

INSPIRING PURPOSE  SE
WWI Centenary Edition



TEACHER RESOURCE

TEACHER INTRODUCTION

PLEASE NOTE: the links in this document are subject to change due to planned updates on our website. We will send an updated version of this document when that happens.

Purpose

We have created this introduction based upon teacher feedback from past years; our aim is to provide ideas and inspiration to help you deliver the Inspiring Purpose programme in your school or youth setting. We are always happy to help and if you have any queries please do not hesitate to get in touch on 01334 844900 or admin@inspiringpurpose.org.uk. Some of our teachers have been delivering the Inspiring Purpose programme for many years and we can call upon their expertise when required. Feedback indicated that it would be useful to share resources with other teachers and if you would like to do so then please get in touch and we will do our best to facilitate.

Planning

You will find documents here: www.ww1.inspiringpurpose.org.uk/complete linking the programme to Curriculum for Excellence; these were created by participating teachers and might also be helpful for this version of our work.

Tips / important feedback from teachers

- Showing examples from previous years are difficult to see and challenging to try and print. It would be really helpful if the form was in A3 when it was unfolded (rather than 3 x A4) really difficult to photocopy pupils work so that they have evidence of work for us to display their work.
See 'Example Posters' www.inspiringpurpose.org.uk/ww1-centenary-winning-posters
- It was considered that the question 'How has this made you more grateful to be alive' was too morbid and not appropriate for young teenagers.
- We acknowledge and agree with this, this is a pilot programme and we will address this when we reprint that poster resource, we have created appendix 4 that we hope will help pupils with this question. Students had not really heard about prominent names from WW1 and needed to research well before beginning. See Introductory Session, we have provided some examples.
- For some children the language was too sophisticated, especially younger pupils and lower ability pupils:
See appendix 2, 3 4 and 5 for support for pupils.
- More resources for WW1. We are in the process of creating an on-line guide for the WW1 Poster Programme

Suggested pre programme activities

Teacher Feedback: Some young people struggle to say anything positive about themselves or identify their own strengths.

Suggestion - A character strengths survey:

The free VIA Youth Survey www.scotland.pro.viasurvey.org/character-survey for ages 10-17 only measures strengths, not weaknesses, so you can see what characteristics make each pupil shine! After each pupil rates 96 fun, exploratory questions (such as: "I am usually full of energy" and "I enjoy creating things that are new and different") on a 1-5 scale, they are able to tell you which character strengths (www.viacharacter.org/www/Character-Strengths/VIAClassification) make him/her feel alive and engaged. This is powerful knowledge to have at your fingertips! It helps pupils complete the values section of the poster and has a direct link to 'The Science of Character' Film.

- It takes about 20 minutes
- You will need an ICT suite

All of the young people will need an email address to register. Make sure they select the VIA Youth Survey (there is also an adult version)

We recommend that you go through this process first so that you are able to facilitate the session most effectively.

If you cannot get on-line, try having a discussion with these questions: Appendix 1: 'Inspiring Purpose Pre Programme Activity WW1' There are also some other interesting resources here: www.actforyouth.net/youth_development/professionals/sel/self-awareness.cfm

Ready to get started

Our 'Introductory Session Plan' and accompanying slides will take around 50 minutes and should provide a good overview of the programme. www.ww1.inspiringpurpose.org.uk/complete

Values and Virtues:

See Appendix 2 'Poster Values Activity' for definitions of the values in the poster. Some Primary pupils and lower ability pupils can struggle with this activity. It can be helpful if they ask their friends or class mates to help them, or try asking them to think about what a teacher or someone in their family might say they are good at. They may also find writing their statement about each strength, or area for development, difficult. Some helpful questions are: "But why would someone say that about you? What's an example of a time when you've been kind / hardworking / optimistic?" It might help to show them some examples and you can find them starting here.

Favourite War Poem Story:

Guidance is available on the poster and in Appendix 5 - 'Pupil Friendly Instructions'

Inspirational Story / Person:

You will find some examples in the 'Introductory Session Plan' and guidance is available on the poster and in Appendix 3 - 'Writing guide'. Some Primary pupils and lower ability pupils can struggle with this activity, see Appendix 3 for a writing guide.

Inspiring Quotes:

Guidance is available on the poster and in Appendix 5 – ‘Pupil Friendly Instructions’.

Photo / Painting:

Guidance is available on the poster and in Appendix 5 – ‘Pupil Friendly Instructions’.

My Aspirations:

Guidance is available on the poster and in Appendix 4 – ‘Writing guide’.

What Next?

Once the pupils have completed their work we ask that you send your 3 most inspirational pieces of work or those that have been completed by the young people who have been most inspired by the programme. You will find our suggested marking criteria named “Judging Criteria” here www.ww1.inspiringpurpose.org.uk/judging. We suggest you add a note for those posters you think are worthy of a special achievement award.

This is just the beginning; we want to help your pupils achieve their purpose and aspirations – please direct them to www.inspiringpurpose.org.uk/pupils/what-next or contact us at admin@inspiringpurpose.org.uk and we will do our best to connect you and them to the right people.

PRE PROGRAMME ACTIVITY

The 'Inspire Aspire: Inspiring Purpose' programme is about taking the time to reflect on; the historical events of World War One, the men and women who served us and changed the way we live now, on the historical values seen throughout this time and yourself and your values. Sometimes it is difficult to get started; there is sometimes a lot of research involved. We've started by giving you some questions to get you thinking!

Work on your own, with your friends or with your parents to complete this exercise, you can write down your answers or just chat about it. You can also find a range of useful sources online at : www.ww1.inspiringpurpose.org.uk/complete

- What do you think people were thinking, feeling and experiencing during World War One? Did women, men and children all have the same experiences?
- Were there any figures during World War One that really inspired you? Do you know about any individual soldiers and their stories, or nurses, campaigners or politicians?
- Do you have a favourite poem or song that has been written about World War One?
- How do you think you would have reacted or felt during this period of time?
- What do you do in your spare time: what are your hobbies and interests? What do you love doing? Watching? Playing?
- What's your favourite subject(s) in school and why do you like it / them? Why are you good at it? What would the teacher of the subject say about you?
- What are you good at? Ask a friend or a teacher or someone at home! Are you funny? Friendly? Caring? Easy going? Reliable? Hard working? Brave?
- What do you want to do when you leave school? Why do you want to do this? What do you think most children during WWI would have wanted to do?

POSTER VALUES ACTIVITY

TASK: Ask the students to rank each value in each of the four categories from 1 – 7 or 8; 1 being the thing that they feel they do best and 7 or 8 being the thing that they feel they need to work on.

Identifying their strongest and weakest characteristic within each area should enable them to be able to explain their reasoning with a scenario.

COURAGE

It takes courage and self-belief to stand up for important principles and persist in the face of challenges. Courage is often seen as the most central of virtues on which all others depend.

Honest

I always tell the truth even when it is hard to do so.

Confident

I am outgoing and relate easily to others.

Resilient

I recover quickly from setbacks or failures.

Bold

I take risks in my decisions and actions even if it is scary.

Positive

I look for the good in every situation.

Resourceful

I am creative and think of new ways of doing things.

Trustworthy

People can trust me.

Loyal

I stand by my decisions and people important to me.

DETERMINATION

In order to achieve any worthwhile goal we need to be determined, whether this is in sport, music or academic life.

Persistent

I keep going, I don't give up.

Decisive

I make up my mind quickly and stick with my decision.

Ambitious

I work hard towards important goals for the future.

Committed

I engage fully in my work and other activities.

Hard working

I always try my best.

Self-disciplined

I do the things that are important even if I don't feel like it.

Purposeful

I work towards my goals because they are important to me.

Enthusiastic

I am energetic and can motivate others.

RESPECT

Being connected to friends and family is important to us all and we all value trustworthy, loyal and caring relationships. Respectful individuals are patient and listen when necessary, whilst expressing gratitude and consideration for others.

Patient

I don't get annoyed because I have to wait.

Considerate

I think about the needs of others.

Good at listening

I listen carefully and sympathetically to others.

Fair

I treat all people the same way.

Open-minded

I listen carefully to new ideas even if I disagree with them.

Reliable

My friends and family can count on me.

Modest

I don't boast or show off to other.

Appreciative

I express my gratitude when good things happen.

COMPASSION

Compassion for others is a key human quality and expresses our concern for the welfare of others. In this context, nurses and medical orderlies were called upon to show this quality to the wounded.

Caring

I look after the people and things that are important to me.

Kind

I always think of ways to help others.

Generous

I enjoy giving / I don't give to receive.

Forgiving

I forgive others for their unkind words and actions.

Friendly

I am approachable and make friends easily.

Selfless

I think of others before myself.

Cheerful

I am happy and fun to be around.

Co-operative

I'm good at working with others in a team.

WRITING GUIDE (PART I)

INSPIRATIONAL FIGURE – WHO INSPIRES YOU AND WHY?

During World War One, there were a lot of men and women that served for their country in a variety of ways, including: nurses, doctors, soldiers, those who worked making bombs, building shelter or providing provisions for those on the frontline; there were poets, photographers and writers who captured the essence of the war and those whose diaries that we now read today that help our understanding of this period. Are there any particular jobs, duties, people or individuals during the World War One era that stand out to you? Is there anyone that you've come across within your research on the topic that has really inspired you? What historical values or characteristics do they have that you also wish to have? Were they brave? Courageous? Confident? Caring? Selfless?

Some examples could be:

- A soldier or someone who fought on the frontline, were they brave and fearless?
- A poet or painter who created something beautiful out of the war, did they show creativity, or fearlessness, were they visionary?
- A nurse or doctor who helped both on the frontline or at home, did you admire their perseverance and determination at work?
- Their calmness?
- An inventor or worker that helped change the way the war went, was their creativity and thinking inspiring for you?
- Is there an individual from your local war memorial or from a battlefield site you've visited, whose story has inspired you?

There are many different examples, and you could choose anyone.

TIP: View our Pinterest account (handle below) for some inspiration on who you can choose

WRITING GUIDE: INSPIRATIONAL FIGURE – WHO INSPIRES YOU AND WHY?

Who is your inspirational figure from World War One? What was their role in the war? Why do you find them inspiring?

Did they demonstrate any ideals, values or characteristics that you would like to live up to?

Why do you admire them? You can be as creative as you like, include photos, drawings, personal stories, or interesting facts but remember we want to know why that individual is special to you.

Check out our pintrest for inspiration! @CharacterScot

WRITING GUIDE (PART II)

MY ASPIRATIONS

After reflecting on the figure you chose as your inspirational figure from World War I and your own character values, you can now think about your aspirations.

TIP: Don't rush – reflect first, and write from the heart!

ME, MY FUTURE MY VISION AND MY COMMITMENT TOWARDS A BETTER WORLD:

A. How has this research made you more grateful to be alive?

How do you think you would have reacted during World War One? Can you see the similarities and differences between your life now and someone like you during World War One at that time? Do you think knowing more about this terrible period of history has made you more appreciative of things? Shelter, food, clean clothes, peace, school?

B. How has this helped you define your purpose and aspirations for the future?

What characteristics and values do you want to have in the future? Will your job or future goals help you gain these values and ideals? Has researching your inspirational figure given you any inspirational ideas for your future? Has your idea of purpose in life changed after reading about World War One? How so? Do you consider your own decisions and choices to be more valuable, or more important? What do you want from your future life? How would you like people to describe you?

C. How will you achieve your purpose and aspirations?

Will you use any of the characteristics and values that you listed in section one to achieve your dreams and future goals? Will you use inspiration from your rolemodels or from history to achieve your aspirations? What is your aim in life? What kind of job would you like? Do you want a job? Would you like

PUPIL FRIENDLY INSTRUCTIONS

WELCOME TO WW1: INSPIRING PURPOSE POSTER AWARDS

This poster template to mark the centenary of the First World War, as 2014 marked 100 years since the start of WWI, and provide a new opportunity for self-discovery and personal development for you. We want to help you to find the inspiration to develop aspirations and goals in your life. Completing this poster will help you learn about the values from WWI and the heroic stories of those who fought and suffered on the front, often making the ultimate sacrifice. In the process you will learn new things about yourself, about others and about history. You can use your poster to share what you have learned and your goals for the future. This will allow you to think about your purpose in life and about the values and qualities you will need to make a success of your own future.

Activity 01-04 Virtues and Values

The first four boxes have an activity area on the left page of your poster. Each section lists some qualities linked with a particular value. These values and qualities are associated with the lessons we can learn from World War 1. Put these qualities in the order that best describe you, with No. 1 being your strongest/best quality. Now write a short statement in the middle box to explain why that quality best describes you.. In the right-hand box explain why you have chosen the quality you most need to work on.

TIP: Use the website to explore the meaning of virtues and values and don't forget to ask for help if you are still not sure what to do.

Activity 05 My Favourite World War 1 Poem

Many famous poems were written during World War 1 by soldiers on all sides. Choose a poem and write a few words about why it is your favourite or why you like it. (you can fold extra paper into the space if you need to).

Activity 06 Inspiring Story/Person

We can be inspired by the actions and achievements of others in ways that can help us make a success of our own lives. Choose an inspiring story or an inspirational figure from WWI; you could choose a story about a particular group of soldiers or a nurse or you could write about a general or doctor that did something amazing during the War. You might research a relative or individual from your local war memorial. If you have been to a battlefield site yourself, you could tell the story of your experience and what you learned. What virtues and values did they demonstrate? Why do you find this person or story inspiring? What is it about them that you admire? What did they do that makes you look up to them? Did they have ideals, values or characteristics that you would like to live up to?

TIP: Remember it is not just about writing. You could include drawings or pictures. You will find resources on the website to help you choose and research your inspirational figure.

Activity 07 Inspiring Quotes

We can learn so much from the wisdom and experience of others expressed in short quotations and sayings. Do you have a memorable quote from your inspirational figure or from some other source? Pick a quote(s) that you think is inspiring or that you like.

Activity 08 Photo/Painting

Paste a photo or painting into the space provided and explain why you picked this picture/painting,, perhaps relating it to your poem, inspiring story or favourite quotations. You could pick anything – a poster, photo, painting or even writing.

Activity 09 My Aspirations

By completing this poster you have learned some new things about yourself, about others and about the world. You can now think about what kind of person you want to be and become. Think about why you are grateful to be alive and how valuable your time is – many soldiers were killed when they were 18-19. Like you, they thought they had their whole lives in front of them. Do you think you would have gone to fight in the war? What things would you like to do with your life? Finally, reflect on how this exercise has helped you define your purpose and aspirations and how you intend to realise these. Is there a particular career you want to pursue, how do you want your friends and family to describe you? By developing your own vision you can make plans and decisions, then act on them to create your own future.

TIP: Think carefully and answer the questions as best you can. Don't rush – reflect first, and write from the heart! You can include drawings or photos to get across what you want to say.