

WW1 Lesson 2

I was a Stranger and you Welcomed me Salvation Army Huts



Lesson Objectives

- To recognise the challenges soldiers faced with their behaviour
- To know some of the activities that happened in a Salvation Army hut
- To reflect on why The Salvation Army tried to help soldiers

Resources

PowerPoint presentation

Resource sheets 2A, 2B, 2C, 2D, 2E, 2F

Fact sheets 2A, 2B and 2C

Drama props to set up the classroom as a Salvation Army Hut - see Fact sheet 2B for list

Food and drink - to be agreed in advance with teacher. Paper towels for spillages

A familiar song - optional

Introduction

Remind pupils of the purpose of these lessons - to explore the effects WW1 had on soldiers and how The Salvation Army tried to support them.

Recap on the previous session. What was the Bible phrase? How was love shown? What were the challenges? Are there any questions about what was covered last time?

Starter

Explain that we are going to learn a new Bible phrase, which is an inspiration for the work of The Salvation Army. Reveal the images on slide 2. It is a long phrase, so challenge the pupils to identify, with support, the six key words: hungry, food, thirsty, drink, stranger, and welcome. Tip - you may wish to start with the second line. When a word is guessed correctly, click on the image to reveal the word. Then show the Bible phrase - *'I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me.'* Ask if pupils have heard this before, then challenge them to guess what this phrase might inspire The Salvation Army to do during WW1. Give pairs two minutes to discuss their ideas, then feed back.

Main Activity

Share the lesson objectives with the class.

Ask pupils to quickly rate their own behaviour. Hold up one hand and demonstrate that five fingers means really well behaved, one is for behaving badly all the time. Discuss how behaviour can change in different circumstances. *What is the rating you would give your behaviour - at home, at school, with your mates? What about when you are tired or feeling sick?* Explain that sometimes our behaviour is at its best when you are with people who know you and who expect the best.



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Ask pupils who supports them with their behaviour; who is part of their support network? Ask: if you are with no one who knows you, can your behaviour slip? Who knows if you are behaving badly if no one knows you?

Recap on last session's examples, based on *How will the boy come home?* Show first image on slide 7. Explain that servicemen faced a lot of dangers, physically, mentally and emotionally, but there was also the opportunity to behave badly too. *How might a soldier behave badly? Are you going back with good thoughts or with bad thoughts?* Take a variety of suggestions and show suggestions on slide. Discuss examples of bad behaviour using Fact sheet 2A to support you.

Introduce two new characters that our soldier will meet. *How did soldiers know they were meeting a Salvationist?*

Explain that The Salvation Army ran huts based in the military camps in the UK and France, and also established huts and canteens as close to the front line as possible. The idea was that the hut was a home away from home, where you could rest and be looked after. The hut was a place to help support soldiers, a place for behaviour worth five fingers, and a place to encourage good thoughts.

Explain that we are going to set the scene for a mini-drama, to explore what it would be like to be in a Salvation Army hut. Use Fact sheets 2B and 2C for information. Take out the hut props, explaining their purpose, and set throughout the classroom, including Resource sheets 2A, 2B, 2C and 2D.

Now that the hut is ready, it is time to prepare the pupils. Give each pupil a character card, from Resource sheet 2E.

Create a class drama based around being in a Salvation Army hut during the Great War. Use Resource sheet 2E as guidance, help structure the drama. Teaching point - keep the letters and postcards for Lesson Four.

After the drama, display the four questions on slide 11. *How did the huts try to help soldiers? What do you think it might have been like for soldiers if there weren't any huts? What do you think was the most important activity in the hut? Why do you think The Salvation Army tried to help the soldiers?* Encourage pupils to make a link with the Bible phrase from the beginning of the lesson.

Ask the pupils to discuss in pairs and then feed back.



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Plenary

Read through the learning objectives. Ask pupils to rate their progress for each objective by holding up their hand and showing their fingers - five means 'objective is achieved', three means 'made progress', and one is 'not achieved'. After each objective is read out loud, select a few pupils to justify the rating they gave.

Finish the lesson by reading the hut chant - Resource sheet 2F - with rhythm and pace. Encourage pupils to join in on the repetitive second line.

Follow-up

Pupils to complete page 3 in their WW1 booklet.

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

