

The War Effort

Developed by Barbara Pope for Rosebery School in Loughborough in 1998. The complete activity with pictures is available from the Leicestershire Collaborative Learning Network. A link to their website is on the online workshops main page.

Aims to help children realise the impact of the Second World War on the lives of men and women in Britain.

The webaddress for this activity is:

<<http://www.collaborativelearning.org/wareffort.pdf>>

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Collaborative Learning Project, 17 Barford Street, LONDON N1 0QB

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for spoken language and other assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts and move them about physically they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials

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Notes for teachers.

This online version does not include pictures. This is a pity because Barbara drew some excellent ones. but these are easily obtainable from a wide variety of books which should be available for the children to add further information to their notes on the activity. A list of the necessary pictures is attached together with a blank template.

1. In groups of four children match statements and pictures to relevant characters. You will need to find four appropriate "portraits" for Mary, Kitty, John and Edward.
2. Using the information gleaned from the activity plus any other information you can provide, the children complete the matrix/grid individually, in pairs or as a group.
3. To consolidate their knowledge children could label their character sheets or use the cards for a Happy Families game. They could also as a group go on to chart a day in the life of one of the characters.

War Effort Statement Cards: photocopy on card and cut up.

Edward was too old to join up so he helped in the Home Guard. This was often called "Dad's Army".

One of his jobs was to take down signposts so that enemies would not know where they were.

He kept a lookout for German parachute attacks. He watched out for incendiary bombs.

Sometimes he had to guard factories and airfields. Also he would stop vehicles and check them.

Edward also spent time growing his own food to help the country "Dig for Victory".

During the war men had to join the Army, Navy or Airforce, unless they were too old or had an important job such as working in a coal mine.

While the men were away fighting in other countries, people in Britain all helped each other. This was called "The War Effort".

War Effort Statement Cards: photocopy on card and cut up.

Mary needed strong boots to work on the farm.

She had many jobs. She looked after the animals, helped to harvest the crops and could drive the tractor.

The women who worked in countryside on farms were called the "Land Army".

It was not easy to do the work in a skirt or a dress, so Mary wore trousers for the first time ever.

She worked hard on the land, where she helped to grow potatoes and other vegetables.

The government gave everybody a gas mask which had to be carried at all times.

Mary

Kitty

John

Edward

War Effort Statement Cards: photocopy on card and cut up.

Many women had to take over the driving of buses, taxis and lorries. Kitty drove an ambulance in emergencies.

An air raid precaution (ARP) warden was a volunteer who looked out for lights showing, and helped people after bombing raids.

In 1941 all unmarried women aged 20 - 30 were conscripted. This meant that they had to work in a factory, on the land or join the army.

Kitty had to alter and mend her family's clothes. She would often listen to the wireless while she did this.

Kitty helped in the Women's Voluntary Service (WVS). She gave out food, clothes and furniture to people who had been bombed out of their houses.

Kitty had a big family to care for, so she couldn't work in the factories making engines, uniforms or tanks.

John often had to use a special stirrup pump, which would spray water from a bucket at a fire.

The warden had an initialled helmet or "tin hat" to protect his head.

War Effort Statement Cards: photocopy on card and cut up.

At home she knitted socks, hats and jumpers for the men fighting in the war.

John had a wooden hand rattle in he needed to warn people about a gas attack. Luckily he never needed to use it.

Often air raids happened at night, and because of the "blackout" John would need a torch.

During the war everyone had to carry an Identification Card to prove who they were.

A Land Army girl

A housewife

An ARP warden

A member of the Home Guard

You will also need to provide pictures on similar sized cards of: a gas mask, a warden's rattle, a torch, people or bombs descending on parachutes, a rifle, a signpost, boots, an ambulance, a tractor, knitting, land army trousers, sewing things with a wireless, a garden fork and vegetables, clothes and food, an identity card, a dig for victory poster, a tin hat, a stirrup pump and any other items you wish to add. We have provided a template or if you are not too far away we can send you the snailmail version.

War Effort Picture Cards Template: photocopy on card and cut up.

War Effort Grid: you need to enlarge this to A3.

Name	Job	What did they do?	What did they need?	What might other people his/her age do?