

Red, White & Blue Day 2018

Activity Plan



www.redwhiteblueday.co.uk

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Create Your Own 'Street Party'

Resources

Overview of Red, White & Blue Day PDF

(www.redwhiteblueday.co.uk/downloads/2018/RWB-2018-Overview.pdf)

Remembrance PDF

(www.redwhiteblueday.co.uk/downloads/2018/RWB-2018-Remembrance.pdf)

The End of World War 1 and Street Parties PDF

(www.redwhiteblueday.co.uk/downloads/2018/RWB-2018-The-End-of-World-War-1-and-Street-Parties.pdf)

Red, White & Blue Day 2018 '100 Years Since End of WW1' Video

(www.redwhiteblueday.co.uk)

Objectives

KS1

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- Significant historical events, people and places in their own locality

KS2

- A local history study

KS3

- Challenges for Britain, The Commonwealth, Europe and the wider world since 1901

The First World War (also known as the Great War and World War One) took place between 28 July 1914 – 11 November 1918 in Europe. It was a horrendous four years of fighting.

At 11am on the eleventh day of the eleventh month in 1918 the Great War came to an end. The Armistice, an agreement for peace and no more fighting, was signed by the Allies and Germany.

To celebrate, people in the United Kingdom gathered together in landmark locations such as Trafalgar Square cheering and waving flags. People rushed into the streets shouting, "The war is over!". Church bells rang, including the Bells of Big Ben in London. Celebrations continued for a long time afterwards with street parties being held across the country.

Following the war, street parties really took off. In 1919 street parties were known as 'Peace Teas' and were a treat for children in times of great hardship.

In the years since the end of the war, on the 11th November each year the nation marks the date as 'Remembrance Day' or 'Armistice Day'. We remember all brave men and women, who are killed during various conflicts. We also think about those injured or affected by war. Parades and memorial services are held. People wear poppies and wreaths are placed at War Memorials.

2018 marks 100 years since the end of World War One. To commemorate this occasion, we are going to hold our very own 'street party'. To help organise our 'street party' let's take a look at some of the ideas in the following pages.

A Taste of Home / Ration Pack (Cookery Ideas)

Activity 1:

Bake World War 1 cookies

Resources

Activity 1 'Bake WWI cookies' PDF

Recipe (see below)

Ingredients (see below)

Cooking Utensils – scales, bowl, spoons, baking trays, measuring jug

Objectives

KS1

- Use the basic principles of a healthy and varied diet to prepare dishes

KS2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

KS3

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they can feed themselves, and others, a healthy and varied diet
- Become competent in a range of cooking techniques

Introduction

With over two million men in the trenches during World War One the task of feeding them was huge! Soldiers were issued with 'ration packs' which contained mainly tinned food items such as bully beef along with tea, jam and sugar. Feeding the troops was a huge challenge but no soldier died of starvation.

In their ration packs, soldiers also received biscuits. The Government employed a company called Huntley & Palmer who, in 1914, were the world's largest manufacturer of biscuits. These biscuits were made of salt, flour and water. This meant that they were extremely hard! The troops compared them to dog biscuits. They had to be soaked in water or tea to make them soft enough to eat (edible) otherwise the soldiers might crack their teeth!

The biscuits were called 'Huntley & Palmer Army No.4' biscuits because they were about four inches' square.

Did you know? Some soldiers sent their biscuits home – they made them into photograph frames or carved messages onto them.

Main (Practical)

Remind children that during the war certain ingredients were not easy to get hold of. Although we are not using the recipe for Huntley & Palmer biscuits we are using a recipe that doesn't contain eggs as these would not be freely available and were subject to strict rationing.



Ingredients

110g (4 oz) Butter

55g (2 oz) Sugar

A few drops of vanilla extract

2 1/2 Tablespoons of water

175g (6 oz) Plain flour

Method

1. Add butter and sugar in a bowl and mix well until light and fluffy.
2. Add the vanilla and water, mix together.
3. Add the flour and mix well.
4. Roll out on a floured work surface. Cut into square shapes (like the Huntley & Palmer biscuits) and place on a greased baking tray.
5. Bake for 25 minutes or until golden brown in a pre-heated oven to 150c or Gas Mark 2.

Find out more: www.iwm.org.uk/collections/item/object/30081986

Activity 2:

Bake a Trench Cake (A Taste of Home)

Resources

Activity 2 'Bake a Trench Cake' PDF

Recipe (see below)

Ingredients (see below)

Cooking Utensils – scales, bowl, spoons, baking tin, measuring jug

Pre-prepared trench cake

Objectives

KS1

- Use the basic principles of a healthy and varied diet to prepare dishes

KS2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

KS3

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they can feed themselves, and others, a healthy and varied diet
- Become competent in a range of cooking techniques

Introduction

During the First World War people in Britain would send parcels to their loved ones in the trenches on the frontline. Parcels were not only sent by family and friends but also by strangers and even schoolchildren. Some people would bake a fruit cake known as a 'trench cake'.

What ingredients do we use today to make a cake? Explain to the children that some ingredients were very hard to come by during the war (rationing) such as eggs, so people had to make do with the ingredients they had. The trench cake didn't have eggs in but instead used vinegar and baking soda. This combination reacts together and helps the cake rise.

Does anyone know what vinegar tastes like? It might not sound very tasty using vinegar in a cake! But for the soldiers it was a very welcome treat from home and a break from their very plain diets of things such as tinned food. With all the other ingredients, you couldn't even taste the vinegar.

Not only was it good for the soldiers to have a change in their diet but it was also good for their emotional health, boosting their spirits and making sure they knew that they were not forgotten. How would you feel if you received a parcel in the trenches? (Linked to Morale in Activity 8).



In 2014, to mark 100 years since the beginning of the First World War, the Government released the official recipe so that members of the public could bake and try their own trench cakes, experiencing what soldiers in the trenches would have tasted.

Practical

Display a pre-prepared trench cake. Discuss how it looks and smells. Then cut it open and discuss what ingredients you can see. Cut into small pieces and allow the children to taste the cake. What do you think?

Main

In small groups of four or five, weigh/measure ingredients to make trench cakes to share.

Ingredients

1/2lb flour
4 oz margarine
1 teaspoon vinegar
1/4 pint of milk
3 oz brown sugar
3 oz cleaned currants
2 teaspoons cocoa
1/2 teaspoon baking soda
Pinch of nutmeg
Pinch of ginger
Grated rind of one lemon

Method

1. Grease a cake tin.
2. Rub margarine into the flour in a basin.
3. Add the dry ingredients. Mix well.
4. Add the soda, dissolved in vinegar and milk. Beat well.
5. Pour into the tin.
6. Bake in a moderate oven for about two hours. Check its cooked by inserting a knife into the middle of the cake.

Activity 3:

Instructions to make a cup of tea (Soldier's Ration Packs)

Resources

Activity 3 'How to make a cup of tea' PDF (can be printed for sorting activities)

Teapot

Tea bags

Cups/Saucers

Milk

'WW2 - Making a cup of tea' video from Red, White & Blue Day 2014
(www.redwhiteblueday.co.uk/historic-downloads.asp)

Objectives

KS1 – Year 1

- Write sentences by: saying out loud what they are going to write about

KS1 – Year 2

- Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence

KS2 – Year 3/4

- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

KS2 – Year 5/6

- Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

KS3 – Secondary School

- Writing for a wide range of purposes and audiences, including: applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

Introduction

Tea was an essential part of the British soldier's rations. Water was usually transported to the frontline in petrol tins so the flavour of the tea hid the taste of the water. For the soldiers it was also a reminder of home.

Discuss how your parents, grandparents make a cup of tea at home. Brainstorm ideas. Watch a short video on how to make a cup of tea.



Main

KS1 – Year 1/2

Work with a partner to order the pictures and discuss how to make a cup of tea. Can you explain why a certain step should come first or last? Complete an instruction sentence or two to match the pictures. Think about instructional language such as: First, Next, Then.

KS2 – Year 3/4

Put the pictures or written instructions into the correct order. Can you fill in the instructions that are missing on the sheet? Think about chronological order and instructional language (verbs) such as: stir, add, pour. Could you have a go at writing your own set of instructions for making a cup of tea?

KS2 – Year 5/6

Write your own instructions for making a cup of tea. Make sure you include elements of instruction writing such as: 'How to...' in the title, lists, bullet points or numbering, short/concise sentences and imperative verbs i.e. stir.

KS3 – Secondary School

Write your own set of instructions for the process of making a cup of tea. Consider appropriate chronological order, text structure and instructional language.

Activity 4:

Rationing – Sandwich fillings

Resources

[Activity 4 'Rationing' PDF](#), [Recipe examples](#), [Ration card example](#)

Objectives

KS1

- Use the basic principles of a healthy and varied diet to prepare dishes

KS2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

KS3

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they can feed themselves, and others, a healthy and varied diet
- Become competent in a range of cooking techniques

Introduction

Rationing – There were certain items of food that were extremely difficult to get hold of during the War. This was partly because a lot of food was being sent to the frontline to feed the troops and because less food was arriving by ship as they were targeted by German ships (U-boats) at sea.

This meant that food became expensive and there were long queues outside shops to buy goods. As the war went on (for four years) food became harder and harder to come by.

In 1918, the Government brought in a new law called 'Rationing'. It meant that food was more fairly shared and everyone got what they needed. Rationing included foods such as: Sugar, meat, flour, butter, margarine and milk. Every person was given a ration card, including the King and Queen! The law was very strict and anyone caught being dishonest could be fined or put in prison. Every person had a ration book which gave details of the exact amounts of each food item you were allowed in one week. Here are some examples of what people were allowed each week:

- | | |
|--|----------------------------|
| • 2lb of meat | • 4lb of bread for a woman |
| • 1/2lb of sugar | • Milk - use with care |
| • 1/2lb of fats (including butter and margarine) | • Eggs - no limit |
| • 7lb of bread for a man | • Fruit - use freely |

Lots of people started to grow their own fruit and vegetables. If they had extra leftover they would make jam and pickle to keep for winter.

Main

For our 'street party', we should make some sandwiches to serve people. What could we include in our sandwiches? Think about what we have now and if they would have had these ingredients during the war?

In small groups task children to make different types of sandwiches such as: jam, cheese and pickle and, as a treat, ham (one of the things which were hard to come by!).

End of the First World War (Craft Ideas)

Activity 5:

Make your own bunting

Resources

Activity 5 'Make your own bunting' PDF

White and coloured paper/card

Paint/Pens/Pencils

Ribbon/String

Objectives

KS1

- To use a range of materials creatively to design and make products

KS2

- To improve their mastery of art and design techniques

KS3

- To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials

Introduction

Traditionally people took part in 'street dressing' which means that the people who lived there dressed/decorated the road with various items such as bunting, flags and garlands. Street dressing often took place on national commemoration days such as the Coronation of a King or Queen. This still happens today! The process of decorating the street also took off when it came to organising street parties and has remained a great tradition today.

We are going to make our own bunting to decorate our party.

Paper Creations and Bunting

Encourage children to think about what they have seen in the photo examples on the Red, White & Blue Day website (tanks, boats and planes) and get them to create their own. Also make your own paper bunting. Give children a template of a triangular shaped piece of coloured paper or fabric and when completed join the sections together with ribbon or string and hang up to decorate the event.

Fabric Bunting

1. Children could be given a plain triangular piece of bunting to decorate with fabric paints.
2. Children could choose their own fabric and sew on designs.

Activity 6:

Make your own party hats

Resources

Activity 6 'Make your own hats' PDF

White and coloured paper/card – Cut into long strips

Paint/Pens/Pencils

Objectives

KS1

- To use a range of materials creatively to design and make products

KS2

- To improve their mastery of art and design techniques

KS3

- To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials

Introduction

Traditionally street parties were a formal event, usually with a sit-down meal. These events often celebrated big occasions such as the coronation of a King or Queen. People would dress up in their best clothes. Street parties were a great treat for children, who would make hats to wear for the event.

Main

Each child to be given a long strip of card to decorate. Once decorated the hats will be sized to each child. Children to be encouraged to look at example photos and include aspects in their designs.

Activity 7:

Make your own flags

Resources

Activity 7 'Make your own flags' PDF

White and coloured paper

Straws/Wooden sticks

Paint/Pens/Pencils

Objectives

KS1

- To use a range of materials creatively to design and make products

KS2

- To improve their mastery of art and design techniques

KS3

- To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials

Introduction

As part of the street party celebrations children and adults alike would wave flags and cheer, particularly when celebrating the end of World War One.

People went out into the streets and gathered together at landmarks up and down the country to celebrate the end of the war. There are many photographs from the time which show people cheering and waving flags in celebration.

Main

Children to create their own flags using a variety of materials (collage, paint, pencils etc.). These will be used to decorate the table and for the children to wave. These could be incorporated into the songs.

Encourage children to think about the resources they need to make a flag and how they can ensure their flag is strong to wave.

Activity 8:

Learn World War One Songs

Resources

[Activity 8 'Learn World War One Songs' PDF](#)

[Versions of the songs to listen to](#)

[Back tracking music for each song](#)

Objectives

KS1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS2

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

KS3

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Introduction

During the First World War soldiers would sing songs at every opportunity, this might have been while marching, in the trenches or during periods of peace between battles.

Soldiers sang lots of songs during the war:

- To boost morale
- When they marched
- To join the group together
- To make them feel less fearful
- To help pass the time

There were many very well-known songs that the soldiers would sing, sometimes they would even change the words to the songs to make their own versions. (KS3 – Lyrics were often changed to reflect the dire conditions of life on the frontline. This meant that sometimes the language was quite colourful, comical and at times disrespectful. It was a way of venting their frustrations at the situation).



Music was also a big part of life for those back home. At the time of the World War One there was no television so people had to make their own entertainment.

Singing lifted everyone's spirits.

Main

KS1/KS2

Let's learn some of the choruses of the songs that the soldiers would have sung.

KS3

Learn the choruses and one or two songs in depth.

Songs

It's a long way to Tipperary

Words and Music: Jack Judge and Harry Williams

It's a long way to Tipperary,
It's a long way to go;
It's a long way to Tipperary,
To the sweetest girl I know!
Goodbye Piccadilly,
Farewell, Leicester Square,
It's a long, long way to Tipperary,
But my heart's right there!

Keep the Home Fires Burning

Words: Lena Gilbert Ford **Music:** Ivor Novello

Keep the Home fires burning
While your hearts are yearning,
Though your lads are far away
They dream of Home;
There's a silver lining
Through the dark clouds shining,
Turn the dark cloud inside out,
Till the boys come Home.

Additional

KS2/KS3

Teachers could help children compose their own World War One song either to one of the musical scores already learnt or create your own.

Activity 9:

Games

Objectives

KS1

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

KS2

- Develop flexibility, strength, technique, control and balance

KS3

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games

Blow Football

Resources

Activity 9 'Games' PDF, Straws, Tin Foil/Modelling Clay/Dried Pea, Cardboard, Pencils/Pens/Paint

How to make

Decorate a sheet of card to make it look like a football pitch using pencils, pens or paint.

Roll up tin foil into a ball, use a dried pea or make a ball using modelling clay.

Rules

1. Place the ball in the middle of the table. Two players compete against each other to blow the ball via the straw into the opponent's goal.
2. If you get the ball in the opponent's goal you have scored. First to five goals wins.
3. You must not touch the ball with your hand, straw or anything else! If you do, your opponent gets a penalty. The ball is placed in the middle and the team who didn't touch the ball has the chance to score unopposed.

Hopscotch

Resources

Activity 9 'Games' PDF, Chalk, Marker (i.e. beanbag), Masking tape

How to make

Draw a traditional hopscotch diagram 1-10 in chalk (outside) or use masking tape (inside)

Rules

1. The first player throws a marker (beanbag) into the first square; it must land in the square without bouncing out or touching any of the outside lines. The player then hops through the course, making sure to skip the square with the marker in it.
2. Players hop in single squares with one foot and use two feet for the side by side squares.
3. When the hop sequence is finished, the player continues their turn, tossing the marker into square number two and repeating the pattern.
4. Forfeiting a turn: This happens when a player steps on the line or misses a square when the marker is thrown.
5. Players begin their next turn where they last left off.

Activity 10:

Invitations

(To be done a couple of weeks before event)

Resources

Activity 10 'Invite Template' PDF (can be printed)

Paper

Pens/Pencils

Objectives

Year 1

- Write sentences by: saying out loud what they are going to write about

Year 2

- Writing for different purposes

Year 3 & 4 (Lower KS2)

- Plan by: discuss what they are proposing to write to understand and learn from its structure, vocabulary and grammar

Year 5 & 6 (Upper KS2)

- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar examples as models for their own

Introduction

We would like to invite members of our local community to join us at our 'street party.' Who could we invite? i.e. family, friends, residents of a local nursing home?

When you are invited to a birthday party, what do you need to know? Brainstorm ideas (i.e. name, date, time, where, what is it, who is it from?).

Main

Design and write your own invitation – make sure to include all the relevant information.