

LEICESTER SCHOOLS PEACE PROJECT



ASSEMBLY PACK
KS2/ 3

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Introduction

Harmony and Diversity is the title of the Leicester Agreed Syllabus. The syllabus leans towards peace - coexistence with dignity and mutual understanding. Our city is so diverse and yet works and flourishes. In Leicester we want to equip our young people with a religious education that respects their own world view. In addition, we want young people to have an education that enables them to have the skills and attitudes to encounter others who are different to them in positive ways.

The Leicester Schools' Peace Project supports teachers in RE and other subjects in helping young people develop strong ethical understandings of conflict and reconciliation, justice and nonviolence, war and peace. It is a developing scheme of work that will draw on how different faiths understand peace. It begins in the autumn term 2021 with lesson and assembly plans, and the opportunity of a peace tour led by student ambassadors of the university and war memorials. These resources and opportunities draw on local stories about how we remember war in this city. It particularly fits with the lead up to Remembrance Sunday in November.

The war memorial on the edge of Victoria Park remembers the 12,000 men who died in city and county in World War I. World War I has been called the founding catastrophe of the 20th century. It touched with tragedy, suffering and grief, every village, every street, and nearly every extended family in Britain.

Peace Walk, down from the war memorial, remembers women, Hiroshima and Nagasaki victims, those from the Commonwealth - India, Africa, the Caribbean, Australia, Canada, and those who refused to fight at all. We draw on the stories of the *second* war memorial - the founding of a university. The University of Leicester is a unique memorial in Britain, a 'living memorial', a 'palace of peace' that began a 100 years ago to remember those killed, but to empower the living with new and better possibilities. Its motto is "That they might have life."

To understand war, conflict, and peace is not enough. It requires game-changers, citizens of change - to quote David Attenborough, whose father was the second principal of the new university college. David with his two brothers and two adopted refugee sisters from Nazi Germany, developed his love of nature, growing up on the college campus. The whole Attenborough family embodied the ethos of Citizens of Change - now the mission slogan of the university. Every pupil in our schools can be a game changer, a citizen of change, with a leaning to the global, the inclusive, with human rights for all, and learning how to save our earth from climate change.

We welcome your feedback and help in improving these resources. We welcome your ideas for teaching peace making in your school.

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Co-sponsors:

We are grateful to these organisation for moral support, encouragement and funding:

Pax Christi
Leicester CND
Leicester Quaker Meeting
Community of Christ

Collaborators/Consultants:

We thank the following for the enthusiastic and collegial help:

University of Leicester
Leicester SACRE
Peace Pledge Union
Writers from Islam, Sikh, Hindu, Buddhist, Baha'i,
Humanist, Catholic, Anglican, CND, Quaker etc

Teacher Working Party:

The following educators have helped put together these assembly and lesson plans: Karen Norton, Saffron Gallup, Jewell Bolton and Andrew Bolton. We are also grateful for the help of Wendy Harrison, RE advisor/consultant. We warmly welcome corrections and suggestions.

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Peace of the City Books, Leicester, UK

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Also available: University of Leicester Campus and Peace Walk Tour for Schools



Sign up to a free 2 hour tour of the University Campus and the Victoria Park war memorials. This tour, led by Student Ambassadors, explores the history of the University as a living memorial to WW1 (a 'Palace of Peace') including College House (the home of the Attenborough family) and the 5th Northern General Military Hospital which became the first buildings of the University in 1921. It then moves on to Victoria Park to learn more about the large WWI War Memorial - the Memorial Arch designed by Sir Edwin Lutyens - and to discover the stories behind the other memorials on Peace Walk.

Tours are available 8-12th November and will explore topics including peace and war, faith and hope, national and global citizenship.

Please book early!

To book contact: Lorna Powell, University of Leicester Outreach Officer schools@le.ac.uk

Remembrance Assembly 1

Leicester's second war memorial – the founding of the University of Leicester

The story below can be told by one or several teachers. It can also be told by a number of children taking different parts. They will need to rehearse together. Someone will need to run the Powerpoint following the script below.

Resources: accompanying Powerpoint from www.ppu.org.uk/lsp

Slide 1 Opening – It's a long way to Tipperary (First verse and then fade):

<https://www.youtube.com/watch?v=OKiOpxKbESw>

We have just heard a famous soldier's marching song from World War I, a war that happened a 100 years ago.

Slide 2 Every year we remember the end of World War I at the 11th hour of the 11th day of the 11th month - 11th November 1918. Remembrance Sunday is held on the Sunday nearest this date. This year it is Sunday 14th November.

Slide 3 [WWI scene] – no words

Slide 4 *How should we remember war in Leicester? How should we build peace?*

Slide 5 [War memorial] One way to remember war is to build a war memorial. Thousands were built in every village, town and city in Britain. Here is the Arch of Remembrance on the edge of Victoria Park Leicester, not far from the University.

It was designed by Edwin Lutyens, the same architect who designed the London Cenotaph.

Here are remembered the 12,000 soldiers in Leicester and Leicestershire who died in WWI.

It was a terrible war, with huge numbers of deaths. So many homes in Leicester were in grief. Perhaps your family was in grief a 100 years ago.

Slide 6 [The 5th Northern General Hospital] Many more soldiers were wounded. This is a picture of the military hospital on the edge of Victoria Park where 95,000 soldiers were treated in WWI. Wounded soldiers from France were brought by ship to Southampton, by train to Leicester railway station, and then by ambulance to this hospital. You can see the ambulances in this old photo. Perhaps one of your relatives was treated here.

Slide 7 [old picture of Remembrance Sunday] The Memorial arch was unveiled on 4 July 1925 by two Leicester widows, Mrs Elizabeth Butler and Mrs Annie Glover, in front of 30,000 people.

Eight of Mrs Butler's sons served in the army during the war, of whom four were killed in action.

Mrs Glover lost three sons, along with two nephews and two brothers-in-law.

Slide 8 [Field of Red Poppies] Canadian army doctor John McCrae wrote a poem about the red poppies that grew on the battlefields of Flanders in France and this became the red poppy campaign. In the beginning the red poppy campaign was "war never again."

Slide 9 [British Legion Red Poppy] Each year we remember British and Commonwealth soldiers who have died in wars since 1914 with the Red Poppy. Some of you are wearing or will wear a red poppy, some of your parents, some of your teachers.

Slide 10 *How should we remember war? How should we build peace?*

We should remember those who died in WWI, WWII and all other wars since. Peace begins when we remember the terrible cost of war and decide there are better ways of settling conflict.

Slide 11 [White Poppy] The Red Poppy does not remember everyone who suffered and died in wars in the last 100 years. The White Poppy campaign began in 1933 by women who had lost brothers, fiancés, dads, sons, and husbands. They wanted white poppies to remember **ALL** who died. Women, children and civilians as well as soldiers. The white poppy remembers not just British people who died, but French, German, Russian, Indian, African, Caribbean. The white poppy remembers the tragedy of all war and says the best way of remembering war is to work for peace. So there is no more war!

How should we remember war? We should work for peace!

And in this spirit Leicester created a second war memorial after World War One.

What is it?

Slide 12 Leicester's second War Memorial ... is the university.

The university opened a 100 years ago this year. It was called a "Living memorial", "A Palace of Peace".

The first buildings of the new University College of Leicester were the buildings of the military hospital. They are still in use today.

Slide 13 [Motto] The university's motto in Latin, means "So that they may have life". You will see this on the flag of the university and elsewhere.

The University of Leicester is the only university in the country founded in this way.

Slide 14 Some of the first supporters of the new university college included Dr Astley Clark, who had been in charge of the Leicester military hospital. Two women who had campaigned for women's rights to vote were also supporters. Local head teachers of girls' schools were supporters also.

Slide 15 Who were the first students? There were 11 of them; 10 were women.

So began the amazing story of the University of Leicester, a living memorial – not a dead stone memorial, a palace of peace not battlefield, with a motto "So that they may have life". Life not death.

Slide 16 [Your school] Perhaps our school can also be a living memorial, a school of peace, a place that prepares each of us for a full, rich life.

Slide 17 Reflection: How can you help peace happen in our school? How can teachers and children make our school a palace rich in peace? How, together, can we make sure all belong, all do well, all are happy?

Slide 18 Closing Song: Sung if possible by the children – Make me an instrument of Peace – St Francis Prayer.

Otherwise: **Make Me a Channel of Your Peace** – Susan Boyle (with subtitles and children)

<https://www.youtube.com/watch?v=gUI2EyYIEKs> (Line up to skip adverts)

Remembrance Assembly 2

Leicester's Citizens of Change and stories of the University of Leicester

The story below can be told by one or several teachers. It can also be told by a number of children taking different parts. They will need to rehearse together. Someone will need to run the Powerpoint following the script below.

Resources: accompanying Powerpoint from www.ppu.org.uk/lspg

Slides 2-3 For KS2, the children could practice the Peacemaker song beforehand and sing it at the beginning and end of the assembly.

Slide 4 Opening: In our last assembly we learnt about two war memorials in Leicester- the Arch of Remembrance and the University of Leicester. Do you remember what is special about the University being a memorial?

Slide 5

- The University opened a 100 years ago this year.
- It was called a Living memorial/ A Palace of Peace.
- Motto- *ut vitam habeant* "So that they may have life".

We heard the amazing story of the University of Leicester, a living memorial – not a dead stone memorial, a palace of peace not battlefield, life and growth not death.

Slide 6 The founders of the University wanted education to be important for the people of Leicester. They believed that through education the world could be improved and future wars and violent conflict avoided.

Most of the first students were women, who were able to go to university for the first time. Remember that this is only 100 years ago! These were the original "citizens of change" – people who wanted the world more equitable for all of its inhabitants.

Many other interesting and influential people come from Leicester... we might consider these people "Citizens of Change" too.

Slide 7 David Attenborough- natural historian and broadcaster. He changed the way people understand the natural world and the impact that humans are having on animals and the environment.

Slide 8 Richard Attenborough- (David's brother) Actor in Jurassic Park; Oscar winner for his film about Gandhi. He changed people's knowledge and understanding of how Gandhi campaigned to make India independent from British rule.

Slide 9 Parminder Nagra- actor (who starred in the football film "Bend it like Beckham") and the first woman to win the FIFA Presidential Award (2002). She changed the visibility of women in football.

Slide 10 Gok Wan- television presenter and stylist, awarded an MBE in 2020 for services to fashion and social awareness. He has changed perceptions and representation of LGBTQ+ people in the media.

Slide 11 Many other people are campaigning to change the future for the better (environment, social justice, BLM, anti-war etc) - they are all 'citizens of change'.

Slide 12 [photo of your school] Perhaps our school can also be a living memorial, a school of peace, a place that prepares each of us for a full, rich life.

Slide 13 Reflection [Photo of students] Perhaps our school can be full of citizens of change.

What are the things you would like to change at home, at school or in your community? How might you be a citizen of change?

Slide 14 Closing Song: Where is the Love? Black Eyed Peas & Ariana Grande
https://www.youtube.com/watch?v=ntkD_lumjlo

The Peacemaker Song

Jewell Bolton

The musical score is written for a single melodic line in treble clef, with a key signature of two flats (Bb and Eb) and a common time signature. The score is divided into six systems, each with a starting measure number and a set of chords above the staff. The lyrics are written below the notes. The first system starts with a mezzo-forte (mf) dynamic. The second system starts at measure 7. The third system starts at measure 12. The fourth system starts at measure 18 with a 'Spritly' (likely 'Spirited') dynamic. The fifth system starts at measure 24. The sixth system starts at measure 30 and includes a repeat sign with 'Opt. Repeat' and 'Last Time' markings above the staff, with chords Gm and Bb indicated below the staff.

B \flat **E \flat** **B \flat**
mf
Sand, rock or soil Each floor has its gifts. Black, brown, or white Each

7 **C** **F** **E \flat** **B \flat** **Cm**
co-lour has its beau-ty. From the sky to the earth From e - qua-tor to the

12 **B \flat** **E \flat** **B \flat** **F** **B \flat**
poles. Keep love in my heart And my mind full of quest-ions.

Spritly
18 **E \flat** **B \flat** **E \flat** **B \flat** **E \flat** **B \flat**
f
Game chang - er, I'm a peace - mak - er with cour-age to seek new

24 **C** **F** **E \flat** **B \flat** **E \flat** **B \flat**
paths and di - rec-tion. Walk-in' to - ge - ther in the vis-ta of life,

30 **E \flat** **B \flat** **E \flat** **Gm** **B \flat**
Blaz - in' a trail of peace for us all. yeah!

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Written for the Leicester Schools Peace Project.

Remembrance Assembly 3

Red and White Poppies

The Powerpoint story below can be told by one or several teachers. It can also be told by a number of children taking different parts, with a teacher playing the adult role. They will need to rehearse together. Suggest using a different reader especially for the story in Slides 15-24. Also perhaps have someone coordinate running the Powerpoint with the script below.

Resources: accompanying Powerpoint from www.ppu.org.uk/lspg

Objective: Students to understand what red and white poppies represent and be able to tell to others.

Terms: red poppy, white poppy, victims of war, collateral damage.

Slide 1 The White Poppy.

Remembering all victims of war.

Opening song: "I'd like to teach the world to sing in perfect harmony"

<https://archive.org/details/youtube-wlROKElxxVg>

Slide 2 [Red poppy] Let's first look at the red poppy. Every year we remember the end of World War I at the 11th hour of the 11th day of the 11th month, 11th November 1918. Remembrance Sunday is held on the Sunday nearest this date. In 2021 it is Sunday 14th November.

Slide 3 [WWI scene] Many people wear red poppies at this time. The reason is to remember the soldiers injured or killed in wars since 1914. In WW1 12,000 soldiers from Leicester and Leicestershire died.

Slide 4 [Flanders Field] The poet John McCrae was so touched by seeing poppies growing in the Flanders battlefield where he was soldier and doctor ...

Slide 5 [poem of In Flanders Fields] He penned this poem which became very famous.

(The teacher may want to read all of poem or second verse of poem.)

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.

Slide 6 [Red Poppy worn] The Poppy appeal is organised by the Royal British Legion which supports veterans and members of the Armed Forces and their families.

Slide 7 [picture of many red poppies] Some have felt uncomfortable with the glorification of war that wearing the red poppies has edged into... rather than the sorrow of remembering the fallen and injured soldiers.

Slide 8 [White Poppy] So let's look at the white poppy.

Slide 9 [white poppy tucked into red poppies] In 1933 a group of women wanted to remember all the victims of all the wars. They also wanted no more wars. What was their symbol?

Slide 10 [white poppy growing] They chose the white poppy.

Slide 11 [white poppy] Three years later the Peace Pledge Union took up the white poppy symbol too.

Slide 12 [Question marks] Why a white poppy? ... there are videos from Peace Pledge Union

<https://www.youtube.com/watch?v=0TVRTiCq27U>

Or go to: <https://www.ppu.org.uk/remembrance-white-poppies>

Slide 13 [no picture] White poppies represent three things:

- ~ remember all the victims of all wars, soldiers, children, families, non-soldiers on all sides,
- ~ a commitment to peace,
- ~ and a refusal to celebrate or glamourise war itself.

Slide 14 [knitted white poppy] (*possible new reader for slides 15-24*) Now a story of a couple of moments from a Youth Camp, as a staff member and a child chatted.

This is how the staff member told the story...

Slide 15 [no picture] (*Suggest using a different reader for Slides 17-24*) “Jay (not his real name) is a happy, lively and mischievous boy. He’d be happy with that description of him. He was also a good football player and even got a trial for Leicester City football club!”

“He hopped on the bus, pointed to me and said “I’m sitting next to you!” I thought “Oh my! Three hours of ‘Jay’s energy’ on a journey to the Dunfield camp grounds in Herefordshire!”

Slide 16 [picture of knitted poppy & trick scissors] “I was knitting white poppies. Jay said he wanted to help. So I gave him my trick scissors which I knew would take him a long time to work out how to open them.

“While he was trying to puzzle out my scissors, he asked, “Why are you knitting white poppies?”

Slide 17 [picture of bombed buildings]

“So I told him the story... He listened very well. We talked about war... how war destroys buildings and this is called ‘**collateral damage.**’ Collateral damage means destruction of more than the intended target.

Slide 18 [picture of red poppy]

“We talked about how horrifyingly war kills many soldiers, and... ‘Red poppies help us remember the fallen soldiers in war’...

Slide 19:[no picture]

“But”, I said, “there are others that are killed in war times.

“Bombs kill the women, the grandpas and all the children that are in those buildings that are destroyed.

“And the very sad thing, Jay, is that those children that are bombed are also called...

Slide 20 [no picture]

“Collateral damage!”

Jay's reaction was shock on his face! And then...

Slide 21 [Jay's tears] "Tears in his eyes... I was so touched.

(Please note: this is not a real picture of Jay)

Slide 22 [children at Dunfield House]

"Well, Dunfield Youth Camp was wonderful! Both the sports and the camp gatherings were incredible. That year Leicester youth leaders were organising the devotions.

"In the final worship we asked the youth to get in twos or threes and share something they'd learned. No one chose Jay! So I hopped off the stage and joined him sitting on the floor.

Slide 23 [no picture] "I repeated the question. "What have you learned this weekend at camp?" Jay looked away and then slowly back at me...

Slide 24 [no picture] "and with intensity in his voice, said quietly: **"Collateral damage"**

Slide 25 [no picture]

So ... white poppies remember all the people killed ... including children.

Slide 26 Reflection pause [picture of collateral damage]

What does 'collateral damage' mean?

Why is it awful to call the killing of children 'collateral damage'?

Isn't it really 'murder'?

(Picture explanation: Collateral damage from the Allied bombing of the Bezuidenhout in 1945 included the deaths of more than 500 Dutch civilians)

Slide 27 [red poppy] In conclusion, wear a red poppy...

Slide 28 [several people wearing white poppies] ...but you can also wear a white poppy.

Slide 29 [pictures of 2 people wearing white poppy] Wear a white poppy, to remember **all** killed in war... especially those from **'collateral damage'**

Slide 30 Closing Song: (*Sung, if possible, by the children*) May one day all children be able to sing peace around the world.

Song: "Sing peace around the world" <https://www.youtube.com/watch?v=50i-KO-uNU8>

These materials are produced by the Leicester Schools Peace Project, a collaboration between local peace groups, the Peace Pledge Union, schools and the University of Leicester. The full collection of lesson plans and assemblies for KS2 and KS3 can be found at www.ppu.org.uk/education

Remembrance Resource

Remembrance and White Poppies

An educational resource for
schools, teachers, parents and carers



Peace Pledge Union
www.ppu.org.uk

Visit www.ppu.org.uk/education
to download a free resource on
remembrance and to order
white poppies