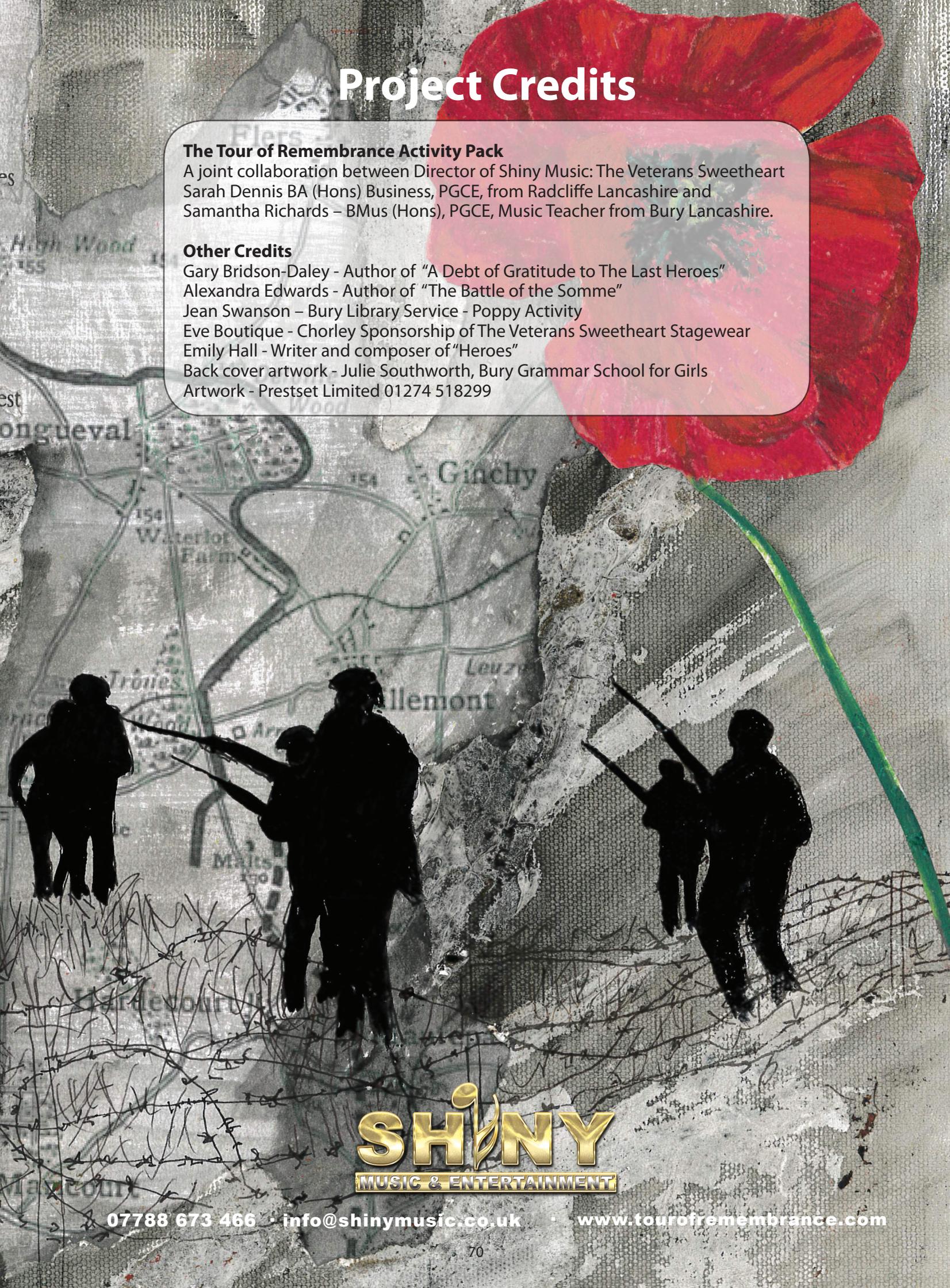
Jean Swanson – Bury Library Service - Poppy Activity

Eve Boutique - Chorley Sponsorship of The Veterans Sweetheart Stagewear

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07788 673 466 · info@shinymusic.co.uk · www.tourofremembrance.com