

Remembrance is...

Ideas for school assemblies and pastoral sessions

Remembrance isn't the same everywhere, or for everyone. It can mean different things to different people. This year the Commonwealth War Graves Commission want schools and their communities to explore what Remembrance means to them.

What is 'Remembrance'?

At different times throughout the year, different countries will remember those who fought and died in the world wars.

In Australia, 25 April is ANZAC Day, a significant day of 'remembrance' linked to the landings in Gallipoli in 1915. In East Africa, they 'remember' on 25 November – the date on which the First World War ended there in 1918.

However, on 11 November every year, countries across the Commonwealth mark 'Armistice Day'. On this day in 1918, the guns fell silent on the Western Front, starting to bring the First World War to an end. In the UK, the nearest Sunday is known as 'Remembrance Sunday', when many will pause to remember those who died in the First World War and in all conflicts since then.

This year, we want school communities to consider what remembrance means to them. We have created [a short film](#) to explore the theme of 'Remembrance is...'. We have interviewed people from across the globe, asking them to sum up what remembrance means to them. The aim is to show that remembrance is something which is different to each person – and that it is something which is still important and relevant to many people today.

These suggested activities encourage young people to reflect on what remembrance means today. These activities can be differentiated by the class teacher to be suitable for pupils of all ages.

Remembrance Assembly

The video can be used as an element of a remembrance assembly on the theme of **Remembrance is...** To introduce [the film](#), you could talk about:

<p>The origins of 'remembrance' in the aftermath of the First World War</p> <ul style="list-style-type: none"> • On the 11 November 1919, the Empire commemorated the first anniversary of the end of the First World War • The 11th November became known as Armistice Day • At 11am the nation would stop and remember those who had died. This was the time at which the fighting stopped on 11 Nov 1918 • A two-minute silence was introduced • Poppies became the symbol of remembrance. These had been amongst the first flowers to grow on the former battlefields • After the Second World War, Remembrance Sunday was introduced to remember the dead from both world wars • After the First World War, cemeteries and memorials were built to remember those who had died during the war. Today the CWGC maintains war graves and memorials at more than 23,000 locations in 153 countries 	KS 2/3
<p>How and what we remember</p> <ul style="list-style-type: none"> • Poppies are worn as a symbol of remembrance. These had been amongst the first flowers to grow on the former battlefields of France and Belgium after WW1. It was first suggested as a flower of remembrance in 1918 • At 11am on 11 November the nation stops and remembers those who had died in the World Wars. This was the time at which the fighting stopped on 11 Nov 1918. • On the second Sunday in November, parades, church services and acts of remembrance take place on 'Remembrance Sunday' • A two-minute silence takes place to remember all those who served and died in the World Wars and in wars and military operations since then • The CWGC commemorated more than 1.7 million people who died in the World Wars. 	KS 2/3
<p>Different ways to remember</p> <ul style="list-style-type: none"> • Wearing a poppy. This idea was introduced in 1918. Other countries use different flowers: France has the corn flower, Germany has the forget-me-not, India has the marigold, Belgium has the daisy, Australia uses sprigs of rosemary. The CWGC Tribute includes many of these flowers of remembrance • Church services and parades on Remembrance Sunday. Former soldiers and members of the community will come together to remember those who fought and died often at a local war memorial or cemetery 	KS 3/4

<ul style="list-style-type: none"> • Cemeteries and Memorials. These were created after the World Wars to commemorate those who had died. The CWGC maintains war graves and memorials at more than 23,000 locations in 153 countries across the globe. • Rolls of Honour. Many schools, groups and organisations maintained lists of those who fought and died. These Rolls of Honour can be found today in school halls, churches and in civic buildings • Art installations. During the centenary of the First World War, art works from films and paintings to sculptures were used to encourage people to remember. Most famous of these were the poppies at the Tower of London and the Peter Jackson film <i>They shall not grow old</i> 	
<p>Who we remember - local stories of those from the school, or local area who fought and died</p> <p>The CWGC maintains a database of more than 1.7 million people who died in the world wars. This database can be searched via cwg.org You can discover those from your community who died during the world wars.</p> <p>Our 'How to research...' guides will help you or your pupils discover more about these individuals and who they were.</p> <p>Use the CWGC For Evermore: Stories of the Fallen portal to explore stories of those we commemorate and find stories to share over the remembrance period.</p>	KS 2-4

Pastoral Sessions

These can be used either as a follow up to an assembly, or as a stand-alone activity.

Option 1- Words

1. Think about and discuss what the word 'Remembrance' means.
2. Consider what do we mean by Remembrance at this time of year. This could be introduced by the teacher or take the form of short discussion in small groups, depending on the age and awareness of the young people.
3. Play the [CWGC 'Remembrance is...'](#) video. This will introduce the idea that remembrance means different things to different people.
4. As a class, or in pairs or small groups, reflect on which comments from the film you remember the most. Consider why they stand out, was it: what was said? who said it? or the meaning behind it?
5. Give each pupil a CWGC Tribute wreath (see image below – printable version on the final page) or pupils could draw a version themselves. These wreaths are made of the flowers of remembrance from each of our member governments.
6. Each pupil should then write the words 'Remembrance is...' on the tribute, followed by a word or a short sentence which explains what remembrance means to them.
7. Create a display on a noticeboard or window in the classroom with all the different comments as to what 'Remembrance is...'
8. Use the hashtag #Remembranceis to share your tributes and displays with CWGC on social media or email your pictures to education@cwgc.org We will be creating a collage of the tributes written by young people from across the globe.



Option 2 - Images

1. Think about and discuss what the word 'Remembrance' means.
2. Consider what images we associate with Remembrance at this time of year. This could be introduced by the teacher or take the form of short discussion in small groups, depending on the age and awareness of the young people.
3. Play the [CWGC 'Remembrance is...'](#) video. This will introduce the idea that remembrance means different things to different people, but also what images are often associated with remembrance.
4. As a class, or in pairs or small groups, reflect on which images from the film you remember the most. Consider why they stand out, was it: what it symbolises? who it is associated with? or the meaning behind it?
5. Give each pupil a CWGC Tribute wreath (see image below – printable version on the final page) or pupils could draw a version themselves. These wreaths are made of the flowers of remembrance from each of our member governments.
6. Each pupil should then write the words 'Remembrance is...' on the tribute, followed by an image which shows what remembrance means to them.
7. Create a display on a noticeboard or window in the classroom with all the different images as to what 'Remembrance is...'
8. This could also be set as a homework task to create an image, photo montage or drawing on this theme.
9. Simple use the hashtag #Remembrancel to share the tributes and displays with CWGC on social media or email your pictures to education@cwgc.org We will be creating a collage of the tributes created by young people from across the globe on our website.



Option 3 - Stories

1. Think about and discuss what the word 'Remembrance' means.
2. Consider who we 'remember' at this time of year. This could be introduced by the teacher or take the form of short discussion in small groups, depending on the age and awareness of the young people.
3. Visit the CWGC [For Evermore: Stories of the Fallen](#) portal to explore different stories of those commemorated by the CWGC.
4. As a class, or in pairs or small groups, reflect on which stories from the portal you remember the most. Consider why they stand out, was it: what it symbolises? who it is associated with? or the story behind it?
5. Give each pupil a CWGC Tribute wreath (see image below – printable version on the final page) or pupils could draw a version themselves. These wreaths are made of the flowers of remembrance from each of our member governments.
6. Each pupil should then record the name of the individual they are remember with a short summary of who they were. They might also add a picture of them.
7. Create a display on a noticeboard or window in the classroom with all the different images as to who we remember.
8. This could also be set as a homework task to research a family member, or local person who died in the World Wars.
9. Simple use the hashtag #Remembrancel to share the tributes and displays with CWGC on social media or email your pictures to education@cwgc.org We will be creating a collage of the tributes created by young people from across the globe on our website.



