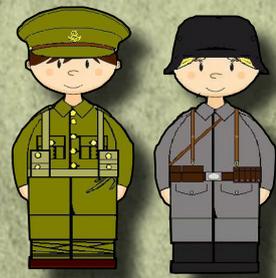


# WW1 Lesson 1

## Love your Neighbour

### UK Aid and Germany



#### Lesson Objectives

- To know some of the ways that people were supported during the First World War.
- To compare the aid given in the UK and in Germany.
- To reflect on how you can show love to your neighbour during wartime.

#### Resources

PowerPoint presentation  
Resource sheets 1A, 1B, and 1C.  
Sticky notes. Timer for a 30-second countdown.  
Fact sheets 1A and 1B

#### Introduction

Ask what the pupils already know about WW1. Take a brief overview of the pupils' previous knowledge. Repeat by asking what the pupils already know about The Salvation Army. Explain that The Salvation Army is a Christian church and charity. Members of The Salvation Army believe in helping their fellow man, and this is how they show God's love. The Salvation Army started in 1865 so it was well established by the outbreak of WW1. It uses a lot of military terms like 'soldier' and 'officer' but its war is a fight against evil.

Explain that for the next few sessions we will be exploring the effects that WW1 had on military servicemen and how The Salvation Army tried to support them. Highlight that The Salvation Army worked in partnership with The Red Cross. As an organisation it was not as large as others, but that didn't deter The Salvation Army from doing all it could to support the soldiers and sailors.

Point to note - there are not many records or photos from 100 years ago so illustrations were often used.

#### Starter

Guess the Bible quote - 'Love your neighbour', which is revealed on the presentation. Give pupils two minutes to discuss with a partner what this might mean. Who is your neighbour? How do you show love to them? Give time for pupils to quickly feed back.  
Share the learning objectives with the class.

#### Main Activity

Introduce the character - Private Tom Barker. Explain that he will be helping to tell the story of a soldier's journey through WW1.

Tom decides to go and join the army. There was one question lots of people were asking during WW1. *How will the boy come home?* Tom might look and behave differently when he returns home. What might happen to change Tom when he goes to war? How might this change him as a person?

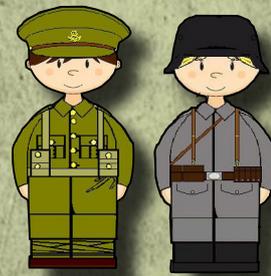


Schools and  
Colleges  
Unit

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He might be physically different when he returns, but he might also be mentally or emotionally changed due to the stress and horror. Take a variety of answers. Give pupils two minutes to record their own ideas on sticky notes and communally stick on to Resource Sheet 1A. - You may require several sheets.

Explain that we will be revisiting this and looking at strategies used to support soldiers and sailors, physically, mentally and emotionally.

Explain how soldiers and sailors - servicemen - were helped in the UK. See Fact Sheet 1A. Check pupils' understanding through questioning. For example - *Why do you think this was important? What effect would this have on the soldiers? How would this make them feel? What might happen if The Salvation Army didn't do this?* The First World War created new needs for the people left behind too. (Slide 17 onwards.) Explain some of the ways The Salvation Army supported people - see Fact Sheet 1A.

Give each pair of pupils a set of sorting cards. Resource sheet 1B. Ask pupils to sort the cards by choosing one criterion from the list on the board. Give the pupils five minutes before feeding back their thoughts.

*Why do you think The Salvation Army tried to help people and soldiers?*

Remind pupils of the Bible quote and reflect whether our views have changed. During WW1, who was seen as 'your neighbour'? Ask for three examples of showing love to your neighbour.

The Salvation Army is based around the world, and this includes Germany. There it is called Die Heilsarmee - The Healing Army. There are few records of what happened in Germany during WW1 as many were lost during the bombings of WW2.

Explain how Germany was helped by The Salvation Army. See Fact Sheet 1B. While they are listening, encourage pupils to identify which sorting cards apply to Germany. Give the partners two minutes to discuss which support was the same and which support was different in Germany. The leader of The Salvation Army at the time was called General Bramwell Booth. He had a dilemma because Salvationists were in the military on both sides. All Germans were called upon to be actively involved throughout the duration of the war. For Salvationists in other countries, Bramwell decided that he would leave it to the individual on what their involvement would be in the war. *So how do you show love to your neighbour when you are supposed to be fighting them?* That was a question many Salvationists asked themselves when they enlisted. How can you show love to your neighbour while being at war?

In one letter a Salvationist soldier, writing home to his mum, said, *'I know I must love my enemies but I do not see how I can quite do this, it is very difficult. The world seems so full of hate.'*

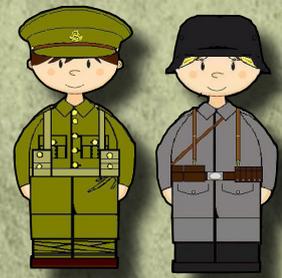
Challenge each pair to explore a 'Love your Neighbour' story - based on genuine First World War stories. Give each pair a story strip, from Resources sheet 1C, with the second part of the story folded over so they don't know how the story was resolved until they have discussed the start of the story. If they finish, pairs can double up to hear another pair's story.



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Review each story and ask for feedback.

Remind pupils of the Salvationist's letter. In a later letter, the same soldier continues:

*On the way back to the trenches I saw a poor German soldier trying to get to his water bottle. He was in a fearful condition. I knelt down by his side. Finding his own water bottle was empty, I gave him water from mine. Somewhat revived, he opened his eyes and saw my Salvation Army badge.*

*His drawn face lit up with a smile, and he whispered in broken English: 'Salvation Army? I am also a Salvationist soldier.' Then he felt for his Army badge. It was still pinned to his coat, though bespattered with blood.*

*I think we both shed a few tears, and then I picked up his poor, broken body and with as much tenderness as possible, for the terrible hail of death was beginning again, I carried him to the ambulance. But he was beyond human aid. When I placed him in the wagon he gave a gentle tug at my coat. Thinking he wanted to say something, I bent low and listened, and he whispered: 'Jesus, safe with Jesus.'*

Ask for pupils' response to the story. How do you show love to your neighbour during wartime?

### Plenary

Read through the learning objectives. Who can talk for 30 seconds on each objective? Ask one pupil to talk about what they have learned for 30 seconds without stopping. Pause the clock and substitute another pupil when there is a pause. Continue till the full 30 seconds has passed. Repeat the challenge for each objective. Point to note - this is meant to be a fun challenge and it is OK if pupils repeat information.

### Follow-up

Pupils to complete pages 1 and 2 in their WW1 booklet.

The themes of this lesson can be explored further by using the Additional Teaching Ideas Sheet.



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