

## **Choices Case Study – Notes**

### **Year 9 Bradford Girls Grammar School/PGCE Secondary Citizenship Students Bradford College**

NB: in this context student is used to denote the Year 9 BGGs participants

**Context School** – Year 9 students, female, predominantly (but not exclusively) from British South Asian backgrounds. School working towards introducing Citizenship and SMSC across the curriculum with a emphasis in this instance on making choices, their consequences and developing discussion and debating skills; focus on WWI as part of work in History. 22<sup>nd</sup> January 2014, whole of year nine off timetable to be involved in a ‘carousel’ of activities based on Choices Then and Now; this to be followed by timetabled work in school.

**Context College** – PGCE students Citizenship specialists, with very different first degrees, a range of life experiences and from diverse social and cultural backgrounds; brief – to plan and deliver as a team four activities to last 45 – 60 minutes, to year nine classes, based on stories and ideas in Choices Then and Now. Half day planning at the Peace Museum UK, pre-task bench mark assessment of skills and understanding.

#### **Structure of the Day**

Whole of Year 9 together for a general introduction to the day and to meet staff that are delivering; in normal class groups move off to workshops that are offered as a carousel. Every class to take part in each workshop. Whole year plenary session with hand held and paper student led evaluation of learning, needs and wants.

#### **Aim of the Day**

- To explore the of choices available in 1914 and 1916, the consequences of the choices people made and to compare these with choices today
- To consider what influences our choices today and yesterday
- To begin to identify and challenge stereotypes, persuasive images, literature and propaganda

#### **Workshop 1**

##### **Objectives**

Students should:

- Be able to suggest what may have influenced individuals to join up in World War I/why some people refused to join up
- Know that once a choice is made it may have certain consequence
- Be able to explain what happened to individuals in the British armed forces who changed their mind about fighting

##### **Key Activities**

WWI image ‘Daddy what did you do in the Great War? Images of propaganda, questions about what might have made young men and boys join up in 1914. What might have made you join a ‘Pals’ regiment? Pictures of the Bradford Pals. Vote to see who would have joined up. Video clips of trench warfare. Who would want to stay after you experienced this? Who wouldn’t want to? First person with hand up asked to come to the front and blindfolded.....What might happen next? What happened if you decided to change your mind? What might happen if you tried to leave? Court martial; share video of a ‘mocked’ up firing squad. Questions and comments? Class divided into groups and given an identity and

very brief background notes and a picture; Bradford Pals; generals; members of firing squad; wife, girlfriend or mother at home. Hot seating.....what did you choose? Why? What were the consequences? How did you feel? What might happen next?

## **Workshop 2**

### **Objectives**

Students should:

- Reflect upon and suggest who is a 'hero' today and who may have been seen as a hero in World War I
- Be able to explain what is meant by 'conscription' and 'conscientious objection'
- Identify reasons why men were given white feathers and what the consequences of this might be for them and their families

### **Key Activities**

Make lists of heroes in groups stating why considered a hero. Students volunteer to sit in front of the white board, with a picture of a hero behind them e.g. fire-fighter, athlete, soldier, aid-worker; has to ask questions of the rest of the class to guess who the individual is. Word association in groups looking at images on the board including a feather, describe a feather, covering the idea of the introduction of conscription in 1916 and the right to object on grounds of conscience; the influence of this on the choices of men and boys and on women on the home front. Story of the 'feather girls'; groups decide how an individual might have felt to receive a white feather and what the motives might be for girls deciding to give out white feathers. Plenary sharing of ideas and any questions..

## **Workshop 3**

### **Objectives**

Students should:

- Reflect upon and explain what factors internal and external influence the choices we make
- Be able to suggest explain why Walter Tull and Isaac Hall made certain choices
- Know that black minority ethnic (BME) soldiers fought in WW1 and that some opposed the war as Conscientious Objectors

### **Key Activities**

Students introduced to the idea of the fact that a range of things may impinge on the choices we make on a daily basis, friends, family, You Tube, Facebook, Snap Chat, religion, belief, morals, nationality etc. In groups draw round one person so you end up with a silhouette. Each group then decide what external factors influence our choices and which internal one's, writing these in or around the silhouette as appropriate. What about in terms of going to war or using violence/ For and against? Share each groups ideas and debate main assertions: e.g. religion, ideology, family, feelings etc. Images displayed around the room of World War I soldiers from a variety of countries, including India and Africa. What may have influenced their Choices? Discuss. Tell the stories of Isaac Hall (Black Conscientious Objector) and Walter Tull (first Black officer in the British army to command White troops); in groups do the inside and outside activity for these individuals and compare with the group's early attempt for themselves in the 21<sup>st</sup> century. Similarities? Differences? Questions?

## Workshop 4

### Objectives

Students should:

- Consider and be able offer a definition of the word terrorist
- Recognise that the information we have may sometime be partial, identify propaganda and possible misinformation
- Be able to challenge stereotypes and suggest how they may be created

### Key Activities

Discuss what we mean when we use the words terrorist and terrorism. Asked to picture in their minds what a terrorist looks like and then with a partner draw a terrorist. Share ideas with the whole group. Around the room pictures of people who may be seen as terrorists by some – Saddam Hussein, Osama bin-Laden, Nelson Mandela, Rosa Dugdale – in groups students are given statements about each of these e.g. planned to blow up power supply, grew vegetables when young, liked boxing, hijacked a helicopter, introduced education for girls etc. Students have to affix these to the right picture displayed in the classroom. Teacher reads out the correct answers for each and discusses the answers and ‘surprises’. Any stereotypes? Where have we got our information about these people? What might this suggest about how we need to treat information with which we are presented? Discuss what might make someone ‘choose’ to be a terrorist? Is there always a choice? Could this happen here? To us? How? – peer pressure, family, religious pressure, information on the Internet, propaganda, personal experiences etc.

Teacher shows footage of her street in Belfast in the centre of a riot, petrol bombs being thrown, military presence and explains that who you believed to be a terrorist, or a friend or a foe depended on which side of the street you lived on! Who are victims of terrorist elsewhere in the world? Teacher shows image of Malala Yousafzai on the white board. In groups: Why is she so well known? Teacher tells her story so far.....influences, choices, outcome how she is viewed at home and abroad, impact use of media and internet. Share ideas about Malala. Should she be a topic for discussion? Is she role model?

### Student Evaluation and Key Comments

See/download student on-line and paper based feedback here:

<https://docs.google.com/forms/d/1l8i0bxXxphiSp73YyoI9NRq3E8oFpewLTWELRTkbgw/viewanalytics>

<http://choicesthenandnow.co.uk/wp-content/uploads/2014/02/Choices-Day-Evaluation-Paper-Based-BGGS-22.1.14.pdf>