



Learning Pack

Everyone has a connection
to the First World War.

Discover yours!

www.centuryofstories.org.uk

Introduction

From 2014 - 2018 a Century of Stories will continue to work with many diverse groups across Leicestershire to support them in discovering their connections to World War One.

One of our key commitments is to create resources and materials linked to the curriculum. We have been working with schools, colleges and Adult Learners across the County to design the ultimate Leicestershire WWI learning pack.

Using the experience and feedback received we have written and designed web base learning packs that can be downloaded for free. All you have to do is register!

These packs have been specifically designed to be suitable for Key Stage 2 and 3 but are also more than suitable for other groups beginning their voyage of research and discovery into World War One.

We are delighted to be able to provide 17 topics to choose from, ranging from life in the trenches to conscientious objectors. Each section will give you opening key questions for discussion, background information for the tutor with exciting local images and a selection of activities for the group.

We encourage all users to feedback their learning which will contribute towards sharing Leicestershire's connection to WWI.

To read stories and connections already researched and shared please visit www.centuryofstories.org.uk





I. Jobs in World War One

Key questions:

- What kind of different jobs do people do in your town or village?
- Is their work close by or do they need to travel by car, bus or train to get to work?
- What kind of job would you like to have in the future?
- Is anything made or built in factories close by to where you live?
- Do any members of your family or anyone else you know work in a factory?
- What do they make in the factory?



Changes in jobs during WWI

As so many men were away fighting during World War One, many of the jobs traditionally done by men such as farming and working in factories, had to be done by women instead.

Factories

One of the most dangerous jobs was to work in a munitions factory. This meant putting together explosives and making bullets and weapons. Each woman working in a munitions factory was issued with a detailed manual. One of the main materials used was sulphur which could turn the women's skin yellow. Women working in munitions factories were given the nickname canaries because of this. The work was very dangerous because of the materials used.

In Leicestershire, many women worked in the textile and shoe factories. Some of these factories were responsible for making uniforms and footwear for the army to issue to soldiers. The Wolsey underwear factory in Belgrave Leicester made 14 million garments to support the soldiers.

Helping the war effort

Women also took on jobs that weren't directly aimed at winning the war, but were helping the war effort, such as work in breweries, tanneries and window cleaning firms. Because their mothers were out to work, children in families had more responsibility to help with household tasks and caring for their younger siblings. Children aged 14 years and over left school to start work.

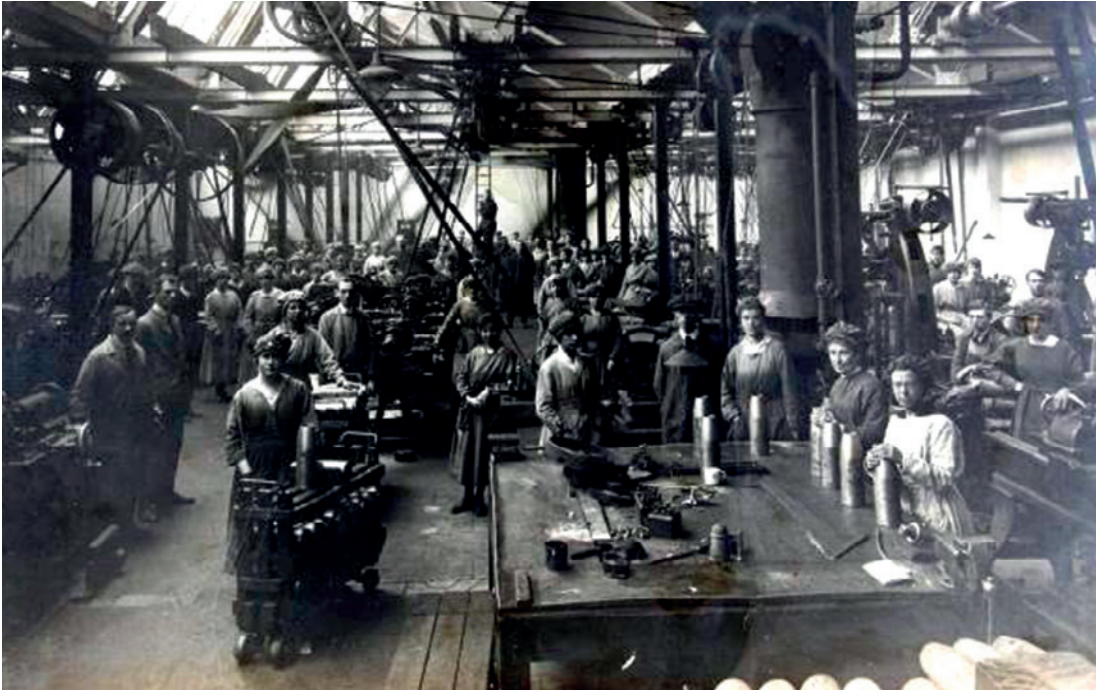
Reserved Occupations

Some jobs were so highly-skilled that the men doing those jobs were not allowed to enlist in the army. People working in engineering or ship-building were issued with badges to wear so that people could see they were still contributing to the 'war efforts' but were not going off to fight. Some women were also issued with special badges to wear.

Doctors and Nurses

Doctors and nurses were needed both at home and to tend to the wounded and sick soldiers who were fighting away from home. Leicester welcomed and provided for war-wounded from all over Britain, not just for people from the city. The 5th Northern General Hospital in Leicester had a total of 2598 beds (111 for officers, 2487 for other ranks). During the War more than 95000 casualties passed through its wards. These injured soldiers would arrive at Leicester station before being met by nursing staff. A lot of the women went away to France and Belgium so that they could tend to sick and wounded soldiers from all of the armies fighting, not just British soldiers. Nurses worked on hospital ships, in Red Cross hospitals and recreation huts, caring for soldiers, giving them evaporated milk to help get their strength up. Nurses had to care for soldiers that had horrible wounds from fighting and also had to treat soldiers suffering from shell shock. The doctors and nurses worked incredibly long hours and worked in difficult and often un-safe conditions.

Supporting images:



Women manufacturing shells at Standard Engineering Company Ltd, Evington Valley Road Leicestershire.



Soldiers being transported from the station to 5th Northern General Hospital Leicester.



Shelles Bells, Women Munion Workers in Coalville.

**Wool—Wolsey—
and War!**

SEE about your Wolsey needs to-day. The daily increasing cost of raw materials, the daily increasing demands—for Army and Navy needs—on the manufacturing resources of the makers of Wolsey Pure Wool Underwear, make this imperative.

Wolsey is pure wool, and therefore costs more now than before the war; but Wolsey is worth paying for. Your health demands that you should wear Wolsey. If your dealer cannot meet your requirements at once, Wolsey is worth waiting for. Every patriotic man will recognise the need for patience—because the health and comfort of our fighting men must come first and be safeguarded.

Wolsey
PURE WOOL UNDERWEAR

Wolsey is as British as it is dependable. Perfect fitting and made on strictly hygienic principles, deliciously soft and luxuriously comfortable. Guaranteed to stand up to the most severe tests if it proves otherwise.

© THE WOLSEY UNDERWEAR COMPANY, LEICESTER.

County Council

Wolsey Co. Newspaper
Advertisement, 1917.

Learning activities:

Design a badge

You will need: drawing materials

Think about the many different jobs that people did during the war. Design a badge for a job you think would have been important during war-time. This could be someone who is working on a farm and responsible for growing food or perhaps somebody who is building something. Make your design eye-catching. You may want to include a few words on your badge too.

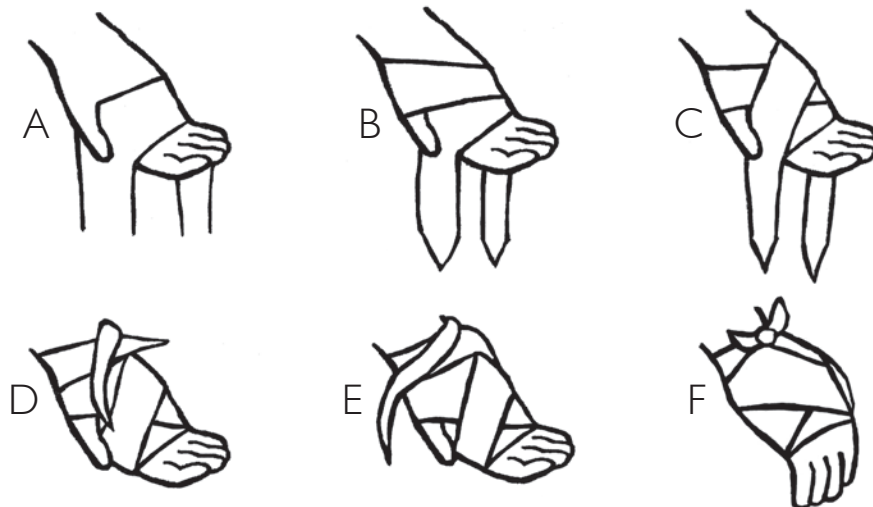
Choose a couple of the best badges and email your drawings to centuryofstories@leics.gov.uk Share your designs on our pinterest page https://uk.pinterest.com/century_stories/world-war-I-learning-through-art/

Bandages

You will need: an assortment of different sized bandages or plain fabric cut into squares of different sizes.

Imagine you are a nurse or doctor and you have to tend to someone with an injury. Broken bones, sprains and cuts all needed a different kind of bandage on them. Working in pairs, take it in turns to be the patient and the nurse. Follow the instructions, fold the bandages, and try to make slings, bandages and dressings for different injuries.

Bandage your hand using a cravat bandage and the illustrations.



Bandage your head using the cravat bandage and the illustrations.



Design a poster

Using the internet, books, information in the local studies section of your library or from the Record Office look at different posters from WWI that encouraged men to sign up with the army and also look at the posters that encouraged women to take on the more traditionally male jobs in industry and farming. Look carefully at the wording used. Many of the posters had a very clear and direct message and did not need many words to get these messages across. Design and draw your own war-time poster, with an important and clear message. You may want to make your illustration on the poster simple, colourful and eye-catching.

Look at locally designed WWI posters and share yours on our pinterest page:

https://uk.pinterest.com/century_stories/world-war-i-posters-and-propaganda/

Link to WWI poster examples:

www.bbc.co.uk/schools/0/ww1/25332968

Further reading:

Women and War Work. New York by Helen Fraser, 1918. G.A.Shaw.

The First World War by Pam Robson, 1996. Macdonald Young Books.

Britain and the Great War by Rosemary Rees, 1993. Heinemann History.



I. The Changing Role of Women

Key questions:

- What jobs or roles within the home do the members of your family have?
- Are you responsible for any chores or tasks at home?
- Do you think men and women do different types of jobs?



During the First World War the demands, roles and responsibilities changed for many women who had previously been responsible for the running of a home, childcare and for some, work in nursing, textile factories or retail. On the home front, a huge effort was needed. Women kept both homes and families going and they helped fill the gaps in industry left by the men going to war.

Women had to take responsibility for many jobs that they had not done before such as working in munitions factories. This work was very dangerous, each employee was given information contained within the Munition Worker's handbook and by 1918 almost a million women were employed in some aspect of munitions work.

Women volunteered for farm work from the very beginning of the war but due to critical levels of food shortages in 1917, more farm workers were needed. The Women's Land Army (WLA) was founded during that year and Land Girls as they were known were given six weeks skills training on farms including working in the fields, caring for animals and milking. They also learnt how to drive tractors, become a thatcher or gain skills in market gardening.

The Women's Royal Naval Service (WRNS) was created in 1916 to recruit women who could take over the UK-based jobs of Royal Navy men who were on active service overseas.

The first female police officers patrolled railways stations, parks, pubs and the streets in an effort to maintain discipline. They also performed inspections on munitions factory workers to ensure that they did not take anything into the factory that may inadvertently cause an explosion.

Women also took on other jobs such as driving buses and trams, being window cleaners and office clerks. Women were usually paid a lower wage than the men that had previously held these jobs.

In 1916 the Leicester and Leicestershire Women's Suffrage Society became so absorbed in war work that there was time for little else. Their leader Millicent Fawcett stated: "Let us show ourselves worthy of citizenship, whether our claim be recognised or not."

The changes in women's roles influenced fashion as clothing was required to be more 'practical' and many more women wore trousers than they had previously.

Supporting images:



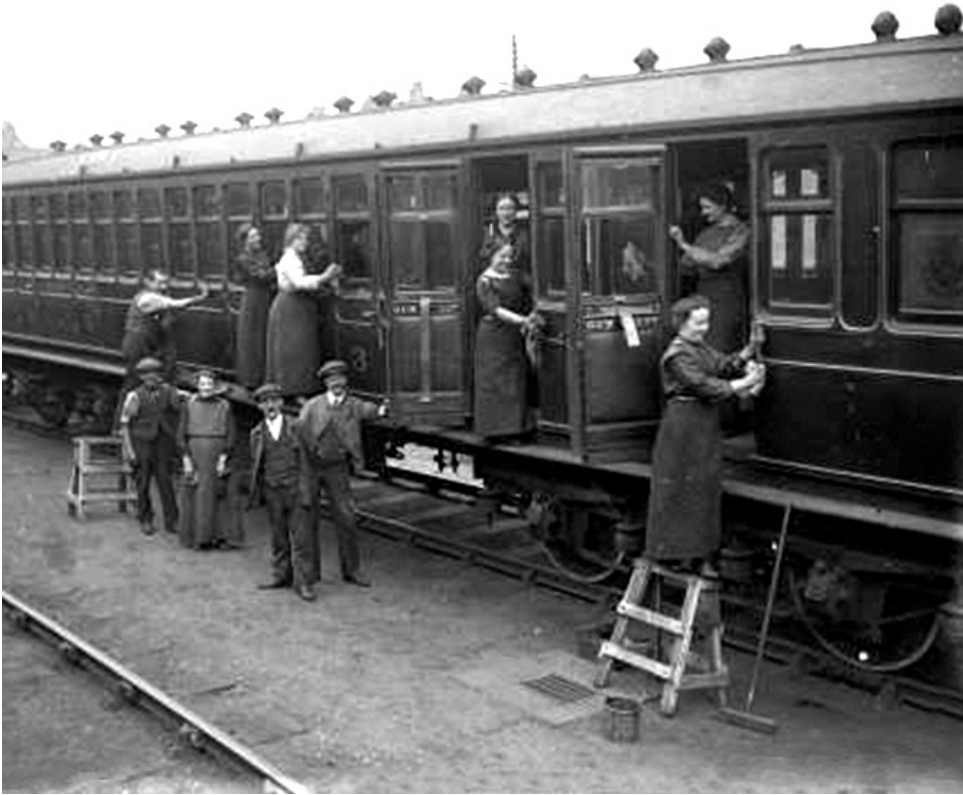
Women's Legion. Agricultural workers loading a hay cart.



Women window cleaners from Coalville circa 1917.



Female clock makers.



*Train cleaning team.
Cleaning the windows and
brass fittings on a carriage
of the Great Western
Railway 1914-1918*



Female Tram Officers in Leicester.



Suffragette march in Bowling Green Street, Leicester.

Suggested activities:

Fashion

Look at how women's fashions changed during the time of the First World War. Design a new outfit based on the styles of the time. Is the outfit practical for work or for an occasion?

Please visit our pinterest page for inspiration and remember to share your work

https://uk.pinterest.com/century_stories/world-war-I-fashion/

Write a diary

Write a series of diary entries from the point of view of women during WWI whose job has changed as a result of the war. Try to imagine how that person would be feeling about those changes and the structure of their day.

Design a poster

Choose one of the aspects of the changing roles of women during WWI and design a poster encouraging women to take up new roles. Create a strong image and choose and write a powerful tag-line or catch phrase using as few words as possible. Share your posters with us at centuryofstories@leics.gov.uk

https://uk.pinterest.com/century_stories/world-war-I-posters-and-propaganda/

Useful web links:

www.bbc.co.uk/schools/0/wwI/25268183

www.iwm.org.uk/history/12-things-you-didnt-know-about-women-in-the-first-world-war

Further reading:

Fighting on the home front: the legacy of women in WWI by Kate Adie.

Fashion: Women in World War One by Lucy Adlington.



2: Food in World War One

Key questions:

- **Think about your village or town.**
- **Which shops do you have locally?**
- **What do they sell?**

Perhaps you could ask a member of your family or someone who has lived in your town or village for a long time if the shops have changed over time.

- **Are there any dates or old signs on the outside of the shops that could give clues as to how long a shop has been there or if it has changed at all?**



Shortages in Food

At the beginning of WWI, Germany blockaded a fleet of British ships and there were of course shortages of some items of food. Liptons Grocers, 89 High Street Leicester, assured their customers that they would not increase the prices of tea, coffee, cocoa, condensed milk, biscuits, jam or marmalade. Boys in Leicestershire delivered bread, meat and groceries on their bikes. During the war there were shortages of wheat flour and bread so some loaves were made using flour made from potatoes and turnips. Many women and children would spend long periods of time queuing for food from shops.

Home Grown Food

Many families grew their own fruit and vegetables in their gardens and allotments. Children would have helped tend to growing food and assisted other family members with planting, watering and harvesting.

Meal Times

Meal times were an important time for families and they would sit down and eat together. Food was filling, stodgy and used ingredients that were in season. The women that worked in the munitions factories often did not have time to queue for long periods for food so some bought hot meals from kitchens set up by the Ministry of Food. Leicester's first food kitchen opened on 23rd March 1918 at Henry Walker and Sons pork butchers of Oxford Street Leicester. These were the equivalent of the food banks of today and families received hand-outs and took them home to eat. Cost-price restaurants were also set up by charities, making hot meals affordable.

Rationing

Following a bad winter and increased blockades of ships by German U-boats, by April 1917, there was very little food in Britain so the government had to start food rationing which meant that families were only allowed limited food. As the war years went by many shops did increase prices on tea, sugar, butter, margarine and lard and meat was rationed. The prices of bread and potatoes were set by the government. Rationing was led by the Minister of Food, David Thomas and the system he established continued for several years after the end of the war.

Supporting images:



Provision Queue at Home and Colonial (Leicester).



Bread queue at a local Leicestershire shop in WWI.



Waterloo Street, Leicester, selling horse meat for human consumption in 1918.

Learning activities:

Where I live - draw a layout of shops in your town or 'village then and now'

You will need: paper, clipboards, pencils, pens, art and craft materials (optional), large sheets of paper, old photographs, maps, local history leaflets and a camera. You can access support from local studies at your local library, internet and the Record Office.

Begin by going on a walk together to the 'high street' close to you. Take in the sights, sounds and smells around you. Mark where shops are and make notes of what they sell. Sweet shops, grocers, newsagents and the Post Office would all have been present during war time but some of what they sold would have been very different. Shop keepers may have some local knowledge about the history of their premises.

- Are there any date marks on the buildings?
- Take photos of the outside of the shops
- Ask questions at home and with family members about how shops have changed in their local area.
- Look at old maps and photographs, contact a local history group or library and see if you can find some pictures of how the shops used to look like 100 years ago by using the internet ('then and now') The information, pictures and drawings can be combined to make a 'then' and 'now' collage, map or display.

Poem

As an activity the group could write down their list of sensory words from the high street and make it into a simple list poem. Using the information they have gathered about how the high street used to be they could write a list of sensory words, imagining themselves on the high street during the time of WWI.

Share you poems locally and nationally

https://uk.pinterest.com/century_stories/world-war-i-poems/

Shopping and making a war time recipe

Research a recipe from WWI and look at the ingredients required to make it. Is it something you would enjoy making and eating? You can shop for the ingredients locally, if possible and make the recipe. Are all the ingredients still readily available or does the recipe contain ingredients the group have not come across before? Do they enjoy making and eating the recipe? They can compare this recipe with a favourite from home.

Share your recipes and war time cooking

https://uk.pinterest.com/century_stories/world-war-i-recipes/

Costing a meal during WWI

Research what was behind the Ministry of Food being established during the First World War. Can you devise a menu that is balanced, healthy but inexpensive? Perhaps you could agree a budget and find recipes and ingredients. Think about the considerations that would have had to have been made during the war such as availability of ingredients, cost and what was in season. Calculate what the cost would be based on today's prices. You may want to make the menu.

Further reading:

Britain and the Great War by Rosemary Rees, 1993. Heinemann History.

Everyday foods in war time: war time recipes by Mary Swartz Rose, 2015. CreateSpace Independent Publishing Platform.



2. Conscientious Objectors

Key questions:

- What are your feelings on war?
- Would you consider fighting in a war?
- Have any members of your family ever fought in a war?
- Have you ever had an opinion about something that was very different to somebody else? How did you express your opinion?
- How did it feel to have different views?



Not everybody agreed with the actions taken during WWI. Many people were opposed to the fighting that took place. Leicester MP, Ramsay MacDonald disagreed with the war on moral grounds and many agreed with him.

Refusal to go to war

During WWI, over 16,000 men claimed themselves to be a conscientious objector (CO, nicknamed conchies) - an individual who claimed the right to refuse to perform military service on the grounds of freedom of thought, conscience or religion. Conscientious objectors were required to apply to be exempt and to attend a tribunal, an interviewing panel with legal authority to have their claims assessed. The trials were intended to be humane and fair but often it was left up to the local councils to choose the people who sat on these panels and they often selected themselves. Many people were strongly patriotic and therefore prejudiced against anyone whom they thought was not. The trial had many complicated guidelines that were not always understood by those on the panel. Each tribunal panel also contained one member selected by or representing the army, this member of the panel had the right to cross-examine the conscientious objector.

Tribunals

Often the tribunals were not conducted with much sympathy for the conscientious objector's views and beliefs. Conscientious objector's were very rarely granted unconditional exception and were often given duties such as ambulance drivers or delivering supplies. In many cases applications were refused which meant that these men were still liable to be called up to be soldiers. If the conscientious objector disobeyed military orders, they could be arrested and sent to prison.

During World War One, Crafton Street, Leicester, was a hotbed for conscientious objection.

White Feathers

Conscientious objector's had limited support from peace groups and a small group of Members of Parliament and the NCF (No-Conscription Fellowship) and were often isolated and ostracised by society because of their views. White feathers were used as a symbol of cowardice and many conscientious objectors were shamed and given white feathers to wear by those that did not agree with their views or beliefs.

Supporting images:



Extract from the diary of Horace Twilley

MORE "HORSEPLAY."

Extract from the diary of Horace G. Twilley, late Secretary Leicester Branch N.C.F. :-

Thursday afternoon, June 1st: Brought to Glen Para Barracks.

Friday: Refused to sign papers before Sergeant. Again refused before Major. Again refused before Captain.

Saturday: Brought before C.O. Again refused. Remanded till Monday.

Monday: 9-20 a.m., brought before Colonel. Told him I was opposed to war; I could not obey military orders. Sentenced to 28 days' field punishment. After leaving office, Sergeant gripped me by collar and said that punishment would "break my b— spirit." 3-30 p.m., Refused orderly work (part of punishment), and was out in irons for two hours. Corporal told me he hoped to be one of the shooting party when my time came.

Tuesday morning: Fetched out forcibly and rushed to the parade ground. Hauled round for an hour by one soldier after another, until exhausted—scores of soldiers laughing at the fun. Afternoon, Again dragged out of room, and dragged with other conscientious objectors round the parade ground. One burly Sergeant caught me by collar and in the small of my back, and propelled me thus for about a hundred yards. Then placed between two soldiers, and the same thing repeated as in the morning. (My friends Grant and Harry Adkins had similar treatment.)

After this I was put in irons for two hours, and am told this will now be done every one of the 28 days "to tame me," as they put it.

I have been sworn at repeatedly, and this only the second day of sentence. Field Punishment No. 2 is strenuous military training for conscientious objectors.

This morning, Wednesday, I have been told that there will be no more court-martial cases. "We are going to make you soldiers not prisoners, my lad."

Ramsay MacDonald, Leicester MP during WWI.

Suggested activities:

Definitions of conscientious objectors

Research the three categories of conscientious objector: alternativists, absolutists and non-combatants and write the definitions of each in your own words.

Tribunals

Working in groups of four or five re-enact a tribunal that took place to determine the fate of a conscientious objector. Prepare a case for why an objector may be objecting. Take it in turns to play the different roles in the trial and decide the outcome with your group.

Characteristics of a conscientious objector

Research postcards from WWI regarding conscientious objectors and discuss how they are portrayed. What characteristics are they given and do you think this is a fair portrayal?

Group discussion

What situations in our society do you disagree with? Discuss whether people have more rights now and how freedom of speech has changed since WWI.

Useful web links:

www.bbc.co.uk/programmes/p01xl7mk

www.iwm.org.uk/history/conscientious-objectors-in-their-own-words

Further reading:

We Will not Fight: the untold story of World War I's Conscientious Objectors by Will Ellsworth-Jones. 2008. Aurum Press Ltd.

Conchies: Conscientious Objectors of the First World War by Ann Kramer, 2013. Franklin Watts

For inspiration and to share your work, please visit

https://uk.pinterest.com/century_stories/world-war-i-posters-and-propaganda/



3. Life at home

Key questions:

- How long have you lived in your town or village?
- Do other members of your family live here too?
- Do you live close to your friends?
- What jobs or chores do you do to help the grown-ups at home?
- Do you have a washing machine at home? Is there a launderette in your town or village?
- Ask your grandparents or any older adults you know how they kept themselves and their clothes clean when they were growing up.



Living at home

At the time of WWI many homes were still lit by gaslight. Poorer homes had no bathroom and water came from a tap in the wall. Homes were heated by coal fires which made the streets smoky.

With many male members of a household away fighting during WWI tasks traditionally done by the men had to be performed by the women and children. Women were also out at work having taken on jobs that had more traditionally been done by men whereas previously they had been at home. Therefore, many children had to take on a range of household chores to help with the running of a household. Older children would look after their younger siblings until their mother came home from work and would be responsible for turning on the dinner, maybe suet pudding or stew.

As these were times before washing machines, families had 'wash-days' where clothes would be washed by hand using soap, water, a washboard and a mangle to help squeeze out excess water. This was hard work and all members of the family would be involved with helping with this task.

Many families could not afford to buy new clothes and would repair holes and frayed materials to make clothes last longer. Clothes were often home-made and jumpers were knitted at home, by hand.

Having a bath was a weekly event in a household with the water being heated over the fire first, which would take a long time. Usually the adults in the family would use the bath first followed by the children in order from oldest to youngest with everyone using the same bath water.

Supporting images:



Members of the Leicestershire family of John Lumbers, jeweller and shopkeeper, at dinner in 1915. Taken by his son John Frederick Lumbers, at their home in Highfield Street.

Portrait postcard of the family of "Sergeant Rowan" of the 6th Leicestershire's, sent to him in the post c.1915



Learning activities:

Washing clothes by hand

You will need: handkerchiefs, vests, water, bowls, soap, pegs, washing line.

First try getting some simple items of clothing such as handkerchiefs or vests dirty by rubbing them on a dusty floor. Put some warm water in a washing up bowl and try getting the fabric clean. You may use soap and rub the fabric together to remove the dirt. When you have got your fabric as clean as you can (this may take some time and is quite hard work) you may peg it onto a washing line to dry.

Simple Sewing

You will need: small scraps of material (e.g. a cut-up pillowcase or tablecloth), cotton or nylon thread, needles, scissors.

Try threading a needle, tying a knot in the end of the cotton and sewing a simple running stitch along a small piece of fabric. Try a blanket stitch around the edge of another piece of fabric.

Running stitch tutorial on YouTube:

www.youtube.com/watch?v=W4nhj8kMpAI

Blanket stitch tutorial on YouTube:

www.youtube.com/watch?v=Wcf9ijHST94

You might like to think about visiting Moira Furnace Museum where they have bespoke WWI children's activities in a traditional setting. www.moirafurnace.co.uk

Further reading:

Back in Blighty: The British at home in World War One by Gerard DeGroot, 2014. Random House.

The Story of World War One by Richard Brassey, 2014. Orion Children's.



3. Life in the Trenches

Key questions:

- Does anyone you know travel away from home for work?
- Have you ever stayed away from home on a school trip?
- Are any members of your family in the army, navy or air force?
- What do you or other members of your family know already about life in the trenches for soldiers during WWI?



During WWI, men could enlist to join the army from the age of 18 and were not permitted to fight until they were 19. Some young men lied about their age so that they could still join the army before they were 18. After enlisting, British soldiers were issued with a uniform then sent to a training camp to learn first aid, how to march, how to defend themselves against a gas attack, how to use weapons and army discipline.

Trench Life

After training, some soldiers were sent to fight in the trenches in France and Belgium, on the Western Front. The areas between the trenches were called No Man's Land. Life in the trenches was very hard. It was dangerous, muddy, wet and cold and the trenches were infested with rats and lice. Food was not plentiful and soldiers often ate the same things over and over again such as bully beef (a sort of corned beef), hard biscuits, bread, margarine, jam and tea made with condensed milk. Trenches were busiest during night-time as soldiers could not be spotted by the enemy. Because the trenches were so water-logged, soldiers had to avoid getting trench foot by drying their feet and changing their socks several times a day.

Shell shock

Following the trauma of being in the trenches during the war, many soldiers were hospitalised as they suffered from a condition called shell shock. Shell shock was a term used during the First World War that is now known as post-traumatic stress disorder. This condition had a wide range of symptoms including facial tics, emotional distress, mental health difficulties, and nightmares, for which there was no obvious physical cause.

Corporal Robert Ward from the Leicestershire Regiment fought on the Somme in northern France. Whilst in the trenches he moved along firing towards the enemy in order to make them believe there were many men in the trench. He returned home to be hospitalised as he was shell-shocked and subsequently returned to Sileby. Due to shell-shock Robert often sang in his sleep.

Contact with home

Soldiers were away from home for long periods of time and because of the dangers on the front-line, there was a constant fear that they may be seriously injured or be killed and not return home at all. A soldier's only contact with home was through letters and postcards that they wrote and sent to family members and friends. Those fighting away from home could be cheered up by receiving letters and parcels from home. The parcels contained useful items such as soap, socks and writing paper and treats such as a bar of chocolate.

Supporting images:



Cooking in the trenches.



Walking wounded assisted from a hospital train onto a specially constructed platform at sidings next to the London Road station, Leicester.

26-12-14

"I am still alive and kicking. We were in the trenches Christmas Eve and Christmas Day. It was very cold. The Germans kept sending us a few greetings. We saw an Indian soldier do a brave deed. He went right out in the front of our trenches to get one of our wounded in. He carried him about twenty yards and then he got wounded. Then another Indian went out and brought them both safely in. It was worth a V.C. I have seen Neale. This is the first time for him to be in the trenches. It did not seem much like Christmas. We did not have any Christmas Carols, but instead the sound of the German guns. We had some Christmas pudding on Christmas night. It went down all right!" PERCY POLLARD.

Transcript of a letter from Percy Pollard, Leicestershire Regiment, who went to fight from Syston.

Suggested activities:

WWI casualties

Research the figures in terms of loss of life and injuries during WWI and calculate the percentages of soldiers that went to fight in the trenches, those that returned unharmed, those that were injured and those that lost their lives www.1914-1918.net

A Soldiers diary

Research a 'day in the life' of a soldier fighting in WWI, what kind of routine they had and tasks that were undertaken. Use your research to then write a diary entry for a soldier. Use as many adjectives as you can and express the feelings a soldier may have had in that situation.

Life in the trenches

Recreate a trench-like environment in your classroom. Clamber under the tables, close the blinds and make the room as dark as possible- most of the fighting went on at night. You may wish to use this link for sound effects: www.youtube.com/watch?v=wdoVHa60GX4

Food rations

Look at a typical soldier's diet, rations and their usual calorie intake in a day. Compare rations and typical diet to the men and women who were not living in the trenches. Who usually had more rations and calories and why?

Useful websites:

www.bbc.co.uk/schools/0/ww1/25626530

www.bbc.co.uk/guides/z8sssbk

www.iwm.org.uk/learning/resources/living-in-the-trenches

Further reading:

My Story: The Trenches: A First World War Soldier by Jim Eldridge, 2008. Scholastic.

A Tommy's Sketchbook: Diary and Drawings from the Trenches by Henry Buckle and David Read, 2012. The History Press.

Please visit our pinterest pages for inspiration and remember to share your work

https://uk.pinterest.com/century_stories/world-war-1-letters/



4. Life away from home

Key questions:

- Does anyone you know travel away from home for work?
- Have you ever stayed away from home on a school trip or with friends or relatives?
- Are any members of your family in the Army, Navy or Air Force?



A Soldiers Life

During WWI men could enlist to join the army from the age of 18 and were not permitted to fight until they were 19. Some young men lied about their age so that they could still join the army before they were 18 because they thought the war would be an adventure and they wanted to help their Country.

Training

After enlisting, British soldiers were issued with a uniform then sent to a training camp which could be anywhere in the United Kingdom depending on which Battalion you were in. There they learnt first aid, army discipline, how to march, how to defend themselves against a gas attack and how to use weapons.

Fighting

After training, some soldiers were sent to fight in the trenches in France and Belgium, on the Western Front. The areas between the trenches were called No Man's Land. Life in the trenches was very hard. It was dangerous, muddy, wet and cold and the trenches were infested with rats and lice. Food was not plentiful and soldiers often ate the same things over and over again such as a sort of corned beef (called bully beef), hard biscuits, bread, margarine, jam and tea made with condensed milk. Every day began with a 'stand-to' an hour before dawn when the enemy was most likely to attack. Every soldier would have to be alert and ready to fight with their rifle loaded. Trenches were busiest during night-time as soldiers could not be spotted by the enemy. This is when they would repair wires, fences and the trenches themselves. Because the trenches were so water-logged, soldiers had to avoid getting trench foot by drying their feet and changing their socks several times a day.

Keeping in touch with home

Soldiers were away from home for long periods of time and because of the dangers on the front-line, there was a constant fear that they may be seriously injured or be killed and not return home at all. A soldier's only contact with home was through letters and postcards that they wrote and sent to family members and friends. Those fighting away from home could be cheered up by receiving letters and parcels from home. The parcels contained useful items such as soap, socks and writing paper and treats such as a bar of chocolate.

As well as fighting on the front line, other jobs away from home included being an ambulance driver, a stretcher-bearer and a nurse or doctor.

Supporting images:

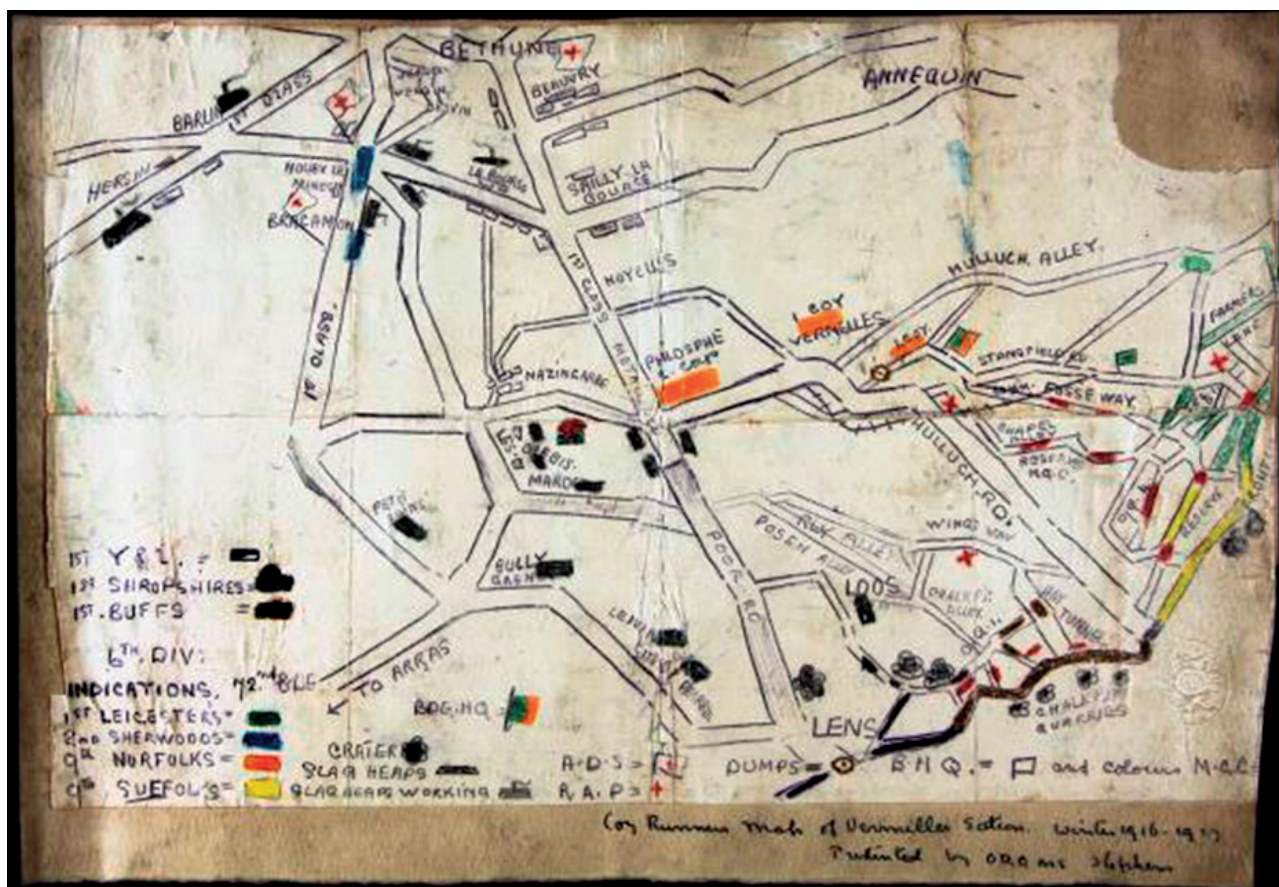


The recruiting office at the town hall in Leicester, shortly after it opened in May 1915. Recruits were taken for Kitchener's 'new' army here. Recruits for the Territorial Force joined at the Magazine

New recruits possibly newly commissioned drilling on the Magazine Square, Leicester (now occupied by De Montfort University) soon after the declaration of war in August 1914



The parting kiss, Leicestershire Regiment leaving for the front.



Learning activities:

Poetry

Read the poem “Coalville First 8” and write a list of words that this poem made you think of. Think about how it would feel to be a soldier away from home and fighting on the front-line and write down a list of these feelings. Think about and make a list of what you would miss if you were away from home. Expand your lists of words into sentences adding adjectives and sensory details (sights, sounds and smells) and put your sentences into an order that feels right. Remember that a poem does not have to rhyme and including details and feelings can help a reader enjoy a poem even more. Alternatively, take a copy of the poem and cut up the individual words from it. Try making your own poem using the words you have cut up and adding your own words in where you feel it would work best.

The Coalville First 8 Poem

A poem was inspired by the emotions of the Coalville First Eight, a local studies project supporting a group of volunteers with learning difficulties. The group was motivated by the story of the Coalville Famous Fifty. The book “Fifty Good Men and True” was researched and published by local reporter and enthusiastic historian, Michael Kendrick and is a story about the first brave men from Coalville to go to war. Each character in the poem was related to a group member’s grandfather, Richard William Lacey, and researched locally. The poem illustrates the different feelings experienced by members of a family from Coalville during The First World War. Before this project many members of the group did not even understand the concept of war.

**A twenty year old lad, ready for war
Leaving Coalville behind no idea what was in store
Thought adventures and medals would make me feel proud
It was hell on earth, the gunfire so loud.**

**Horrid, scary, musty and damp
A warzone my home, the trenches my camp
Hungry and thirsty, frightened and alone
Missed my wife, my kids and my comfortable home.**

**Four years I fought with no choice but to kill
I watched my best friends die. I lost my will.
The twenty year old lad, well he is my son
So I work 60 hours a week to make bullets for his gun
I get very tired and my body really aches
But I must carry on for all of their sakes.**

**My skin has turned yellow with the sulphur around
But that can’t be as bad as being in a trench underground,
This work, it is dangerous but we all must be brave
And hope with these bullets that my son I can save.
The twenty year old lad, well he is my brother
And I worry for his life like I have done no other
At home it is hard and our food cupboards are bare
To have a good meal for us now is so rare.**

We also have rules which we know we can't break
And we fear night-time bombing which keeps us awake
We mustn't let the German bombers get us in sight
So we make no noise, stay quiet and turn off the light.
The twenty year old lad, I'm his sister, the nurse
I care for these brave soldiers but their injuries just seem to get worse,
We care for their wounds with disinfectant and dressing
Sometimes when one slips away it can be for them a blessing.

We aren't at the front, but just a few miles away,
Scary and dangerous but I know I must stay
I keep my uniform clean and I always am kind
Though the horrors I have seen will forever haunt my mind.

The twenty year old lad, I'm his brother working the mine
Spend my days dirty, cold and damp and getting covered in grime
I should be fighting the war but have been told I must stay
As the coal I produce keeps factories running and the Germans at bay.
It's not just at the front where the danger is ever near
Explosions, flooding and gas are things all of us miners fear
I went down the pit at thirteen and I know my job well
If any of us survive this war there will be some stories to tell
This is our family, our war and our feelings
For a happy peaceful world we will carry on dreaming.

Soldiers kit list

You will need: paper and drawing materials.

Imagine you are putting together a kit-list for a soldier going to fight on the front line. Think about what they may need to keep warm, dry, safe and entertained. You may draw a picture of your soldier wearing his kit or you could draw a detailed illustration of the inside of a soldier's haversack (kit-bag). Take a look at the prices on the list of possible items you can include and calculate the total cost of your kit-list

Write a diary

You will need: pen and paper.

Imagine you are a nurse or doctor tending to wounded soldiers. Think about how it would feel to travel far away from your home, arriving in a new place, knowing that you would not see your friends or family back home for some time. You may be feeling scared, excited, worried and have mixed feelings about what you would be doing. Write a diary entry for your first day arriving at your new job, talk about your feelings, what you can see, other people you meet, injuries that you tend to, how you feel at the end of your first 'shift'. You may wish to write about what your uniform is like. Think about your environment where you are nursing the soldiers- it may be in a large wooden hut or hospital building.

Please visit our pinterest pages to see other poems, letters and diaries by people in Leicestershire. Remember to share yours!

https://uk.pinterest.com/century_stories/world-war-I-letters/

https://uk.pinterest.com/century_stories/world-war-I-poems/



Further reading:

My Story The Trenches: A First World War Soldier by Jim Eldridge, 2008. Scholastic.

You wouldn't want to be in the trenches in World War One by Alex Woolf, 2014. Book House.

A Tommy's Sketchbook: Diary and Drawings from the Trenches by Henry Buckle and David Read, 2012. The History Press.



4. Poetry and Letter Writing

Key questions:

- What do you know about poetry?
- Do you have a favourite poem?
- Have you or any members of your family read any poems written during or about the First World War?
- Have any poems been written about your local village or town?
- Have any poets ever lived in or written about your town or village?
- Is there a local writer's or poetry group that meet in your town or village?



No computers

During WWI, soldiers away from home wrote letters and sent postcards to loved ones to let them know they were okay. Friends and family members sent letters and parcels out to loved ones who were working or fighting away from home. People didn't have mobile phones or computers to stay in touch so communicating by post was very important.

Postcards

Most soldiers concealed the horror of war in the letters they sent home. Many letters were also censored for security reasons. A 'save-time' postcard that contained pre-printed messages which could be crossed out was also used by many soldiers. In France and Belgium, women would stitch and embroider beautiful flowers on to a small piece of fabric which was then fixed to a postcard. Many soldiers fighting on the Western Front would send these postcards home.

Letters

Soldiers wrote to their mothers more frequently than any other relatives or friends and over 12 million letters were sent to the Western Front every week. Soldiers fighting from the trenches sometimes wrote their letters onto plain brown paper bags instead of using writing paper and envelopes. They would write their letter on one side and the address on the other. Many letters that soldiers wrote were censored as sensitive and top secret information could not be sent through the post.

Telegrams

Telegrams were also a common form of communication during WWI.

Long before anyone had dreamt of telephones, mobile phones and text messaging, the telegram was the fastest and most efficient way to communicate over a long distance. They were short written messages sent over the electric telegraph wire and they had a word limit so a message had to be very specific and direct with every word being important. They often informed loved ones back home that soldiers had been injured or a life that been tragically lost.

Famous Poets

There were many poets who wrote poems about their experiences of the First World War. Wilfred Owen and Siegfried Sassoon are two of the best known. Arthur Newberry Choyce was a Lieutenant in the Leicestershire Regiment and he wrote many poems about his experiences of being in the trenches and his thoughts of missing home. He was born in Hugglescote and survived the war to become Headmaster of Snibston Primary School in 1932.

Supporting images:



1917 Christmas card.

dear Dadda
 I hope you will
 get home for a
 Birthday. my flashlight
 has not gone yet we feel so
 lonely without you I wish the
 war was over and you had
 come home we will be
 very happy But I feel
 miserable without you.
 a happy new year to you
 please write back and send
 me some sigarets pictures
 in it I have not got my
 yet I wish auntie would
 bring it because I
 want to go to
 the pantomime. love
 and kisses. Larry on
 XXXXX
 XXXXX
 XXXXX
 XXXXX
 XXXXX
 FROM Chinokey
 DE 7440/117/1

Arthur Clark, letter to Father.

Suggested activities:

Censoring a letter home

Imagine you are a soldier writing a letter home to a loved one. Include some details about what the soldier may have been doing but remember that soldiers did not write about their horrible experiences when writing letters home. Working in pairs look at each other's letters and see if the letter contains any information that may have been deemed 'sensitive' by the censors.

Research the censorship that took place during the World War One. Discuss the issue in general and how censorship during the First World War compares to censorship today.

The waiting room

Read the poem *Waiting Room* by Elaine Peake on the next page. Imagine you are the soldier about to meet his loved one. Think about what he may be thinking, what his worries may be and how he feels about his war-time experiences. Write a few sentences detailing these from the soldier's perspective in response to the female voice in the original poem.

Discharged

Read the poem *Discharged* by Arthur Newberry Choyce. You may wish to enlarge the copy of the poem before cutting up each word individually. You can then make your own poem using Arthur's words. You may wish to use just the words from the original poem or a mixture of those and words of your own.

To read WWI poems and letters written by people in Leicestershire please visit

https://uk.pinterest.com/century_stories/world-war-I-letters/

https://uk.pinterest.com/century_stories/world-war-I-poems/

Remember to share yours!

Useful websites:

www.bbc.co.uk/guides/zqtmmyrd

www.iwm.org.uk/history/letters-to-loved-ones

Further reading:

Letters from the Trenches by Jacqueline Wadsworth, 2014. Pen and Sword Military.

Poems from the First World War by Gaby Morgan, 2014. Macmillan Children's Books.

The Penguin book of First World War poetry by Matthew George Walter, 2006. Penguin Classics.

Waiting Room

by Elaine Peake

she's never thought of it before
the waiting room
a life so full of work and chores and sleep
leaves little space for waiting
the battered clock
ticks
like a clockwork mouse that's running down.

'wounded, invalided home'
what might that mean?
she's pictured loss of arms or legs or worse
head injuries she's heard were hard to nurse
some sound advice:
"He's not your husband yet, if things look bad
You'd better leave him to his mam and dad."

sudden impatient snort and hiss
the iron monster clatters in
now for it
desolate, disabled or deranged
one thing for sure
his life
and hers
forever changed.



Discharged

by Arthur Newberry Choyce

(with thoughts of those whom
God in His mercy needed)

I imagine it again
Sitting by the fire
The loneliness, the weariness, the pain
And even its wild joys
While all among the glowing coals
Troop by triumphant souls
Who never tire-
Fallen men and boys.

Every twilight I have tried
And yet
Cannot forget
For though the free wind urges "Live!"
And all the flowers and birds say "Love!"
How can I smile and take
The living and the loving Fate denied
To those whose phantoms come to prove
That for their country's sake?

And every twilight I have cried,
"They did their share". And I-
Comes then in bitter irony
A haunting word sent out to me
From the marching souls
In the glowing colas-
"Die!"-
And I have not died.



5. Communication. Letters, postcards and staying in touch

Key questions:

- Do you have a Post Office in your town or village?
- Do you know how long it has been there?
- Where is the nearest post box to home or school?
- Do you send or received letters, postcards and celebration cards?



Keeping in touch with loved ones

During WWI, soldiers away from home wrote letters and sent postcards to loved ones to let them know they were okay. Friends and family members sent letters and parcels out to loved ones who were working or fighting away from home. People didn't have mobile phones or computers to stay in touch so communicating by post was very important.

Soldiers wrote to their mothers more frequently than any other relatives or friends and over 12 million letters were sent to the Western Front every week.

Captain J D Hills from the Leicestershire Regiment wrote over 200 letters to his mother during the conflict. These can be read at <https://www.lettersfromthefront.wordpress.com/>

Soldiers fighting from the trenches sometimes wrote their letters onto plain brown paper bags instead of using writing paper and envelopes. They would write their letter on one side and the address on the other.

Most soldiers concealed the horror of war in the letters they sent home. Many letters were also censored for security reasons. A 'save-time' postcard that contained pre-printed messages which could be crossed out was also used by many soldiers.

These postcards preserved secrecy by restricting what a soldier could say about his movements and

whereabouts. In France and Belgium, women would stitch and embroider beautiful flowers on to a small piece of fabric which was then fixed to a postcard. Many soldiers fighting on the Western Front would send these postcards home.

Telegrams were also a common form of communication during the First World War. Long before anyone had dreamt of telephones, mobile phones and text messaging, the telegram was the fastest and most efficient way to communicate over a long distance. They were short written messages sent over the electric telegraph wire and had a word limit so a message had to be very specific and direct with every word being important.

Soldiers sent a variety of different items home from the front lines. Souvenirs such as buttons and matchboxes often accompanied letters, and some even sent silk cards - embroidered motifs on strips of silk mesh which were mounted on postcards. On average it would take two days to send and receive a letter to or from the Western Front.

Supporting images:

NOTHING is to be written on this side except the date and signature of the sender. Sentences not required may be erased. if anything else is added the post card will be destroyed.

I am quite well.

I have been admitted into hospital
 { sick } *and am going on well.*
 { wounded } *and hope to be discharged soon.*

I am being sent down to the base.

I have received your { letter dated _____
 telegram " _____
 parcel " _____

Letter follows at first opportunity.

I have received no letter from you
 { lately. }
 { for a long time. }

Signature { *Er Lyde*
 only. }

Date *19/6/15*

[Postage must be prepaid on any letter or post card addressed to the sender of this card.]

(25480) Wt.W3497-293 1,130m. 5/15 M.R.Co., Ltd.
 OE 2913/5/11

An example of
a 'save time'
postcard.

An example of a postcard sent from family and loved ones.

POST CARD
 BRITISH MADE

Correspondence Address

*Wishing you
 the best of
 Luck and
 safe return
 From your
 Loving Wife
 and Children*

*To Sergt Rowan
 6 Leicesters*

Des 270/77



An embroidered card sent from a member of the Leicestershire Regiment in 1918.

Embroidered Christmas Card.



Learning activities:

A Save-Time Postcard

You will need: paper, pens, pencils, postcards or postcard-sized pieces of cardboard.

Design a save-time postcard from a soldier who is fighting away from home. Think carefully about the phrases you will use on your postcard that will be relevant to who is sending it with different choices so that the sender can cross out or highlight the phrases or words they want to use when sending a brief message to a family member or friend back at home.

Writing a short letter on a brown paper bag

You will need: brown paper bags, pencils, pens.

Imagine you are writing a letter from the trenches onto a brown paper bag to send home. Who would you write to?

Think about the kind of tasks and jobs the soldiers would have had in the trenches and what they would have told the people back home. Soldiers did not write about many of the horrible aspects of war but wrote to let people back at home know they were okay.

Get inspiration from our pinterest page and remember to share your work!

https://uk.pinterest.com/century_stories/world-war-I-letters/

Further reading:

My Story: The Trenches: A First World War Soldier by Jim Eldridge, 2008. Scholastic.

Letters from the Trenches by Jacqueline Wadsworth, 2014. Pen and Sword Military.



5. Posters and Propaganda

Key questions:

- What is propaganda?
- Do you or any members of your family know of any iconic images or phrases used in propaganda posters during WWI?
- What images and/or phrases do you know from these?
- Are there any spaces for posters or advertisement boards (not WWI related) in your town or village?
- Where are they placed?



Influencing minds

Propaganda including advertising campaigns and speeches, was used during WWI to influence public opinion about the war, encourage changes in people's expectations, roles and responsibilities and share information. The images used on posters and postcards were strong and direct and used a few, very carefully selected words to communicate their message.

Methods

A series of posters, postcards and cigarette cards (small cards that came in a packet of cigarettes) were printed that made men feel it would be their duty to join the army. Some made the army seem very exciting and others attempted to make some men feel guilty if they hadn't yet enlisted- implying that their wives and children would be embarrassed if their husbands and fathers did not enlist.

Not just at home

From the beginning of WWI, both sides of the conflict used propaganda to shape international opinion. Posters, advertisements in newspapers, books and cartoons were produced in an attempt to influence both neutral and enemy countries. Propaganda leaflets were also dropped into the trenches in order to decrease morale of the opposition's soldiers that were fighting.

Women were targeted specifically in some poster campaigns, encouraging their own contributions to the war efforts, including joining the land army, working in munitions factories and nursing servicemen.

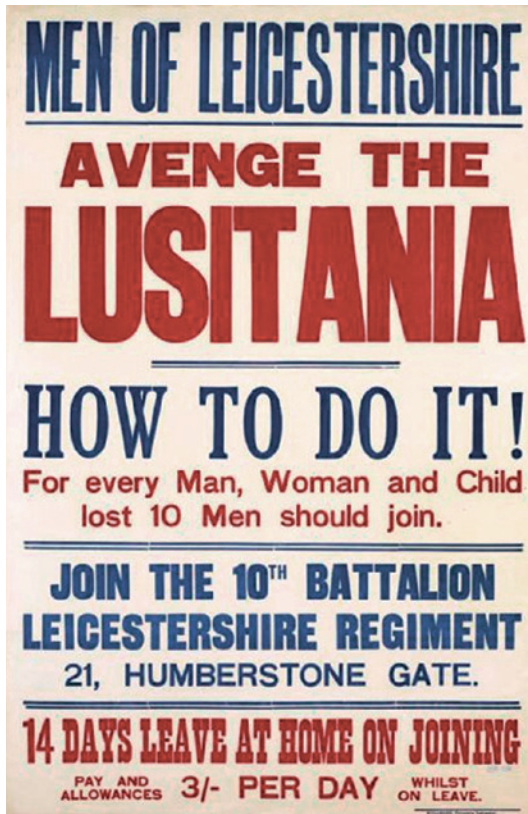
Changing life at home

Some campaigns encouraged men, women and children to be more 'thrifty' in war-time. Families were encouraged to grow their own food, discouraged from wasting any food and messages such as 'make do and mend' were aimed at all members of society.

There were also fund-raising campaigns, supported by posters and advertisements in newspapers, asking for donations to public funds to support the war efforts.

Supporting images:

Men who had not enlisted for the war were made to feel guilty.



Recruiting poster for the men of Leicestershire.



Municipal buildings in Leicester were converted into recruiting offices, 1915.



Recruitment poster.



Suggested activities:

Design a modern day propaganda poster

Working individually or as a pair, design your own poster for a propaganda campaign not related to WWI but choose a topic close to your heart. Create a strong image, use a few well-chosen words and think carefully about how to communicate your message.

Create a campaign

Choose your topic and working in small groups, create a whole propaganda campaign to include posters and/or a series of postcards, a tag-line or catch phrase and a short speech.

Propaganda phrases

Look at a series of propaganda posters for a particular campaign in WWI, such as encouraging young men to enlist in the army. Discuss the wording used and how using fewer but carefully selected words may have encouraged young men to enlist. Create your own series of short phrases that could be included on similar posters.

Aim of propaganda

Look at a series of different propaganda posters using one of the web links below and discuss which particular groups of people each campaign was aimed at and the impact the campaigns may have had.

Useful web links:

www.bl.uk/world-war-one/themes/propaganda

www.bbc.co.uk/guides/zq8c7ty

www.firstworldwar.com/posters/

Further reading:

Your Country Needs You: the secret history of the propaganda poster by James Taylor, 2013. Saraband.

Schools and adult learning groups from across the county have been designing their own posters. Please visit https://uk.pinterest.com/century_stories/world-war-i-posters-and-propaganda/ to find out more. Also, remember to share yours!



6. Memorials, monuments and churches

Key questions:

- **Do you have a war memorial, monument or roll of honour in your town or village?**
- **Are there any memorial buildings?**
- **Does the church closest to your home or school have a war memorial?**

Ask a grown-up from your family if they know of any family members that fought in the First World War that may be commemorated on any memorial either locally or elsewhere.



Remembering

By the end of the First World War in November 1918, so many families around the world had been deeply affected by the great loss of the lives of friends and family members that it was important to find a special way to remember them.

There are many different kinds of war memorials. Some are to be found at the sites where some of the battles actually took place such as the French Flanders and Artois.

During the 1920s, in order to preserve the memory of the British people that lost their lives during the war, memorials were created. The Leicestershire War Memorials project holds over 3000 memorial records and 15,000 casualty names, you can see these by visiting www.leicestershirewarmemorials.co.uk

Memorial rolls of honour that commemorated both civilians and military personnel were put up in many different locations such as factories, sports clubs and other community buildings. Some churches had windows that were dedicated to individuals or military units.

Most towns and villages in Leicestershire have some kind of public memorial to remember the men and women that lost their lives in the war and therefore did not return home. Some war memorials also commemorate those that returned safely home after they served. War memorials list the names of those that are commemorated by it and are a place where people can leave wreaths and flowers. The design of poppies and wreaths are often incorporated into the stone on the memorial itself.

The Carillon War Memorial and Museum in Loughborough opened in 1923 to remember the men of Loughborough.

Supporting images:



The Carillon War Memorial Museum, under construction in 1922.



The Clock Tower in Coalville, unveiled in 1925 in memory of the men who fought from Coalville



Unveiling of the war memorial, Victoria Park.

Learning activities:

Local memorial research

You will need: pens, pencils, paper, clipboards, cameras.

Is there a specific war memorial in your village, town or church?

Find the one closest to your group and visit it to take photographs and draw the design and shape of the memorial.

What is it made from?

Look carefully to see if you recognise any of the surnames on the memorial.

Are there any family names that you recognise?

Look at the lists of names- do they include women's names or are they all soldiers that fought away from home?

Look carefully at how the names are listed- is it alphabetically or, if soldiers, are they listed by rank?

Find out what the different ranks mean when you return to the group.

When back with the group gather your information together and see what else you can find out about people's names that are included on any memorials by asking at home, in your local library, at a local history group or by using the internet.

If you discover a personal connection or story remember to contact us at centuryofstories@leics.gov.uk where we can share your story.

Design a Memorial

You will need: drawing materials, paper, cardboard, glue sticks, coloured paper and other simple craft materials.

Design a memorial for somebody special to you. This could be a family member, a pet, or somebody from history who you admire. You may want to include symbols of flowers or imagery of things that remind you of them or the achievements they made. You can draw your memorial and then extend the activity by making a 3D version using simple craft materials.

Making a Wreath

You will need a variety of the following: thin florists wire, string, tissue paper, newspaper, drawing materials, cardboard, glue sticks, coloured paper and other simple craft materials.

Design and make a simple wreath using coloured paper and other craft materials. Look at the designs of some wreaths that are laid upon war memorials for Remembrance Day. You may want to make a wreath with a partner or in small groups. You can tear or cut different types of paper to use as petals or leaves and thread them onto a hoop or stick into a circle shape.



Wreath laying, Armistice Day 2015, County Hall, Glenfield.

Further reading:

War Memorials in Britain by Jim Corke, 2005. Shire Publications Ltd.

Memorials of the Great War in Britain by Alex King, 1998. Berg 3PL.

British War Memorials by Mark Quinlan, 2005. New Generation Publishing.



6. Shopping, Eating and Rationing

Key questions:

- Which shops do you have locally?
- What do they sell?

Ask a member of your family or someone who has lived in your town or village for a long time if the shop has changed over time.

- Are there any dates or old signs on the outside of the shops that could give clues as to how long the shop has been there or if it has changed at all?
- Do you help with the cooking or shopping at home?



Shortages in food

During WWI rationing wasn't immediately in place but because of German blockades of British ships there were of course shortages of some items. Liptons Grocers, 89 High Street Leicester, assured their customers that they would not increase the prices of tea, coffee, cocoa, condensed milk, biscuits, jam or marmalade. Boys in Leicestershire delivered bread, meat and groceries on their bikes. During the war there were shortages of wheat flour and bread so some loaves were made using flour made from potatoes and turnips. Many women and children would spend long periods of time queuing for food from shops.

Many families grew their own fruit and vegetables in their gardens and allotments. Children would have helped tend to growing food and assisted other family members with planting, watering and harvesting.

Mealtimes

Mealtimes were an important time for families and they would sit down and eat together. Food was filling, stodgy and used ingredients that were in season. The women that worked in the munitions factories often did not have time to queue for long periods for food so some bought hot meals from kitchens set up by the Ministry of Food. Leicester's first food kitchen opened on 23rd March 1918. These were the equivalent of the food banks of today and families received hand-outs and took them home to eat. Cost-price restaurants were also set up by charities, making hot meals affordable.

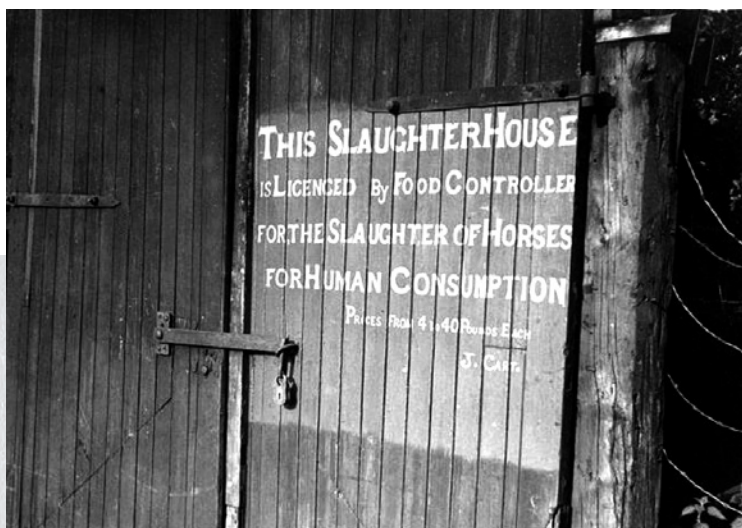
Rationing

Following a bad winter and increased blockades of ships by German U-boats, by April 1917 there was very little food in Britain so the government had to start food rationing. As the war years went by many shops did increase prices on tea, sugar, butter, margarine and lard and meat was rationed. The prices of bread and potatoes were set by the government. Rationing was led by the Minister of Food, David Thomas and the system he established continued for several years after the end of the war.

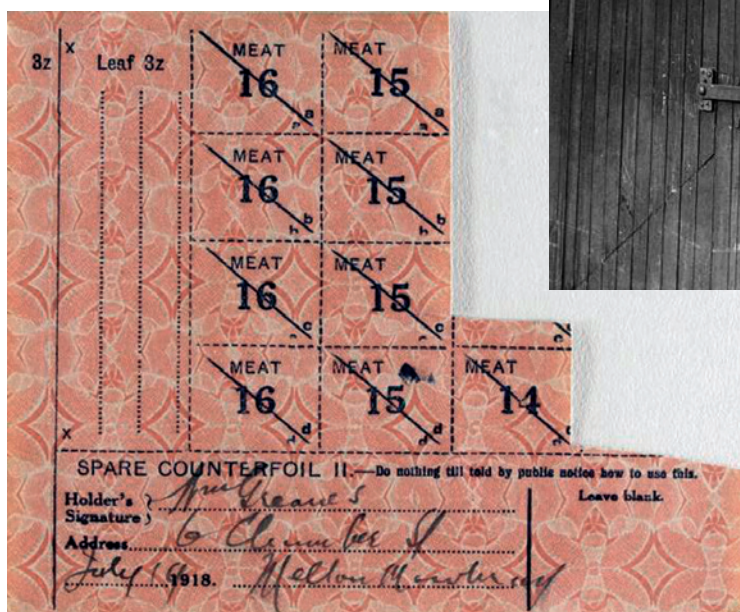
Supporting images:



Queue for provisions at Home and Colonial Stores Leicester, WWI.



Leicestershire Slaughter House.



1918 ration book from Melton Mowbray.

Suggested activities:

Food

Research wartime recipes and make an illustrated recipe leaflet.

Cost of food

Look at and make a list of the cost of certain foods now and from the time of WWI such as butter, sugar, tea, coffee, flour and different types of meat. Compare the different prices and make a costing of a recipe from either wartime or now.

Taste of food

Try making and eating some traditional wartime foods such as a suet pudding.

Have a sweet tasting session using traditional war time sweets such as barley sugar, pear drops and humbugs. Compare the ingredients to sweets from today. How have the ingredients changed?

Conversion

The weight of food was measured in pounds and ounces rather than grams and kilograms. Create a conversion chart for the differences in weight.

Rationing

Look at the foods that were rationed during the latter part of World War One and design your own ration card for these items, including amounts.

Useful web links:

www.bbc.co.uk/schools/0/ww1/25235368

www.1900s.org.uk/1918-food-rationing.htm

Further reading:

Britain and the Great War by Rosemary Rees, 1993. Heinemann History

Everyday foods in war time: war time recipes by Mary Swartz Rose, 2015. CreateSpace Independent Publishing Platform.

Get inspiration and share your recipes and war time cooking experiences https://uk.pinterest.com/century_stories/world-war-1-recipes/



7. Animals

Key questions:

- Do you have a pet at home?
- How do you take care of it?
- If you do not have a pet, which pet would you like, if you could have one?
- Are there any fields close to school or home with horses, cows or sheep in them?
- Do you live near to a farm that keeps animals?



Horses in WWI

During the First World War, millions of horses were used for many different tasks. Horses and donkeys were used to transport equipment and food to soldiers on the front line. Horses also carried wounded soldiers to hospitals and were used to drag and move heavy wagons and machinery such as guns.

One of the most famous horses from WWI came from Woodhouse Eaves and was drafted into the army at Loughborough Market Place, his name was Songster, this is his story:

Songster our local hero

Songster was a handsome chestnut gelding whose story begins in Loughborough's Market Place on 4 August 1914, waiting alongside many other horses to be mobilized for war. Although originally turned down due to his age (he was 14 at the outbreak of war), he was transported to France with the Leicestershire Yeomanry, along with Trooper Bert Main as his mount.

During Songster's time in France, Trooper Bert Main would recall how he and Songster won a cross-country race. He was also clearly an intelligent horse. When the horse lines were hit by artillery, and many horses were killed, Songster was nowhere to be seen. He had broken free, only to return to the lines once the shelling was over, and therefore avoiding injury.

He was awarded many medals along with his medals: two Mons Stars, the General Service Medal, the Victory Medal, and two Territorial Long Service Medals with ribbons. These were awarded to him by the Leicestershire Regiment. He had been the oldest warhorse from the 1914-1918 War. Leicestershire Yeomanry had indeed fought with a faithful animal. Songster was returned to England in 1919, and he later lived on a farm, cared for by ex-Squadron Sergeant-Major Harry Poole. Once every year until 1935 he was claimed by the Leicestershire Yeomanry unit for their annual camp. Afterwards, he led a more leisurely life drawing a milk float to Loughborough Market once a week.

Songster passed away on 11 January 1940 in the company of an old Yeomanry companion, RQMS 'Fred' Hunter, who remarked:

'That horse knew every trumpet call. It was one of the finest I ever saw in the last war.'

If you'd like to find out more about Songster's story, visit the Carillon Museum Loughborough. www.carillontower.org.uk

Pigeons and dogs

Due to the horses being taken to the front line, farmers then had to use elephants from zoos and circuses to pull heavy loads on their farms.

As radio communications were often impossible amid the confusion of battle, special pigeons called homing or carrier pigeons were used to carry paper messages that were put into small tubes strapped to their legs. They were trained to fly back to base with the messages. Soldiers tried to shoot their enemies' pigeons to stop the messages getting through but the pigeons were often much too fast. Over 100,000 pigeons were used and some travelled over 1,500 miles on their very important missions.

Dogs were also used on the front line. Some raced from one trench to another carrying a special message in their collars. Others were trained to be ambulance dogs, delivering food, water and medical supplies to injured men who were stuck in the area between the trenches known as no-man's land.

Dogs were also used to guard important places and supplies. Dogs were used to lay secret telegraph communication lines around no-man's land. They carried the rolls of wire on their backs as they crept through enemy territory, laying the lines behind them as they went along.

Dogs were good companions, often offering comfort to the injured soldiers and were also used in the trenches to help catch and kill the many rats. In Newarke Houses Museum in Leicester, there is a stuffed dog called Rats, as he was a 'champion rat-catcher' in the trenches during the war. Unusually jars of glow-worms were used to provide light to soldiers in the trenches.

Supporting images:

Songster our local hero with Sergeant Bert Main, Leicestershire Yeomanry. He bought the horse after the war.





Men of the 11th Battalion The Leicestershire Regiment ('The Leicester Pioneers') with Joey, their monkey mascot; presented by Flora Scott, in the garden of her nursing home on Victoria Road, Leicester, March 1916.



Soldier with kitten mascot.



Dog mascot wearing a soldier's cap.

Learning activities:

Draw a design for a medal for a brave animal

You will need: circles and squares of cardboard, paper, colouring pens and pencils, lengths of different coloured ribbon.

Think about a simple picture on the design that could show what the animal was awarded the medal for. Draw your medal design on a cardboard square or circle and colour in, fix a ribbon to the top.

Roles animals played in WWI

Visit the webpage www.iwm.org.uk/history/15-animals-that-went-to-war they have many photos of different animals and the role they played in the First World War. Choose a picture that you like and think about how the animal may have felt. Imagine you are that animal with a special job and write a short paragraph about that special job or task, how you as an animal feel about it, where you are and if you have an owner and some details about yourself. Include as many adjectives as you can, to describe both feelings and surroundings.

Communication in War

Play a game of war-time whispers to illustrate how messages can change as they are passed along. Sit in a large circle as a group, the first person to start thinks of a message and then whispers this to the person on their left. The message is then passed round from person to person, whispered every time. It cannot be repeated, even if the person receiving the message did not hear it all. They must pass on what they think they heard. The last person in the circle repeats the message they heard out loud. See how the message has changed as it has been passed around the circle.

Try our WWI animal quiz



The Bosworth Tommies WW1 Quiz

1	Elephants were used to help plough the land	True	False
2	Cats were used to kill the rats	True	False
3	Canaries were used to transport important messages	True	False
4	The red cross used dogs to find injured soldiers	True	False
5	Parrots were used in the trenches underground tunnels	True	False
6	Camels were not used because they weren't strong enough	True	False
7	Soldiers kept canaries because their songs cheered everyone up	True	False
8	Terriers were used to kill the rats	True	False
9	The Germans and the British used dogs to take friendly messages, tobacco and newspapers to each other	True	False
10	Goldfish had a very important job in the war	True	False
11	Horses were taken to serve in the war	True	False
12	Butch was a very famous brave dog that fought in 17 battles	True	False
13	Moths were put in jars and used as a light in the trenches	True	False
14	Hawks were used by the Germans to attack the British carrier pigeons	True	False

The answers can be found at

www.centuryofstories.org.uk/wp-content/uploads/2015/06/Quiz-answers.docx

Further reading:

How can a pigeon be a war hero by Tracey Turner, 2014. Macmillan Children's Books

Horrible Histories: Frightful First World War by Terry Deary, 2007. Scholastic

The Story of the First World War for Children by John Malam, 2014. Carlton Kids

The Animals' War: Animals in Wartime from the First World War to the Present Day by Juliet Gardiner, 2006. Portrait.



7. Wages, Money and Allowances

Key questions:

- Do you have a part-time job such as a paper round or in a shop?
- Do you earn or are you given pocket money?
- What do you think about different people being paid a different wage for doing the same job?



Shillings and pence

Until 1971, Britain used a system of counting money that had been used across Europe since Roman times. Pounds were broken up into shillings and pence. Amounts were written like this:

£1.5s.3d- the d came from the Latin 'denarius', which was a small silver coin, s came from 'solidus', which was a gold coin worth 12 denarii, £ came from the first letter of the Latin word 'libra'. There were 240 pence to the pound. This could be divided into 20 shillings. A shilling was worth twelve pence.

Women's wages

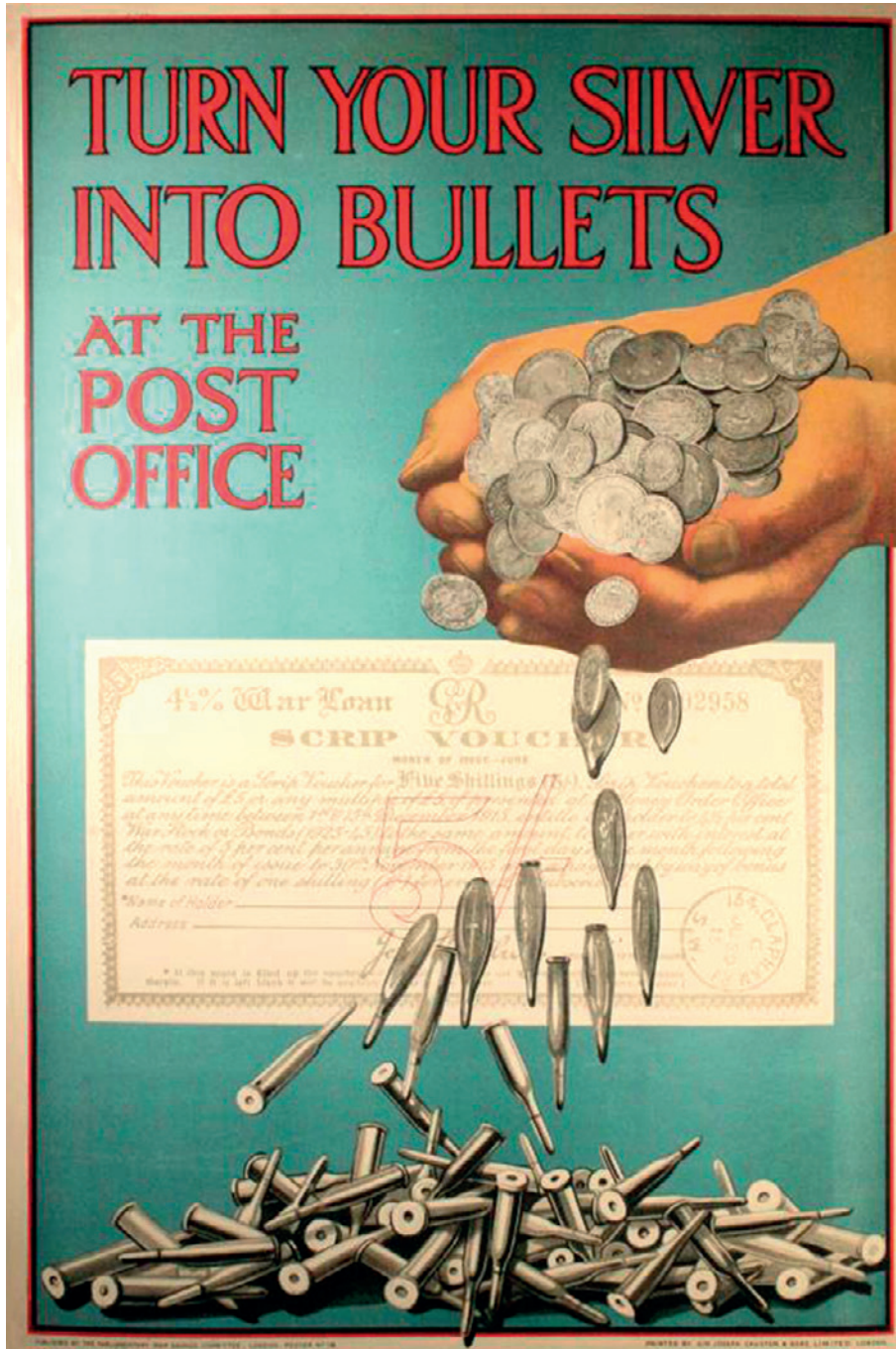
Earnings varied widely for different jobs during WWI as they do today, with women often earning less than men for doing the same job. Because women were paid less than men, there was a worry that employers would carry on employing women in certain jobs when the men returned from war. This did not happen. Either the women were sacked to make way for the returning soldiers or women remained working alongside men but at lower wage rates. Even before the end of the war, many women refused to accept lower pay for what in most cases was the same work as had been done previously by men.

Strikes by women

In 1918, the women working on London buses and trams went on strike to demand the same increase in pay (war bonus) as men. This strike spread to other towns and was the first equal pay strike in the UK which was initiated and won by women. Helen Crawford's call was taken up and rallies, marches and demonstrations followed around the country: 3,000 attended a meeting in Leeds; 3,000 marched through Bradford; 300 marched in Birmingham (though their banner was torn up); and in Leicester a crowd of 3,000 assembled in the marketplace to listen to an all-woman platform of speakers.


With a large part of the male working population away fighting during the war, many families found themselves in a difficult position where they lost a large proportion or all of their household income. The Separation Allowance consisted of a portion of a soldier's pay, which was matched by the government, to ensure that the soldier's dependents were not left without any income.

Supporting images:



British savings bond poster encouraging people to save money at the Post Office to help the war effort.

Advert to buy
national war bonds.



**Tanks save
brave lives
and Tanks cost money
—about £5,000 each**

The more Tanks we have the more brave lives will be saved—the sooner will the fighters return to "Blighty" and you.

Buy £1,000 worth of National War Bonds and you will have provided one-fifth of the money necessary to purchase a Tank. If you have less than £1,000—even if it is only £5—you can still buy National War Bonds.

Then you may consider yourself the part owner of a Tank, and the British Government will pay you 5 per cent. interest on your money and a few years hence will repay it, with a premium added.

Your idle bank balance can be turned into fighting money if you will use it to buy

**NATIONAL
WAR BONDS**

What is a WAR BOND?

A National War Bond is a Government Certificate showing that you have lent the Government the money you have saved. It is a loan to the Government, and the Government will pay you 5 per cent. interest on your money and will repay it to you with a premium. You can buy National War Bonds in any amount, from 5 pence to £1,000. You can buy them in any form, as a gift, or for yourself. You can buy them in any form, as a gift, or for yourself. You can buy them in any form, as a gift, or for yourself.

£100 for your £100

You can have the money for 1 penny, 10 pence, or for 10 pence, and you can have the money for 1 penny, 10 pence, or for 10 pence. You can have the money for 1 penny, 10 pence, or for 10 pence. You can have the money for 1 penny, 10 pence, or for 10 pence.

Britannia's Word is her BOND.

**BUY
NATIONAL
WAR BONDS
at the
LEICESTER
TANK**

Suggested activities:

Earnings

Create a pocket money or earnings chart and gather and record information from your group. Draw a graph to show the differences in earnings.

Percentage of spend

Create a pie chart for how you spend any money you earn or are given. Give each kind of item such as sweets, cinema, music a different colour on your pie chart and work out the percentage of your money that you spend on each item.

Weekly shop

Set a budget for a weekly shop for a family. You can check prices online through supermarket websites. Compare this to a budget for a family during the First World War.

Budget

Look at the table to the right for a soldier's earnings. Calculate a budget for a family surviving solely on a soldier's wage.

DIAGRAM

SOLDIER'S PAY RATES PER DAY AS OF 1914:-

Private	1s od.
Sergeant	2s 4d.
Lieutenant	6s 0d.
Major	13s 8d.
Colonel	18s 0d.

In 1914 the value of a shilling = £3.44 by today's standards.

Useful web links:

www.iwm.org.uk/collections/item/object/28448

www.bbc.co.uk/guides/z9bf9j6#z8rv87h



8. Childhood and schooldays

Key questions:

- How long have you lived in your town or village?
- Where are your favourite places in your town or village?
- Does your house have a date on it?
- What do you like to do in your spare time?
- What games do you play?



School

At school during WWI many classes were bigger than they are today with up to 60 children in each class. Their teacher sat on a platform so they could see that the children were getting on with their work. During the winter months a coal fire or stove was lit for warmth but the rooms were often so big, that they wouldn't get very warm. Children learnt their times tables by heart and studied handwriting and did exercises in the playground including stretching, bending and using dumbbells.

School dinners

Every child had school dinners during war time but the menus were very different to the school dinners you may have today and were eaten in the classroom rather than a separate dining hall. Food was often quite heavy and filling and included stews with meat and vegetables, bread baked in dripping and pea soup. Some schools even served breakfast with cocoa, porridge and bread and butter.

Play

Children played games in the playground and out in the street when they weren't at school. These games included hopscotch and marbles. Children read comics and books, drew pictures and played sports, just like today. They would have owned just a few toys including some of the following: a doll, a leather football, painted metal toy soldiers, a skipping rope or a train made from wood or tin. Families played games such as Snakes and Ladders and Blow Football.

Home time

During war time many men from the family were away fighting so mother's had to go to work to do the jobs that had been traditionally done by men. Therefore, children had to look after their younger brothers and sisters and be responsible for making sure the dinner was cooked. Children also had many jobs they would need to do at home. These included laying the fire, tending to the garden, watering vegetables, laying the table and helping with wash day.

Children at work

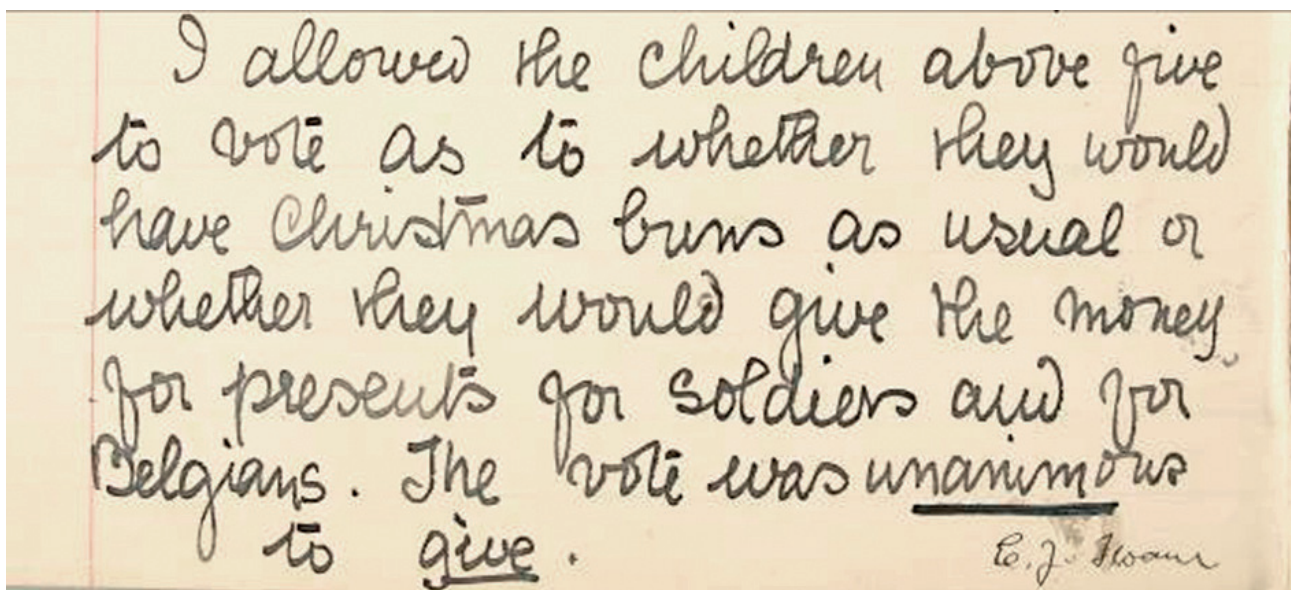
Many children left school at 14 to start work. In Leicestershire, many children aged 14 years and over worked in the clothing industry that provided uniforms for servicemen.

Many children helped on 'flag days' to raise funds for the war efforts by selling small flags and badges. They also collected blankets and books to send to soldiers who were away fighting. In Leicester, about 100 members of the Boy-Scout movement were involved in guarding local reservoirs and railways junctions as well as helping with fund-raising for different charities.

Supporting images:



Medway St School, Leicester, during WWI.



A school teacher writing in the log book for the old Mantle Road School, Infants' department. Dated 30 Oct, 1914.



Boys playing tipcat in the street at Leicester Castle House (next to St Mary de Castro church).

<p>Our Extra Special 21 inch jointed doll, closing eyes, painted face.</p> <table border="1"> <tr><td>21 inch high.</td><td>1/4d.</td></tr> <tr><td>18 do.</td><td>1/8d.</td></tr> <tr><td>16 do.</td><td>5/11</td></tr> <tr><td>14 do.</td><td>3/11</td></tr> <tr><td>12 do.</td><td>2/11</td></tr> <tr><td>10 do.</td><td>1/11</td></tr> </table>	21 inch high.	1/4d.	18 do.	1/8d.	16 do.	5/11	14 do.	3/11	12 do.	2/11	10 do.	1/11	<p>Two Specials:</p> <p>18 inch Jointed Doll for</p> <p>3³/₄d.</p> <p>Extra large, 21 inches, closing eyes.</p> <p>3/11</p> <p>Hundreds to select from.</p>	<p>Model Wax Dolls.</p> <table border="1"> <tr><td>18 inches</td><td>3/4d.</td></tr> <tr><td>16 do.</td><td>5/11</td></tr> <tr><td>14 do.</td><td>10/11</td></tr> <tr><td>12 do.</td><td>1/11</td></tr> </table> <p>Washable Dolls, sealed heads.</p> <table border="1"> <tr><td>18 inches</td><td>4/11</td></tr> <tr><td>16 do.</td><td>5/11</td></tr> <tr><td>14 do.</td><td>6/11</td></tr> </table> <p>Large Doll Show in the Midland Counties.</p>	18 inches	3/4d.	16 do.	5/11	14 do.	10/11	12 do.	1/11	18 inches	4/11	16 do.	5/11	14 do.	6/11	<p>Best Quality Jointed 18 inch doll, closing eyes, 1/4d. 16 inch do. 5/11. 14 inch do. 10/11. 12 inch do. 1/11.</p>				
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Santa Claus' Headquarters.

Girls dolls from a Christmas catalogue, 1912.

Learning activities:

Stories

You will need: pen and paper.

Look at popular children's stories and books from the time of WWI. The very first Ladybird book was produced by a jobbing printer called Wills & Hepworth during the First World War. The company was based in Loughborough, Leicestershire. You may want to write a review of one of the books alongside a review of another book you have read recently. Popular stories included: Beatrix Potter The Complete Tales, The Secret Garden by Frances Hodgson Burnett, Peter Pan by JM Barrie, The Wind in the Willows by Kenneth Grahame and The Phoenix and the Carpet by E Nesbit.

Making a scrap book

You will need: an A4 exercise book or scrapbook or several sheets of thick paper (hole-punches on the left hand side so pages can be bound together by threading through string or ribbon) coloured pens, pencils and other drawing materials, glue sticks and small pieces of paper to write snippets of information on.

Collect pictures, photographs, drawings, pieces of fabric, old birthday cards, postcards, leaflets from places you have visited, holiday souvenirs and anything else that will help you to put together a scrap book about you, your life and your hobbies. You may wish to include information about your home and other members of your family.

Playing old games

Try drawing a hopscotch grid on some paving slabs or concrete with white chalk and playing a game with a small group. Try skipping with a skipping rope or playing a game of marbles. You may want to write or draw a set of instructions telling someone else how to play some of these games. Using a ping pong ball and 2 drinking straws, a simple game of blow football could be played.

Instructions can be found on these youtube links:

Hopscotch: www.youtube.com/watch?v=9ikg9qnWrDU

The basics of skipping: www.youtube.com/watch?v=_EZnGbFMqsc

A game with marbles: www.youtube.com/watch?v=ewqFhNw9k7g

Further reading:

Walter Tull's Scrapbook by Michaela Morgan, 2013. Frances Lincoln Children's Books.

Archie's War by Marcia Williams, 2014. Walker.

My Story: A First World War Girl's Diary by Valerie Wilding, 2008. Scholastic.



9. Celebrations and other events

Key questions:

- How do you celebrate occasions at home?
- Do you like going to parties?
- What kind of food does your family have when they are celebrating something?
- Have there been any street parties in your local area?
- Is there a carnival, fair or school event that you go to?



Christmas

Christmas's throughout WWI were a very difficult time for soldiers fighting away from home and their families. It was originally thought by many people that the war would be over by Christmas 1914. Princess Mary, the daughter of King George decided to raise funds in order to send a present and card for Christmas to every British soldier fighting from the trenches. Using the money raised, every British soldier was sent a small brass box that contained a number of items including cigarettes, chocolate, a bullet pencil and writing paper. This would have lifted spirits and boosted morale for the soldiers so far away from home.

This particular Christmas Day is also when soldiers fighting on the Western Front called a ceasefire, with some soldiers exchanging food, tobacco and buttons that they took from their uniforms, others played a game of football in No Man's Land (the space between the German and British trenches). Both German and British soldiers stopped fighting for that one day, singing carols together to celebrate Christmas. This Christmas truce was not repeated again in the bitter years of fighting that followed.

Because some foods were rationed and others not readily available and many people did not have much money, celebrations for birthdays and parties would have been different during war-time. Children at that time would have received one special gift rather than a lot of presents and it would have been a simple toy such as a doll or a toy train.

The war is over

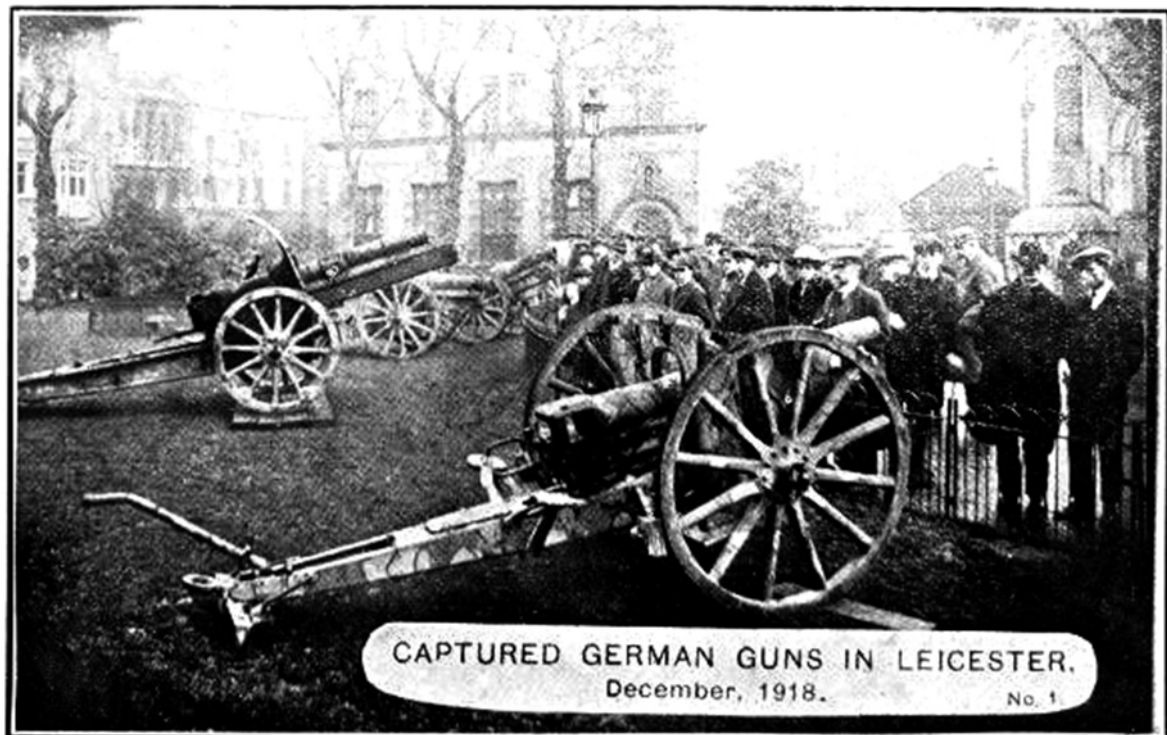
When the war was declared as being over on 11th November 1918, many people celebrated with parties and parades. Bands played music and songs were sung. Street parties were held, gathering communities together to share food and play games.

In Leicester in 1919, a fancy dress parade was held in honour of peace celebrations. This was also the same year that Leicester was made a city.

Supporting images:



Armistice Day in Leicester at the town hall square.





Base hospital parade. Many Towns and Villages in Leicestershire held fancy dress parades to celebrate the end of the War.

Learning activities:

Street Party Celebration

You will need: drawing and craft materials, sheets of paper.

Put together a plan for a street party celebration. Think about the food you would have, games you would play and the decorations and music you would choose. Draw a layout of where the tables would go and perhaps design an invitation for the party. You may want to make some paper chains and banners.



Fancy Dress Parade

Your group could take part in their own fancy dress parade, similar to the one held in Leicester in 1919. Dress up in colourful costumes and parade to music from the time. You may want to invite other members of your family and community to join in the celebrations by sharing food with them.

Make a celebration cake

Ask at home about a favourite celebration cake recipe. This may be for a birthday or Christmas cake that has been made and enjoyed in your family for many years or maybe you would like to find a new recipe that could be used at the next family celebration or a recipe that you would really enjoy making or eating. The recipes from your cakes can be collected together and made into a book. You may also want to research some war-time cake and biscuit recipes and include these in your project book.

Further reading:

Everyday foods in war time: war time recipes by Mary Swartz Rose, 2015. CreateSpace Independent Publishing Platform.

The Street Party Cookbook by Nancy Lambert, 2012. Top That Publishing.

Share your WWI recipes and images at https://uk.pinterest.com/century_stories/world-war-i-recipes/