



Defence **O**f the **R**realm **A**ct **EXPLORERS**

A PLAYFUL RESOURCE
FOR KS2 TEACHERS

LONDON
PLAY

World War One Playtime

Children's Lives on the Home Front

The home front is a rich aspect of understanding World War One heritage. This resource is designed to support teaching and learning about the home front across the KS2 curriculum from History to Art, Drama and Literacy, offering opportunities to inspire pupils across subject areas. This booklet gives ideas for approaching the topic of World War One in a creative and playful way, as well as some key information and research into the World War One Home Front.

Working on a historical topic which relates directly to children's own experiences is a fantastic way to engage them in discussion, debate and critical thinking. This resource aims to help teachers get children thinking and talking about the freedoms and restrictions they experience today, and comparing them with those children experienced 100 years ago.

Included are a range of ideas for encouraging discussion and deeper analysis of resources, followed by different topics relating to the theme of World War One Playtime. Each topic has an introduction, activity suggestion, source material, some further research on the topic and questions for you to start conversations in class.



Defence

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World War One Playtime

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Provoking questions & discussion...

...using historical resources. Share one item of interest with your class - a picture, a postcard, audio, newspaper, or a photograph or an object. The Imperial War Museum's online archive is a great place to source these. Ask students to begin a sentence with:



I CAN SEE... to encourage close observation of the work. Challenge students to keep discovering more and more detail. What questions come to mind when I look at this object/ image?

I THINK... to encourage opinions and ideas about the work, using their imagination to answer why and how they were made. What does it make me think of? What can I compare it to? How does it connect to other things I have seen?



I FEEL... to encourage emotional responses to the work. How does it make me feel? What do I like/dislike about it? Do I feel differently to my classmates?

I WONDER... to encourage further questioning. What factual information does it give me? Who made it? Why, where and when was it made? What is it's opposite? Can I describe what I see?

Gather statements from the children. Select one to start, eg "I think the boy in this photograph is upset." Ask students to respond to each other's statements by 'agreeing' or 'disagreeing' and making a new statement. This discussion can continue, allowing children to gain a deep understanding of the work as a group.



Defence Of the Realm Act EXPLORERS

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1 Defence of the Realm Act (DORA)

The Defence of the Realm Act (DORA) was passed on 8 August 1914 as the lights went out over Europe. It saw the banning of many children's pastimes including flying kites, feeding ducks, lighting bonfires and even whistling. The military could take over any piece of land without the owner's agreement and councils could take over land such as parks and school playgrounds to use as allotments. Newspapers were censored and it was forbidden to discuss the war in public.

As the war continued, DORA became ever more stringent. The government introduced British Summer Time to lengthen the working day; opening hours in pubs were cut; beer was watered down; and customers in pubs were not allowed to buy a round of drinks.

In short, civilian freedoms were crushed, among them children's play: no kite flying, no bonfires, no conkers; and foreign children were interned along with their parents. In wartime, Britain quickly adopted the restrictions it criticised in the states it was fighting, particularly Prussian-model Germany.

This parallels the situation today, with hard-won freedoms relinquished in the name of the so-called 'war on terror'.



The Defence of the Realm Regulations also confer upon the competent Naval or Military Authority the following, amongst other powers:—

1. To take possession of any land or buildings; to destroy any property or do any other act interfering with private rights of property.
2. To have access to any land or buildings.
3. To use land for the training of troops.
4. To stop or divert roads.
5. To require the removal of vehicles, live stock, furniture, fuel or tools from a specified area.
6. To require the removal of inhabitants from specified areas.
7. To require licensed premises to be closed.
8. To direct that all lights visible from the outside of any house shall be extinguished or obscured within specified hours.
9. To require inhabitants to remain indoors between specified hours.
10. To order the removal of suspected persons and to prescribe the areas within which they may reside.
11. To require a census of specified goods.
12. To require the preparation by the person in control of a scheme for destruction of harbour works, gas or electric light or power works, etc.
13. To prohibit persons from having in their possession telephonic, telegraphic or other apparatus for sending or receiving messages.
14. To prevent the embarkation of persons suspected of communicating with the enemy.
15. To require or procure the removal of baggage or other apparatus for signalling.
16. To prevent persons approaching within a specified distance of a camp or work of defence.
17. To prohibit the manufacture and sale of arms, ammunition and explosives.
18. To search ships arriving from abroad for arms, ammunition and explosives.
19. To control the acquisition and disposal of ships.
20. To enter and search buildings, ships, land, vehicles, and other premises at any time, and to seize and destroy things found therein kept or in use in contravention of the Regulations.
21. To stop and search vehicles.
22. To require persons to furnish information.
23. To require the production of any letters or other written messages in the possession of persons landing or embarking in the United Kingdom; and to search any such person or any baggage for such letters or messages, and to examine any letters or messages found on such search.
24. To arrest without warrant persons suspected of acting prejudicially to the safety of the Realm.
25. To require the production of persons.

**SEVERE PENALTIES ARE PRESCRIBED FOR CONTRAVENTION OF THE
DEFENCE OF THE REALM REGULATIONS.**



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Throughout the war, more rules were added, including:

- 9) Power to clear areas of inhabitants
- 13) Power to require inhabitants to remain indoors
- 18b) Restrictions on publications of interventions and designs
- 19) Prohibition against possession of carrier pigeons
- 21) Prohibition against photographing, sketching etc. of naval and military works
- 21a) Prohibition against killing, and or neglecting to hand over or give information as to a disabled carrier pigeon
- 25) Prohibition against signalling
- 12d) Power to prohibit whistling for cabs
- 14e) Power to restrict aliens from going to Ireland



Conkers contains cordite, an ingredient in explosives. Children were encouraged to collect them - around 50kg would earn approximately £23 in today's money. In 1917 around 3,000 tonnes of conkers were collected by Britain's children.

ACTIVITY: drama



In groups of 4-5, give children one of the laws e.g. 'You cannot feed bread to the ducks'

Ask children to create short sketches responding to this rule, imagining that some are children wanting to flout the laws, and some are the authorities trying to enforce the laws. This is a great way to allow children to decide why these laws came about and decide for themselves whether they are fair.





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IT BECAME AN OFFENCE TO:

- talk about naval or military matters in public places
- **spread rumours about military matters**
- **buy binoculars**
- ring church bells
- **trespass on railway lines or bridges**
- melt down gold or silver
- **use invisible ink or other secret means of communication**
- buy brandy or whisky in a railway refreshment room
- **light bonfires or fireworks**
- give bread to horses or chickens
- **photograph military bases or try to get information from military personnel**
- own or use equipment relating to phones or telegraph without a permit
- **keep a homing pigeon without a permit.**
- use a flagpole or any other equipment that could be used for signalling

Shops had to close at 8pm and lights had to be put out or kept to a minimum

DORA GAVE GOVERNMENT THE POWER TO:

- Impose strict controls on firearms, chemicals and even film for moving pictures or photography
- **Take over any land, factory or workshop that it wanted to**
- Allow the military to take over land.
- **Councils could also take over land that was not being used for food production and grow crops on it**
- Try any civilian breaking these laws
- Censor newspapers

ACTIVITY: PHSE

! Show children a poster of Article 31 (UN rights of the child). Ask children to compare these rights with the restrictions on children 100 years ago. Do they think children during World War One had these rights? Do they think they currently have these rights? What could they do to ensure their rights are protected?

QUESTIONS FOR DISCUSSION

- ?
- Do we have any rules today that you disagree with?
 - Why do you think the government made these laws?
 - How would you feel if you had to abide by these laws? Could you do it?



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2 Play, games and toys

During World War One, many Victorian games were still popular, such as Hoop and Stick, Skipping and Five Stones. As war broke out, more military toys became popular as children took to games involving imitation.

Toy guns were so realistic that, under the Defence of the Realm Act, a permit was needed to sell them or risk a £5 fine. In play, children often like to imitate real life, and toy soldiers became popular. Toy soldiers are a natural development of an age when a child's admired father is dressed as a soldier, so male children were imitating their male role models. However, there were no toy dolls of land girls, munitions workers, or ambulance drivers.



Teddy bears had been a new craze in the early 1900s. The German toymaker Richard Steiff made the finest bears of all but when war broke out, German teddies became unthinkable. British toymakers rushed to make patriotic British bears instead.



By 1914, people could buy Christmas crackers decorated with Dreadnoughts (British battleships). Shops offered toy machine guns and a board game about sinking German submarines, called 'Kill Kiel'.



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This doll, called the 'Unconscious Doll Exerciser', is modelled upon a First World War soldier. It was invented by a bodybuilder to help British children build up their physical strength through play. The Times reported in 1915 that profits from the doll's sale would be given to the British Red Cross and the Order of St John. (IWM)

QUESTIONS FOR DISCUSSION



Why do you think there weren't any dolls made that looked like munitions workers or similar jobs?



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3 Boy Scouts and Girl Guides

Children were mobilised for the war effort through organised uniformed youth groups. Groups such as the Boys Brigade, Girl Guides and Boy Scouts threw themselves into the war effort. Three key behaviours were encouraged in children: self-discipline, obedience and self-sacrifice.

Boys and girls were kept separate as the intention was to teach boys to be men and girls to be women with defined roles. However, the goals were similar, to prevent moral degeneracy through self-sacrifice, discipline and obedience; trained to be useful citizens to give service to their country.

QUESTIONS FOR DISCUSSION



- What do you think are the key behaviours you are encouraged to have today? How do they differ from 100 years ago? Why do you think that is?
- A Head teacher at the time said 'Duty and Sacrifice' are two of the greatest words in the English language. Would your Head teacher agree?
- Why do you think boys and girls were kept separate and given different roles and responsibilities?
- Why do you think shooting practice was stopped in the Boy Scouts after the war?
- Do you think the Boy Scouts were being trained up as young soldiers?

ACTIVITY: PHSE



Ask children to look closely at a photograph of children working as Guides or Scouts. Ask them to 'step-in' to the photograph and take up the positions of the people in the picture. Interview each of them and ask what they are doing and how they feel.



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Boy Scouts

Formed in 1908 by Robert Baden-Powell, an officer in the British Army. He didn't agree with military practices with boys, but liked the idea of woodcraft for building character. He put emphasis on tracking skills and believed character training was needed for boys who had not been privileged enough to go to public school. He was seeking social inclusion where everyone works hard for the interests of the nation.

Camping trips and adventures appealed to urban living boys and scouts became very popular. At outbreak of war there were 153,000 Scouts.

For the home, boys were trained to do tasks for their mothers without being asked and not to complain about shortages of food.

The children dressed in uniforms and performed drills, sometimes with guns, often led by soldiers. Groups claimed not to be militaristic. Baden Powell always made clear that his boys were peace scouts, not war scouts and so refused the offer for such groups to come under war office control. Despite this, scouting always stressed service - to the country and to the empire, and so part of the preparedness was about preparing children to be serviceable in wartime.

Before the war, some scouts did rifle training, learning how to shoot and even entering shooting competitions. It was believed to instil discipline and be character building. This practice stopped after WW1.



Boy scouts cultivating vegetables



Boy scouts washing up cups and plates at the YMCA



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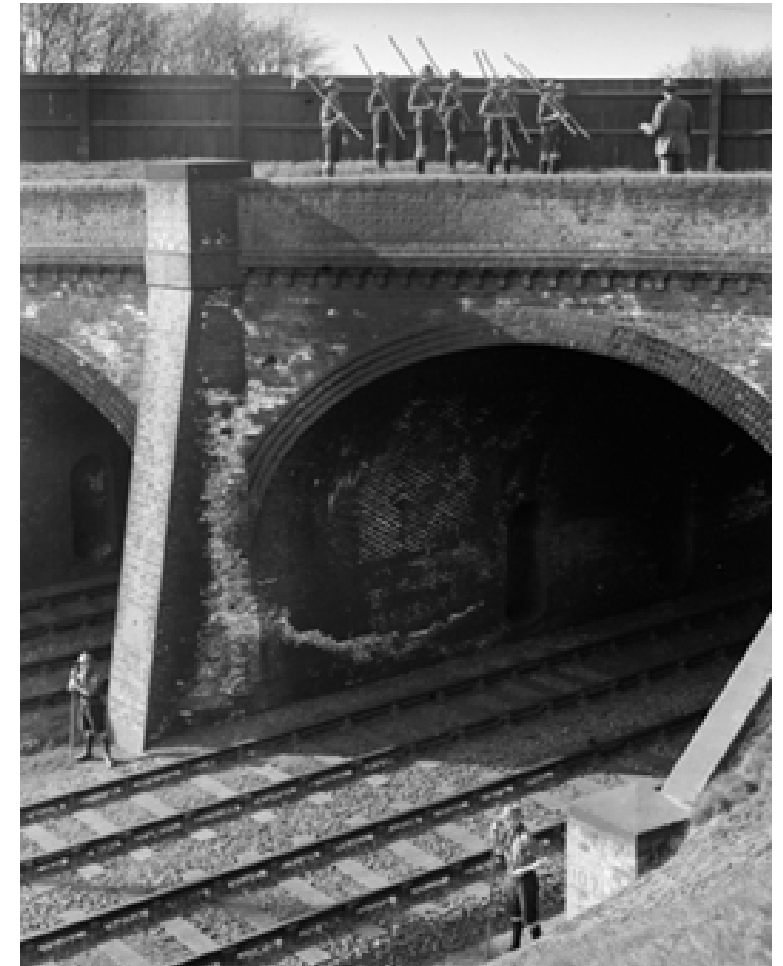
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Baden Powell suggested that the work of boy scouts would include:

- a) Guarding and patrolling bridges, culverts, telegraph lines, and reservoirs against damage by spies.
- b) Collecting information as to supplies, transport etc., available.
- c) Handing out notices to inhabitants, and other duties connected with billeting, commandeering, warning etc
- d) Carrying out organised relief measures amongst inhabitants
- e) Carrying out communications by means of dispatch riders, signallers, wireless
- f) Helping families of men employed in defence duties, or sick or wounded etc
- g) Establishing first aid, dressing or nursing stations, refuges, dispensaries, soup kitchens etc., in their clubrooms
- h) Acting as guides, orderlies, etc



Boy Scouts working as ambulance bearers



Boy Scouts on guard by a train track and bridge



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Girl Guides

The Girl Guides Association was formed in 1910. During the First World War, Girl Guides took on many roles. They packaged up clothing to send to British soldiers at the front, prepared hostels and first-aid dressing stations for use by those injured in air raids or accidents, tended allotments to help cope with food shortages, and helped at hospitals, government offices and munitions factories.

The war had a transformative effect on the lives of girls and young women as they proved their worth, leading to more acceptance that they could contribute to the defence of the nation.

Girl Guide aims were described in a pamphlet as:

1. To make themselves of practical use in case of invasion by being able to find the wounded after a battle; to render first aid; to transport them to hospital; to improvise ambulances, hospitals etc; to make hospital clothes; to cook; to nurse etc.
2. To prepare themselves for colonial life in case their destiny should lead them to such; including camp life, farming, gardening, house-keeping, cooking and so on.
3. To make themselves generally more useful to others and to themselves by learning useful occupations and handiwork, while retaining their womanliness.

It was decided that girl guiding was to be far softer, and a more watered down version of the adventurous activities which had attracted the girls in the first place.



Girl guides play with raid shocked children



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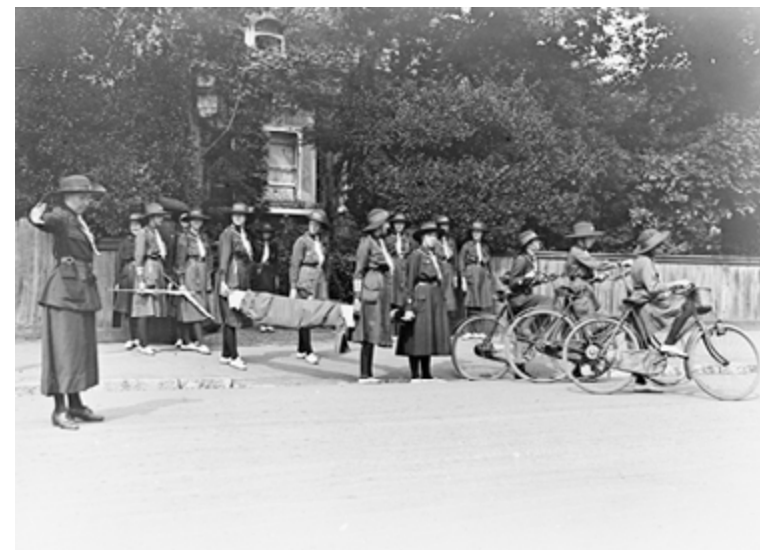
Girl groups were retrained as 'companions' for men. This frustrated many members as the attraction for them was the outdoor life of Scouts. Girl Guides had to do camps inside rather than out for fears over their delicacy. There were also fears from anti-suffragist movements that it would encourage depravity.

Baden Powell did not want girl guides at processions, disapproving of women dressing in a pseudo-militaristic way.

However, at a local level many groups still maintained 'boyish elements', and even had boxing matches to settle disputes between girls.

By 1916 50,000 girls had enrolled as Girl Guides. By 1919 that number had more than doubled to 120,000.

Girl Guides were encouraged to set up their clubhouses as hospitals for the injured. Some schools and groups such as girl guides made clothing, splints and crutches and knitted warm clothes for soldiers.



Girl Guides with a stretcher and other equipment in preparation to provide emergency help after an air raid



Girl Guides tending an allotment



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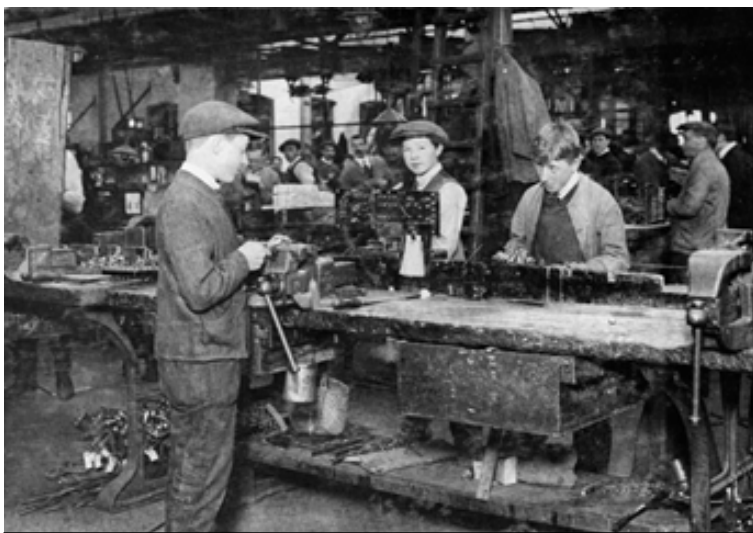
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4 Children at work

In 1911, 148,000 children under 14 were employed in Great Britain. In August 1917, a speaker in the House of Commons said that in three years of war, some 600,000 children had been withdrawn prematurely from school and become immersed in industry, working on munitions, in the fields, and in mines.

Boys and girls aged 12-18 were often employed by hospitals, local authorities and central government, others by collecting and making everything from splints to clothing and bandages for British Troops



The boys in this photograph are young workers at a British aircraft factory.

ACTIVITY: Literacy



Show children an image of boys at work in a factory.

On tables write feelings on paper e.g. happy, sad, angry, excited, bored.

Ask children to move to the table which best represents how the children in the image feel. Ask a volunteer from each table to explain their thoughts and if children change their mind, allow them to move to another table.



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For most people (unless they were rich) childhood ended between the ages of 11 and 14, when boys would have to leave school to work. It was thought that this increased juvenile delinquency as young men became stuck in jobs with no future prospects (as employers would soon fire them for younger boys on cheaper wages). So there was a large rise in unemployment and uneducated teenage boys. School leavers aged 14-16 worked mostly in munitions factories.

The Board of Education mobilised children to inspire their families in the war effort through drives to raise money, conserve food, and serve in the auxillary services. School became a method of spreading advice to the public during the war, covering topics from cooking economically to converting back gardens into allotments.

At Cobourg Road Girl's School in Southwark, children supported the 68th battery RFA. Pupils sent parcels and letters to soldiers every month and received replies.

Some schools made clothing, splints and crutches. Schools in London raised over £500,000 towards the war effort through the war savings campaign - that's £52m in today's money!

In 1917 there was an accident in the munitions factory in Silverwell, East London, killing many children working there.



Students of Gibbons Road School in Willesden, London lining up to donate to a war savings association. The children raised money for several charities, including St Dunstan's Hostel for blinded ex-servicemen and the Blue Cross for the sick and injured.

QUESTIONS FOR DISCUSSION



- If there was a similar war now, what role do you think children would take on now?
- Do you think it was a good idea for children to send and receive letters to soldiers on the front?



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5 Propaganda

When Britain declared war, it had an army of 244,260. By the end of the war, 5,215,162 men had served in the British Army. From 1914-1916, enlistment was voluntary, but from 1916-1918 any man aged 18-41 considered to be medically fit was conscripted.



ACTIVITY: Art

Materials: A2 card, collage materials (fabric/ tissue/ stamps/ feathers), felt pens

In groups of five give each table a poster from Word War One. Ask them to discuss what the poster is trying to tell us, how they catch our attention, and why the poster was made.

Provide groups with modern day propaganda (such a current army adverts). Discuss what has changed and why. Set each group to come up with a propaganda slogan that is punchy and persuasive

Variations - as well as asking children to create posters in the style of WW1 conscription posters, they could create posters aimed at children, or modern day propaganda posters.

See posters made by children from Wormholt Park Primary and Arkswift Primary Academy, White City here <INSERT POSTERS HYPERLINK> and a full lesson plan for the session <INSERT POSTERS SESSION PLAN HYPERLINK>



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This poster was the idea of Arthur Gunn, director of the London-based firm that printed it. Although he enlisted shortly after the poster's publication in 1915, Gunn had felt guilty about not having volunteered. He recognised the persuasive potential of a child's question to a 'shirker' father, but the use of guilt and shame to encourage enlistment proved unpopular.

Considered one of the most iconic images of World War I, this 1914 recruitment poster showed Lord Kitchener, the British Secretary of State for War, wearing the cap of a British Field Marshal appealing directly for people to enlist.





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6 Immigration

Germany invaded Belgium on 4th August 1914, planning to position troops there in order to invade France. This forced Belgian people to flee. It is estimated that 250,000 refugees arrived in Britain during WW1, but many didn't register so it is a rough estimate. 30,000 were children; many were living in Welsh towns.

Belgian children at school

Belgian children did not have to go to school while they were living in Britain.

Relief workers such as Quakers taught Belgian refugees English intended to give refugees independence in Britain.

Belgian children were still taught in Flemish: 'The refugee Belgian children must not be allowed to forget their mother tongue' if they are to be prepared for repatriation.

Like British children, boys were prepared to become soldiers and girls for domestic life as wives, mothers and servants. Belgian teachers were often not recognised as being qualified and many taught unpaid.



QUESTIONS FOR DISCUSSION



- Do you think Belgian refugees were treated fairly?
- Can we draw any comparisons with immigration today and 100 years ago?
- Do you think Belgian children should have gone to the same school or a different school to British Children? Why? How do you think the British children felt about the Belgian children?



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Anti-Belgian feeling



Belgian refugees arriving in Folkestone

The call-up age was older for Belgians than British, which inflamed anti-Belgian sentiment (which was fuelled by some of the national press).

Stones were reportedly thrown at windows of properties where Belgians lived.

There were lots of scuffles and although one British boy was taken to court, it was mostly Belgians who were fined or punished.

In Fulham in May 1916 there were anti-Belgian riots. The poorest Flemish families from Antwerp and Ostend were housed in appalling conditions in the worst slum area of Heckfield Place, but rioting arose from the belief that refugees were given housing, which was then in short supply, in preference to the British. There was

some basis of fact in this perception: some landlords had turned British people out of their homes because Belgians could get financial support to pay higher rents.

One step taken to restore peace was to move Belgian children to Belgian schools, indicating tensions between school children and the need for different schooling and discipline for the Belgians.

It was difficult for Belgians to create a sense of home and identity: trying to have a local sense of place, whilst living as aliens in a foreign land.

Britain had contradicting aims of integration, yet of maintaining Belgian identity. They wanted the Belgians to be self-sufficient whilst in Britain, but to also be sure they would return home after war.



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7 Action on the home front

For the first time in British history, Britain was attacked from the air. Aviation was still very new, and bombings from aeroplanes and Zeppelins transformed it from something exciting, into something terrifying. Although the threat on the home front was not as bad as it later became during WW2, there were 106 air raids in Britain between 1915-1918. There were 5,611 casualties and 1,413 deaths due to air attacks over this period.

Aeroplane raids were a serious threat to schools. On 12 June 1917 a bomb fell on North Street School in Poplar, killing 18 and injuring many others.

London's councils were torn over whether to send children home during an air raid or to keep them in school. Eventually it was decided that the risk of sending 650,000 children out into the street was higher than the risk of one of the 1,000 schools in London being hit.

Schools kept students in school and tried to keep them calm through singing and

storytelling, which seemed to work during a traumatic time.

There was an increase in nervous conditions in children during air raids.

QUESTIONS FOR DISCUSSION



What would calm you down if you could hear bombs overhead?

How would you help to calm your classmates?

Would it be better to stay in school or to go home?

ACTIVITY: History



Inform children at the beginning of class that at some point in the lesson an air raid will sound (either a sound clip or vocalised by the teacher) Designate the four corners of the room as:

- An underground station
- A stranger's cellar
- Your school
- A church or holy place

When the alarm sounds, children must move to a chosen corner of the room. Once they have decided, ask a volunteer from each corner to tell the class why they chose to hide there. Allow children to move if they hear a point of view that changes their mind.



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Some 500 civilians died from Zeppelin attacks. German Zeppelins flew high at 4,600 metres, compared with British planes which flew at 1,300 metres. With better British searchlights developed during the war, it became easier to shoot down Zeppelins.

Germans U-boat warfare meant supplies coming to England were sunk without warning. Rationing was introduced in 1916.

How did children feel about air raids?

'I was scared and excited at the same time. Scared in case the German aeroplanes came down in air raids and lots of soldiers got out and killed us all, excited because there were so many people in our house'

Minnie Courley

The Children's War, Rosie Kennedy

'Those nights held for the two of us all the fun of midnight picnics, and my hopeful question, as I was tucked up in bed, would always be 'do you think there'll be an air raid?' In the morning on our way to school we hunted for bits of shrapnel to pass from hand to hand round the class, and we would swap stories of the night's doings like any grown-up.'

Kathleen Betterton

The Children's War, Rosie Kennedy



Zeppelin over Picadilly Circus by Andrew Gow (IWM)



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9 Literature

Children's literature was also used as a tool for propaganda, with nursery rhymes reinforcing the idea of Germans as enemies. Stories offered a way of suggesting children could help with the war, as even your neighbour could be a spy, so children could take part in some amateur sleuthing.

The girls who appear occasionally in boy's fiction prior to the war are delicate and sensitive, and rarely get to take part in any of the action. However, female authors writing for girls took advantage of the changing social climate in which some women were taking opportunities for more varied work. Heroines in these stories worked the land, in factories and as ambulance drivers; for example *Munition Mary* (1918).

The Children's ABC of the War (1914)

A stands for Austria, where first was hurled

The bomb that was destined to startle the world

B is for Belgium, brave little state

So valiant for Honour so reckless of fate.

C's for our colonies, loyal and true

Bringing help to their mother over the blue...

Z is for Zeppelin floating on high, laden with bombs to drop from the sky. Are you afraid of it? No, not I!

Wartime Nursery Rhymes

Nina McDonald

Dedicated to the Defence of the Realm Act, it was thought that it was good that certain facts of the war should be impressed upon the minds of children. There is no better means of impressing them than by nursery rhyme, which remain with us beyond childhood and into our old age.

The main hope here was that children would learn to hate the German enemy and fight for their destruction.

Try this skipping rhyme with your class
<INSERT SKIPPING GAME HYPERLINK>



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Further reading for children

Children's magazines

- *The Boy's own paper*

(Arthur Conan Doyle and W.G. Grace wrote articles in here regularly)

- *The Captain*
- *The Boy's Friend*
- *Boy's Herald*
- *Marvel*
- *Magnet*
- *Gem*

Pre-war (1910-1914) in many of these magazines were stories where Germans tried to invade Britain but were scuppered by Boy scouts, schools boys or heroes such as Sexton Blake.

The idea of Germany as enemy was already set up. The empire was portrayed as a source of inspiration and adventure to young people in Britain.

Children's books

The Story of World War One

Brassey, Richard (2014)

UK: Orion Books

Horrible Histories: The Frightful First World War

Deary, Terry (1998)

UK: Scholastic

Charlotte Sometimes

Farmer, Penelope (1969)

GB: Chatto and Windus

Wartime Nursery Rhymes: A First World War Collection.

McDonald, Nina (1918)

London: George Routledge and sons

How can a Pigeon be a war hero?

Turner, Tracey (2014)

London: Macmillan in association with IWM

Archie's War

Williams, Marcia (2009)

London: Walker Books

With the French at the Front

Francis Brereton (1915)

Munition Mary (1918)

Wartime Nursery Rhymes

Nina McDonald



Defence Of the Realm Act EXPLORERS

A PLAYFUL RESOURCE
FOR KS2 TEACHERS

LONDON
PLAY

Further reading for teachers

Publications

Economic Effects of the World War upon Women and Children in Great Britain.

Andrews, Irene Osgood (1921)
London: Oxford University Press

The First World War one the Home Front.

Charman, Terry (2014)
London: Carlton Publishing Group

*Manuals of Emergency Legislation:
Defense of the Realm Act Manual
July '16 - February '17 Great Britain*

Cook, Sir Charles Archer & Pulling,
Alexander (1917)

The Children's War

Kennedy, Rosie (2014)
Basingstoke and New York: Palgrave
Macmillan

The Lore and Language of School Children

Opie, Peter & Opie, Iona Archibald (2000)
New York: New York Review Books

*Belgian Children's education in Britain and
The Great War History of Education*

Storr, Katherine (November 2003)
Researcher, no.72.

Useful links

Imperial War Museum Archive

10 ways children took part in the first world war

Photos from the Home front

10 surprising laws passed

Photos of 1st world war London

BBC History

How did children help the war effort?

Guardian

Daily Mail