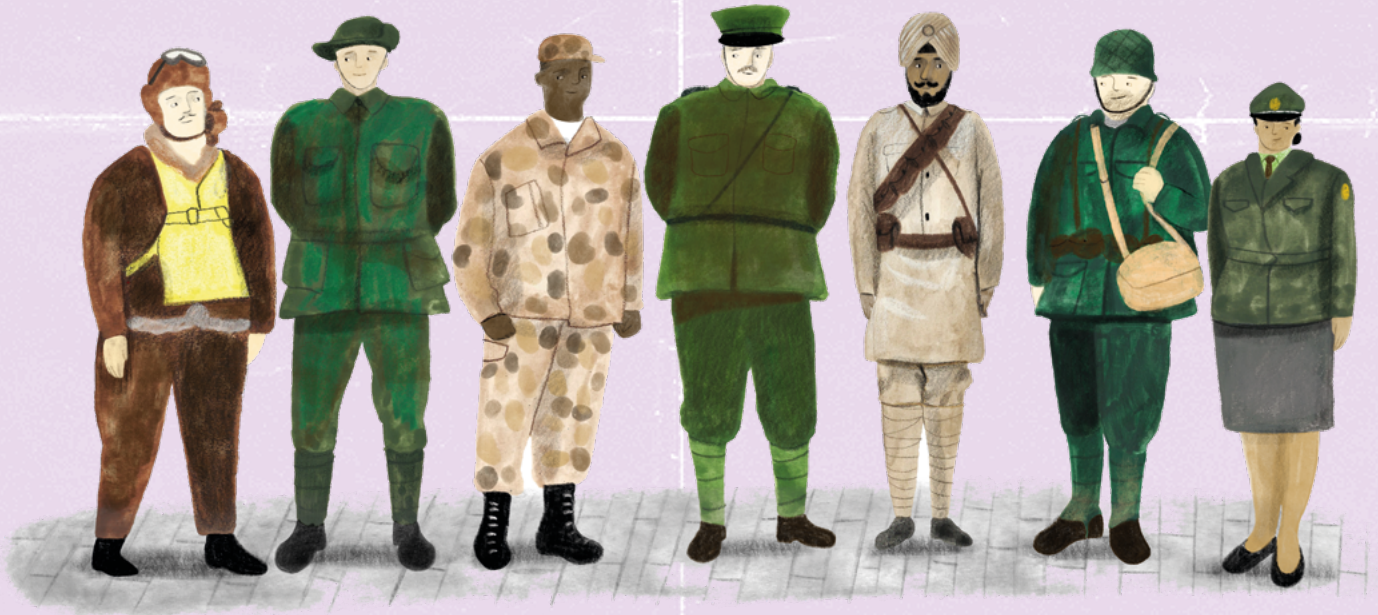
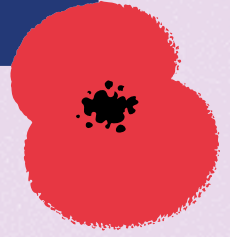


THE ROYAL BRITISH
LEGION



We Will Remember Them

Discussion Activities

IN ASSOCIATION WITH



We Will Remember Them

Based on the book *We Will Remember Them* by S Williams, illustrated by Oliver Averill.

About the book

Produced in partnership with the Royal British Legion, this beautifully illustrated non-fiction book explains to children why it's so important to remember the service and sacrifice of so many men and women from every background, who ensured our freedoms and way of life.

The sensitively written text tells of the world wars as well as other wars that are remembered at this time. It explains the history behind poppies, why we hold one-minute or two-minute silences and what happens in commemorative parades around the world.

The book includes poems and quotes from veterans across different conflicts, and who served and sacrificed in different ways.

Teacher notes

We Will Remember Them is a helpful introduction to Remembrance for children in Lower Key Stage 2. The book, and especially the detailed illustrations, will help prompt discussion about who we remember and how we remember them.

This resource provides discussion questions which you can use with small groups or a whole class, as well as follow up activities for specific pages to support reflection on Remembrance.

Discussion questions

Page 15

Why is Armistice Day so important? Can you think of any reasons why some people might not have felt celebratory on Armistice Day? How else might people have been feeling? Why?

Page 21

"The first stroke of eleven produced a magical effect. The tram cars glided into stillness, motors ceased to cough and fume, and stopped dead ... Everyone stood very still ... The hush deepened. It had spread over the whole city ... Manchester Evening Guardian, 12 November, 1919"

What might people have been thinking about as they stood quiet and still for the first ever Remembrance?

Activity: To help pupils to reflect on this question, you might like to create a whole class freeze-frame of this scene described by the journalist above. Encourage pupils to consider how their body language and facial expressions may reflect their thoughts and feelings. Ask different pupils to express their thoughts out loud. Following on from this, you might like to ask pupils to complete thought bubbles. The sentence starters below could be used as prompts:

I'm thankful for...

I will always remember...

I will never forget ...

I hope that...



Page 23

Why have poppies become a symbol for Remembrance? How do they help people to remember those who served in war?

Follow up activity: a red poppy is a traditional symbol of Remembrance in the UK but there are lots of other symbols of Remembrance around the world. As an art activity, design your own symbol of Remembrance. Children should think about:

- The shape, for example, a flower is a sign of new life, what would you like the shape of your design to symbolise
- The colour, for example what would you like the colour of your design to remind people of?
- How it will be used: will people wear them, will they be displayed in windows, etc.?

Page 29

When the Second World War began, only 20 years after the First World War, how might people have felt? Why? What do you think it felt like to have lived through two world wars?

Page 29

"Went the day well? We died and never knew. But, well or ill, Freedom, we died for you." by John Maxwell Edmonds

What do you think John Maxwell Edmonds means when he wrote, "Freedom, we died for you"?

Page 43

“Remembrance is a time for us to stop and think about the sacrifices men and women around the world have made for their countries.”

Discuss the meaning of sacrifice (to give up something that is valuable to you in order to help others) with pupils. Can they think of any examples of sacrifices they have made? What sacrifices might people make to serve their country in times of war? Why do you think they make those sacrifices?

“When you go home, tell them of us and say for your tomorrow, we gave our today.”

John Maxwell Edmonds, quoted on the Kohima War Memorial, India

Discuss this quote as a class. What do you think it means? Why is it important to remember what has happened in the past? How do you think the actions of people in the past have helped us today?

End of book activity

Ask pupils to find different examples in the book of the way people choose to mark Remembrance, such as, through visiting a memorial, wearing a poppy, reading or writing a poem, or listening to music. Pupils may like to write down or draw as many different examples as they can find.

As a class, discuss the different ways you could mark Remembrance this year. Ideas might include traditional forms of Remembrance, like wearing a poppy or taking part in a minute's silence, or they could be different such as:

- creating a piece of artwork
- writing a poem
- listening to a piece of music
- planting a tree
- finding out more about someone who has served in a war

Reflection

We remember the service and sacrifice of millions of men and women from Britain, the Commonwealth and elsewhere, from the First World War to today, who by their efforts ensured that we are able to enjoy the freedoms and way of life we have today.