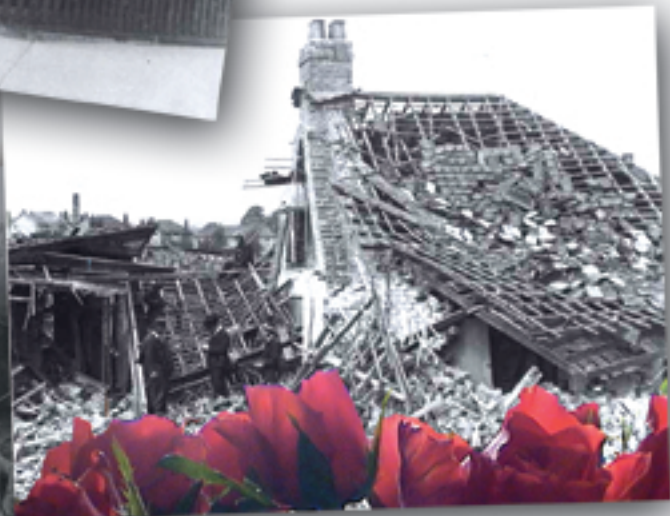


# Their Past...



# ...Your Future



## Their Past Your Future in Sunderland

**Their Past Your Future** is funded by the Big Lottery through the MLA (Museum, Libraries and Archives Council). It is a UK-wide educational project which aims to inspire people of all ages to truly discover the impact of 20th century conflict, and recognise why it is relevant now and in the future. Sunderland City Council commissioned Infinite Arts to research and develop an E-Resource Pack using the council's own photographic collection as a starting point involving pupils, teachers and older people in Sunderland.

### **Sunderland in the Blitz - a photographic archive**

The Local Studies Centre based within the City Library & Arts Centre holds a collection of photographs taken of bomb damage in Sunderland by the Air Raid Precaution (ARP) wardens, during the Second World War. These photographs are unique to Sunderland and Sunderland City Council owns the copyright. A selection of these images has been used previously and published in the booklet 'Sunderland In the Blitz'.

### **Learning objectives**

The activities in the pack are designed to be interesting, thought-provoking and creative. The learning objectives achieved include;

- A deeper understanding of the variety and diversity of people's experiences of war, and of the impact on their lives
- Developing relationships with peers and with people of different generations
- A greater motivation to learn about the past and its relevance to the present and future
- Learning to express themselves in different, creative and enjoyable ways
- Working collaboratively with others as part of a team



Sunderland was one of the most heavily bombed towns in the country during World War 2. There were 35 raids where bombs were dropped. More than 1,000 houses were destroyed and 2,700 badly damaged. 267 people, including 28 serving officers of the Civil Defence, were killed.

**Infinite Arts led workshop sessions with a number of groups in Sunderland. Many of the sessions were inter-generational involving elders and young people talking and working together.**

### **Age Concern**

At Age Concern a group looked at the photos from “Sunderland in the Blitz” and reminisced about life in Sunderland during the war years. They looked at artefacts in a loan box from the Museum and everyone particularly enjoyed trying on the tin hat. Subsequently a number of people have been interviewed for their memories about the Blitz. The Age Concern Social Focus Group has also been involved in matching up photographs from the war years with contemporary images of the same sites and sharing their reflections.



### **Monkwearmouth School**

Pupils from Monkwearmouth School ASDAN (Award Scheme Development and Accreditation Network) programme attended a session at Monkwearmouth Station museum where they had a chance to meet with war evacuees and veterans. They viewed photos of bomb damage in Sunderland and then went out to take their own photos in the centre of town of sites where the bombs had been dropped. Back at school they worked on computers using digital imaging software to create pictures incorporating the old and the new.



### **St Anthony's Girls School**

Pupils from St Anthony's Girls School Digital Photography Group looked at the old photographs and talked about how Sunderland has changed since 1940. They then took their own photographs in the city centre, Tunstall Vale, Fulwell, Hendon, and Monkwearmouth. They used computer software to create effects and one group of pupils created a range of photo collages using old and new images. Another group created a slideshow using the original blitz images set to music.



### **Stadium of Light – GOAL Project**

Twenty pupils from the Stadium of Light GOAL project were involved as part of their ASDAN programme. Ronnie Littlemore talked to them pupils about his experience as an evacuee, and Ken Carruthers told them about the effect of the bombing on Sunderland. The pupils created educational resources for primary pupils including worksheets, puzzles, games, and a slideshow and a map of the bombsites in the city.



The pupils have developed research skills and learned a great deal about the past through their involvement. The project has supported the pupils' involvement in the ASDAN programme promoting social and personal development and leading to an award.

## What's in the pack?

This pack contains lesson plans, worksheets, photographs, and games and includes a CD with images and documents in electronic form.

### Session plans

These are short simple activities which could be completed during one lesson or could be extended to last over a few sessions to form part of a programme of work.

#### Primary sessions

- Ronnie's suitcase
- Snapshots

#### Secondary sessions

- A moment in time
- A place of safety

### Resource sheets

The resource sheets can be photocopied for use in relation to the session plans. These worksheets and documents provide background information, quotes and ideas to support pupils and teachers.

1. An Interview with Ronnie Littlemore
2. Interview Worksheet
3. Memories of World War 2
4. Ronnie's Suitcase worksheet
5. Evacuation Sheet
6. Scenarios
7. Tips for Interviewing
8. Sheet of figures
9. Looking at Photographs
10. How to play the Evacuation game

### Additional resources

- Selected photographs
- Board game - the Evacuation game
- Sunderland in the Blitz – a book of photographs from the past
- CD containing electronic version of the pack



## Acknowledgments

**The Their Past Your Future in Sunderland project involved a range of groups and individuals to whom special thanks are due:**

Age Concern Social Focus Group, Monkwearmouth School, Stadium of Light GOAL Project, St Anthony's Girls School and Tyne and Wear Museums. In addition a number of older people (Cecilia Laverick, Ronnie Littlemore, Ken Carruthers, George and Edie Milburn, Laura Winter, Gibson Hindmarsh, Margaret Wilson, Gordon Newton, Olga Quigley, June Lambton, and Roy Elwin) shared their memories of the Second World War.

### Photo Credits

- Original Images of bombsites in Sunderland – Copyright held by Sunderland City Council.
- Contemporary Images of the bombsites in Sunderland were taken by Infinite Arts and participants from St Anthony's Girls School and Monkwearmouth School.

Photographs supplied in the E-Resource Pack are available to be downloaded, photocopied and used as suggested in the session plans.

### For further information about this project please contact:

Cultural Heritage Development Officer  
City Library and Arts Centre  
Tel 0191 5618413

### The E-Resource Pack is available for loan from;

Schools Library Service  
Sandhill Centre  
Grindon Lane  
Sunderland  
SR3 4EN  
Tel: (0191) 553 8866 Fax: (0191) 553 8869  
e mail: [schools.library@sunderland.gov.uk](mailto:schools.library@sunderland.gov.uk)

### The pack is also available from the following website:

[www.sunderland.gov.uk/theirpastyourfuture](http://www.sunderland.gov.uk/theirpastyourfuture)

**Infinite Arts** was commissioned by Sunderland City Council to develop the Their Past Your Future E-Resource Pack.

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# An interview with Ronnie Littlemore

Ronnie Littlemore (pictured with his mother and older brother) now lives in Monkwearmouth in Sunderland. He has lived in Sunderland for most of his life. When he left school he joined the Merchant Navy and then worked as an engineer until the closure of the shipyards; he is now 73 years old.



Gill Laverick interviewed Ronnie and asked him about the war.

“When I was little we used to live in Bell Street in Millfield. We used to have a brick air raid shelter in our back yard, but we didn’t really like it so if there was an air raid we used to run across to the shelter in the General Hospital. One of the really bad things about the air raid shelters was that they were so boring. It was dark and there wasn’t much you could do. There was a man in the hospital air raid shelter who used to draw pictures of people on the wall with charcoal.”

“One of my first memories is of my mother running to the air raid shelter with me. My hair was on fire because there was an incendiary bomb throwing sparks everywhere and my mother was putting the fire out. I remember a plane crashed into the co-op on Southwick Green, it’s the freezer shop now; Herons.”

“When you came out of the air raid shelter you didn’t know what you were going to find. You didn’t know if your house would still be there.”

“Because of all the bombing I was evacuated when I was five and sent to Carlton in North Yorkshire. I went to school there. I didn’t stay there for the whole of the war though because when the air raids died off a bit my mother sold our radio so that she could get the bus fare to come to Yorkshire and pick me and my brother up. My mother used to sell our clothing coupons to a woman in the street who wanted her daughter to look nice so that we could buy more food. My friends and me used to go around the bombsites on a Saturday to see what we could “find”.”

Ronnie wrote about his experience for the BBC’s website The People’s War  
<http://www.bbc.co.uk/ww2peopleswar/stories/19/a7662819.shtml>

“What a different world! We helped the Army Land Girls with wheat harvesting looked after sheep, pigs and cows. Peace and tranquillity, church on Sundays, no bomb damage. Writing on slate boards with chalk at school.”

“When the bombing of Sunderland eased we returned home, however rationing of food, clothing, coal and furniture continued, what a blessing for our mothers to receive from our Canadian Allies such luxuries as Chocolate Powder and Egg Powder, much appreciated in those austere times.”

# What Ronnie said about....

Read Ronnie's story (resource sheet 1) and then fill in this worksheet

<p><b>Feelings</b></p>	<p><b>People</b></p>
------------------------	----------------------

<p><b>Memories</b></p>	<p><b>Anything else</b></p>
------------------------	-----------------------------

<b>A few questions</b>	
Where was Ronnie evacuated to? (You could look up on the internet to see how far he had to go)	
What did Ronnie do on a Saturday?	
What did Ronnie find different when he was evacuated? Do you think he enjoyed his experience?	
What else would you like to ask Ronnie about his experience?	

## Memories of Sunderland during WW2

A number of older people from Sunderland were interviewed for Their Past Your Future including George and Edie Milburn, Ronnie Littlemore, Cecilia Laverick, Laura Winter, Ken Carruthers, Gordon Newton, Gibson Hindmarsh, Olga Wigley, June Lambton and Peggie Wilson and members of the luncheon club at Age Concern. Not everyone who took part in the interviews had been evacuated during the war; in fact the majority stayed in the city and had to find safety each time the sirens sounded.

**George** reported that he stayed in Sunderland throughout the war even though he could have been evacuated. “My mam didn’t want me to go, but my sister went. She ended up somewhere near Manchester, I think”. The house in Edward Terrace where George lived with his family at the beginning of the war was very close to shipyards, which were the main targets for the German bombers. George’s house was destroyed the same night that Victoria Hall was bombed in April 1941. When the sirens started, George and his family went into the air raid shelter for safety but when they heard the ‘all clear’ they came out of the shelter to find that their home had been destroyed. They had to go and stay in the school in Hendon Road until they could be re-housed. “When there was a full moon you knew you would hear sirens; all the old women used to say ‘Eee, it’s a bomber’s moon’”

**Ronnie** remembered the air raids “When I was little we used to live in Bell Street in Millfield. We used to have a brick air raid shelter in our back yard, but if there was an air raid we used to run across to the air raid shelter in the General Hospital. One of the really bad things about the air raid shelters was that they were so boring. It was dark and there wasn’t much you could do. There was a man in the hospital air raid shelter who used to draw pictures of people on the wall with charcoal. One of my first memories is of my mother running to the air raid shelter with me. My hair was on fire because there was an incendiary bomb throwing sparks everywhere and my mother was trying to put the fire out.”

**Cecilia’s** family had their own shelter “We had an air raid shelter in the back yard. We usually got woken up in the middle of the night and it was pitch black – there weren’t any street lights so we had to be really careful. We had to take our meals into the air raid shelters sometimes. Our air raid shelter used to back onto our neighbours’ and we had a little hatch in the wall so that we could talk to them”

**George and Edie**, like many others, had to use public shelters. Edie remembers going to the air raid shelter at night. “You had to remember to put your clothes and shoes somewhere so you could find them in the dark, then when the siren sounded, you had to all get to the shelter as fast as you could. We used to go to a shelter on the corner of Coronation Street. I remember one night the bombing was so bad the shelter was shaking. In fact it shook so much I fell off the bunk bed.”

**Laura** remembers the people that weren’t able to get to the public shelter “Some people didn’t have space for an air raid shelter and they used to have a reinforced table, made out of iron for them to hide under. If the air raid siren sounded the miners had to stay down in the pit until the all clear sounded.”

Continued overleaf.....



## Memories of Sunderland during WW2

....Continued

**Ken** had vivid memories of the night Binns was bombed. Him and his friends went to investigate and “One of my teachers, Jack Pickering was there with his hosepipe. The firemen were facing the museum. They didn’t have ropes and strings to keep control, just a little notice saying, “Please stand back”

**Gordon** remembered that the bombing was not very accurate “One day a German plane tried to bomb the shipyard but they hit a pond instead. There were fish all over the place. People were taking them home for their tea.”

**Olga** said “My earliest recollection of the war was of the men using smoke machines to help hide the buildings.”

**Anne, Laura and Ann** from Age Concern remembered the Air Raids in Sunderland. “When we heard the air raid siren we used to run to a lady’s house up the road and hide under the stairs. If we couldn’t get there we used to hide under a mattress. I remember being in a shelter once. Me mam used to sit me on her knee and she was shaking like the devil”

“Once when there was an air raid and we stayed in the house though although we often used to sleep in the air raid shelter. Anyway this time we had our windows blown out and the roof was damaged.”

“I remember walking up Roker Avenue with my boyfriend. When we heard the air raid siren, we sheltered in a shop doorway – until the air raid warden came. He said “What are you doing here? Get yourselves in the shelter.””

“My aunty was killed in Roker Avenue. She ran out of the shelter because she had forgotten her purse”

“I remember once there was a land mine on the pier. I was in bed and I didn’t want to get up, that was until I heard a bomb go off. I got up then.”

“When the all clear sounded we used to put on our shoes and our dressing gowns and go to see what the damage was.”

### Children’s playground?

Children who stayed in the city had a lot of freedom to roam around the bombsites. Ronnie remembers going around the bombsites on a Saturday to see what they could find and George says “We used to poke about in the bombsites to see what we could find. One of my mates found a rusty old 45 but he couldn’t pull the trigger. It was a good job really”

### A place of safety?

There were lots of places to shelter in the city when the bombers came, but even the Air Raid Shelters were not always safe. To find out what happened at Lodge Terrace Air Raid Shelter on 24<sup>th</sup> May 1943 go to

<http://www.bbc.co.uk/ww2peopleswar/stories/92/a3541592.shtml>

# Ronnie's Suitcase

Ronnie is being evacuated, what should he take in his suitcase?

Write the name of the item to take and then tick to show how necessary you think it is.

To take	Essential	Useful	Extra

What could you definitely not take?

# Evacuation during the Second World War

## Why was it important for people to be evacuated during WW2?

The British government were afraid that British cities and towns would be targets for bombing raids by aircraft. During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. People, especially children, were evacuated for their own safety. It would have been too dangerous for them to stay in places where the bombs land on their homes and schools.

## When did evacuation take place in Britain?

The first official evacuations began on September 1 1939; two days before the declaration of war. A second evacuation effort was started after the Germans had taken over most of France. From June 13 to June 18, 1940, around 100,000 children were evacuated (in many cases re-evacuated). When the Blitz began on 7 September 1940, children who had returned home or had not been evacuated were evacuated. London's population was reduced by a little less than 25%.



## Who was evacuated?

Schoolchildren (827,000) and their teachers (103,000)

Mothers with children under five (524,000)

Pregnant women (12,000)

Some disabled people (7,000)

## What clothes did children take with them?

The government recommended that in addition to their gas mask and identity card the evacuees took the following items:

<b>Boys:</b>	<b>Girls:</b>
2 vests 2 pairs of pants Pair of trousers 2 pairs of socks 6 handkerchiefs Pullover or jersey	2 Vests 2 Pair of knickers Petticoat 2 pairs of stockings 6 handkerchiefs Slip Blouse Cardigan
<b>What else could they take in their suitcases?</b>	
Overcoat or mackintosh Comb 1 pair of Wellington boots Towel Soap Facecloth Toothbrush	Boots or shoes Plimsolls Sandwiches Packet of nuts and raisins Dry biscuits Barley sugar (rather than sugar) Apple

## **Hurricane**

You live on the South West coast of the United States of America. You hear this official message on your local radio station. "A hurricane is expected to make landfall late Friday evening or early Saturday morning, affecting your area. This official message to residents is urgent: listen to the directions of local officials; prepare to evacuate if told to do so."

**What do you think you should do? What will you take? Where will you go?**

## **Flood**

You live in the low-lying area of the fens in East England. Your area has been on Flood Watch for a week and you have already been asked to;

- \* Monitor local news and weather forecasts.
- \* Be aware of water levels near you.
- \* Check on the safety of pets and livestock.
- \* Charge your mobile phone

Now you are issued with a Severe Flood Warning!  
Flooding of homes and businesses is expected. In some places severe flooding is expected. There is extreme danger to life and property. Act now!

**What do you think you should do?**

## **Nuclear disaster**

You live in a city close to a nuclear plant. You hear this message on the local radio station: "An accident has occurred at the Nuclear Power Plant. One of the atomic reactors has been damaged. Aid will be given to those affected and a committee of government inquiry has been set up."

You are worried because many of your family and friends work at the plant. You are told that damage and radiation are localised and you will only need to be evacuated for a few days so you are not supposed to bring many things with you. However, you understand that there's no such thing as a temporary radiation leak and you fear that you may never be allowed to return to your home.

**What will you try to rescue and bring with you during the evacuation?**

**Interviewing someone who is older than you can provide a good source of information for you to learn. It's not all one-way as the older person often learns from you and also have a chance to reminisce and have their memories valued.**

## **Before the Interview**

Make a list of questions you plan to ask. What would you like to learn about?

Get together everything you will need to do the interview. Items might include paper, pens or pencils and a tape recorder or digital voice recorder. You might like to use things to help the person you are interviewing remember; you could get a loans box from the library or museum or use some of the photographs on the CD.

If you wish to record the interview you'll need to get permission in advance from the person you are interviewing. If you record it, don't forget to label the tape or digital file with the date and the name of the person. Even if you do record the interview, you should also take notes so that you'll remember important points (and just in case your recorder stops working at a crucial moment).

## **During the Interview**

At the beginning of the interview, ask when and where the person was born. This will save you from having to backtrack and figure out dates later.

Don't interrupt or correct the person you are talking to. People sometimes remember things incorrectly. Don't worry, you can check dates and facts later. The important thing is to hear about the person's impressions and feelings.

Listen carefully and be ready to respond. Something the person says may inspire you to ask a question you hadn't planned.

Let the person have plenty of time to talk. But if they start to ramble, try to get them back on the subject by asking one of the questions you prepared.

## **After the Interview**

Thank your subject at the end of your meeting and you could write a thank-you note.

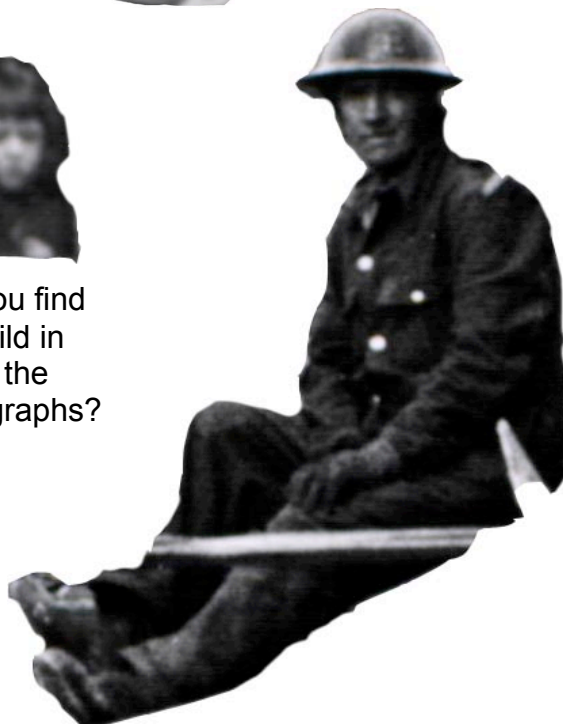
If you recorded the interview, listen to the recording. Write down important points and interesting quotations. You may need to listen again and again to get each quotation written down. Look back over the questions you prepared before the interview. Did the interview help to answer them?

## Figures for Snapshots

Here are some people who are in the photographs. Copy the sheet and cut out the figures to use in the session about Snapshots.



Can you find  
this child in  
one of the  
photographs?



# Looking at photographs

A photograph is a snapshot of time – a moment in history - frozen. It tells us something about what was going on at that moment. But it doesn't tell us the whole truth, and it doesn't tell us the whole story. We only see what the photographer chose to capture. In order to interpret the events that appear in any photograph, we have to use our imaginations to think about...

## the photo....

What is going on in the photo? Where was it taken? When was it taken?

## the photographer.....

Who do you think took the photo? Where did they come from? Where were they going? Why did they click the shutter at that moment?

## the timeline.....

What could have been happening before the photo was taken? What might have happened next?

## the people who were there.....

If there are people in the photo - Who do you think they are? Are they central to the story? Were they just passing by and peripheral to the photographer's main subject? Do you think they knew they were being photographed? Were they willing to be photographed? Is the photo telling a story? Is it making a political statement?

What **doesn't** the photograph tell you about the scene – think of the other senses, hearing, touch, smell, movement - think of the emotions which may have been present.

## A few exercises – pick a photo to focus on

- Can you imagine what was going on outside the frame - beyond the edges of the photo. Who or what might be just outside the shot?
- Imagine if you were seeing a moving image instead of a still photograph. What type of movement might be going on? Would it be fast or slow?
- Finally imagine the moment just after the photograph has been taken, the shutter is released and everything moves again. What might have happened? What did the people do next? Where did the photographer go next?

## Some more activities

IMAGINE you were the photographer who took one of these images of bomb damage in Sunderland. WRITE a letter to a friend telling them about the work you did today and why you took this photograph. Don't forget to write about things that weren't in the photograph – like feelings, smells sounds etc.

Try to alter the photograph to include some reference to the present day – you could do this through collage or digitally.

A photographer is first and foremost a witness. ... I tell story, I describe the world, and I try to analyse it, to make it more accessible.

...Whereas the artist modifies reality, I try to show it as it is.

*Yann Arthus Bertrand*

What reinforces the content of a photograph is the sense of rhythm – the relationship between shapes and values.

*Henri Cartier-Bresson*

Go for the gut. Make a strong statement. Challenge your viewers' intellect and sensitivities. When people love it or people hate it, THEN you know that it works.

*Joe DiMaggio*

When I have seen or sensed the atmosphere of my subject, I try to convey that atmosphere by intensifying the elements that compose it. I lay emphasis on one aspect of my subject and I find that I can thus most effectively arrest the spectator's attention and induce in him an emotional response to the atmosphere I have tried to convey.

*Bill Brandt*

# The Evacuation Game – How to play

## You will need:

Your suitcase  
Items of clothing  
Dice  
Your penny  
Blast or past cards  
Status Cards

Worksheets 11, 12 and 13 contain the items you need to play the game. Photocopy and cut out as many as you need for the number of players. The players can draw other items from the list if they want to and will need to write their name on their own penny

## The aim of the game

You need to get from home to the train station in order to evacuate from Sunderland. The first player to get to the station receives 6 points; the second player gets 5 points and so on with the last players receiving just one point. Extra points are gained by collecting pieces of clothing and additional items collected and put into your suitcase along the way. Each item of clothing is worth 1 point. You should keep in mind that you may be the first one to the station by using the shortcuts but you may not be the winner if another player collects more items for their suitcase.

## How to play

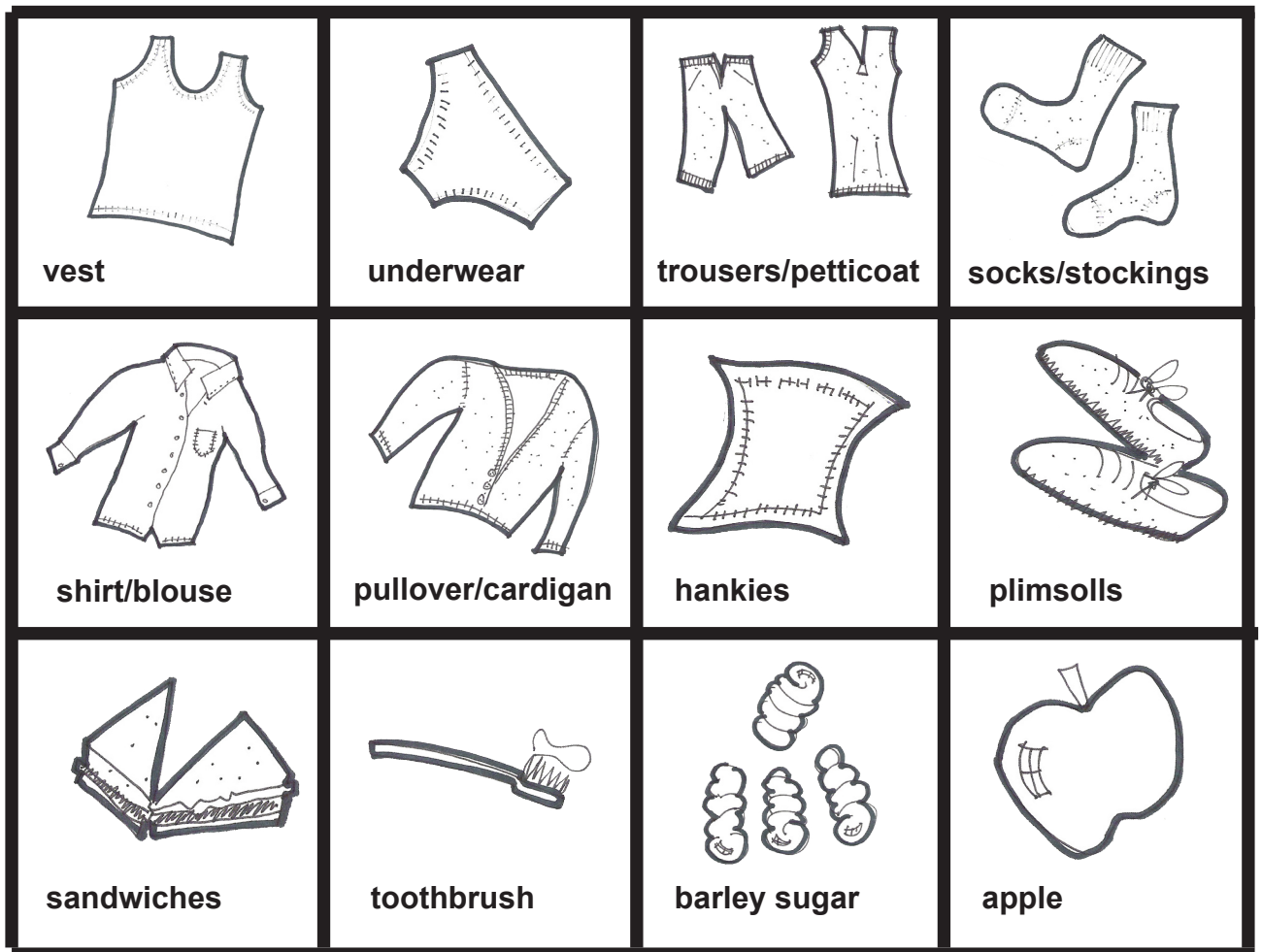
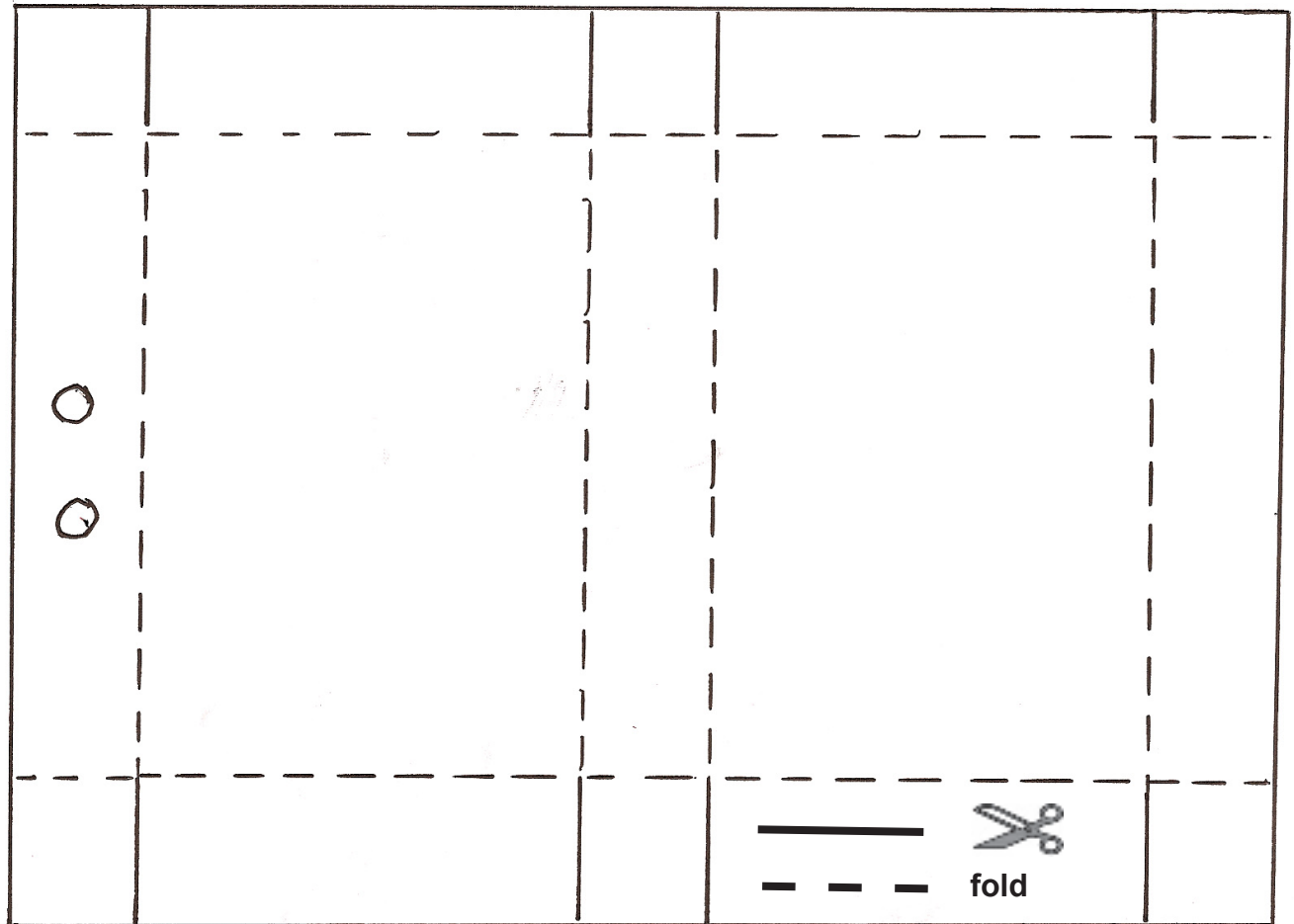
1. Everyone places their penny on the home space.
2. Everyone secretly choose a Status Card, which they place facedown in their suitcase (this card indicates the points the card will give you).
3. Everyone throws the dice, the player with the highest number goes first and play continues in a clockwise direction, with players moving their penny along the route, the amount of moves corresponding to the number thrown on the dice.
4. If you land on a Sunderland bomb damage picture pick up a Blast or Past card and follow the instructions. These cards help you move past a bomb site or you may have to go back to a safe house.
5. As you pass round the board you must stop at each of the houses, there you will collect an item for your suitcase. Each time you land on the house you collect an item, even if you have landed there before.
6. If a player lands on a big explosion, you lose everything in your suitcase, you must return home and chose a new status card.

## What if ...

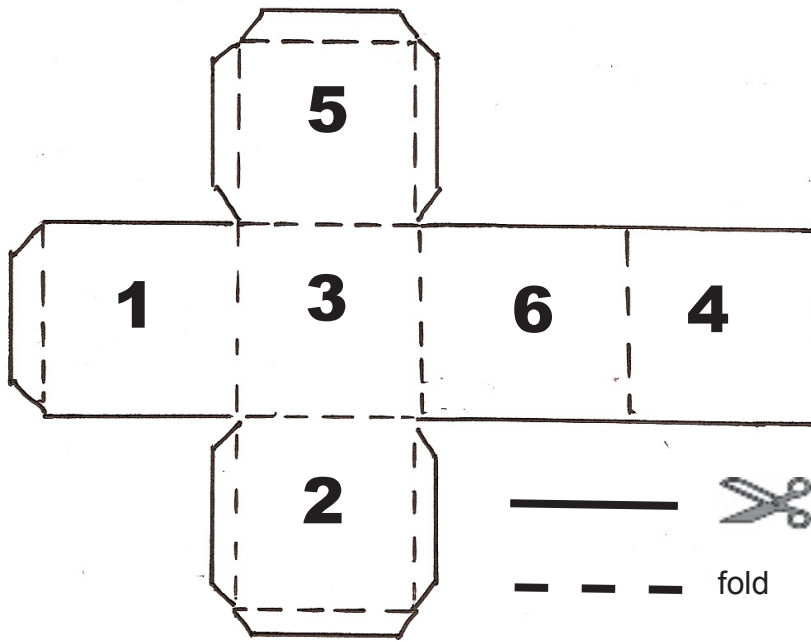
1. "I am told to move forward or backward two spaces" – You still pick up the relevant items/cards and move as directed.
2. "Someone finishes" – The other players keep going you can still win the game even if you are not the first to the station.
3. "I lose my entire suitcase" – You also lose your status card – add your starting status card back to the pack, shuffle and pick again.

The game is based on ideas developed by pupils from The Stadium of Light GOAL project





# The Evacuation Game - dice and status cards



Status Cards - cut these out

<p><b>You have in your suitcase:</b></p> <p>Gas mask and Identity card toothbrush 2 hankies Coat or cardigan TOTAL = 4 points</p>	<p><b>You have in your suitcase:</b></p> <p>Gas mask and Identity card plimsolls 2 vests TOTAL = 3 points</p>		
<p><b>You have in your suitcase:</b></p> <p>Gas mask and Identity card shirt/blouse sandwiches TOTAL = 2 points</p>	<p><b>You have in your suitcase:</b></p> <p>Gas mask and Identity card apple TOTAL = 1 point</p>		
<p><b>You have in your suitcase:</b></p> <p>Gas mask and Identity card TOTAL = 0 points</p>	<p><b>You have in your suitcase:</b></p> <p>Gas mask and Identity card TOTAL = 0 points</p>		
<p><b>draw your own</b></p> <p>facecloth/soap</p>	<p>wellington boots, boots or shoes</p>	<p>comb</p>	<p>nuts, raisins or dry biscuits</p>

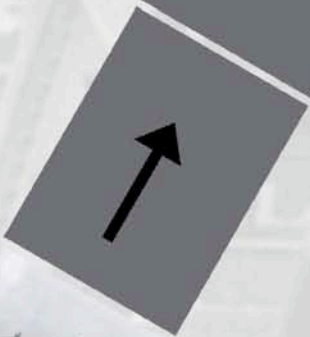
# The Evacuation Game – Blast or Past cards

<p>Your neighbour gives you a spare vest to take with you, go to the blue house to collect it.</p>	<p>You are given a blouse/shirt; go to the green house to collect it.</p>	<p>Your trousers/petticoat have been patched collect them from the purple house.</p>
<p>You are given a spare pair of socks/stockings from your grandmother go to the red house to collect them.</p>	<p>Your uncle has bought a hanky for you to take, collect it from the yellow house.</p>	<p>You find a short cut, move directly to the station (Do not stop to pick up any items)</p>
<p>You lose your entire suitcase go back home and start your journey again with a new status card.</p>	<p>There has been a bomb in Fawcett Street go back two spaces.</p>	<p>A friend helps you to pack, move on two spaces.</p>
<p>Air raid! Go BACK to the nearest coloured house.</p>	<p>A friend gives you some sandwiches for your journey, add them to your suitcase.</p>	<p>A friend gives you some nuts &amp; raisins, add them to your suitcase.</p>
<p> A friend gives you some dry biscuits, add them to your suitcase.</p>	<p>A friend gives you some barley sugars add them to your suitcase.</p>	<p>You get an apple from the local grocers add it to your suitcase.</p>

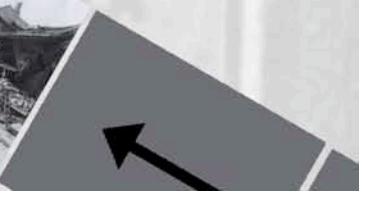
# EVACUATION

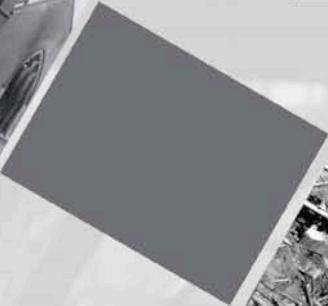
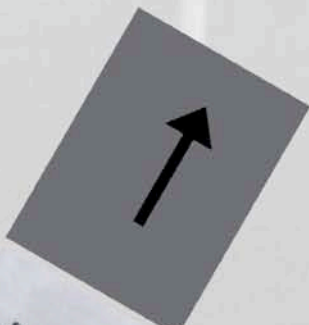
*Blast or Past?*

hankies

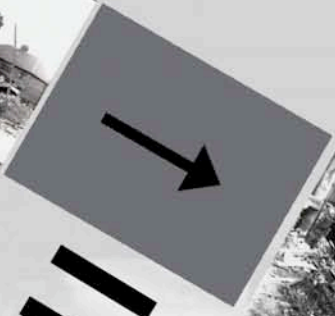


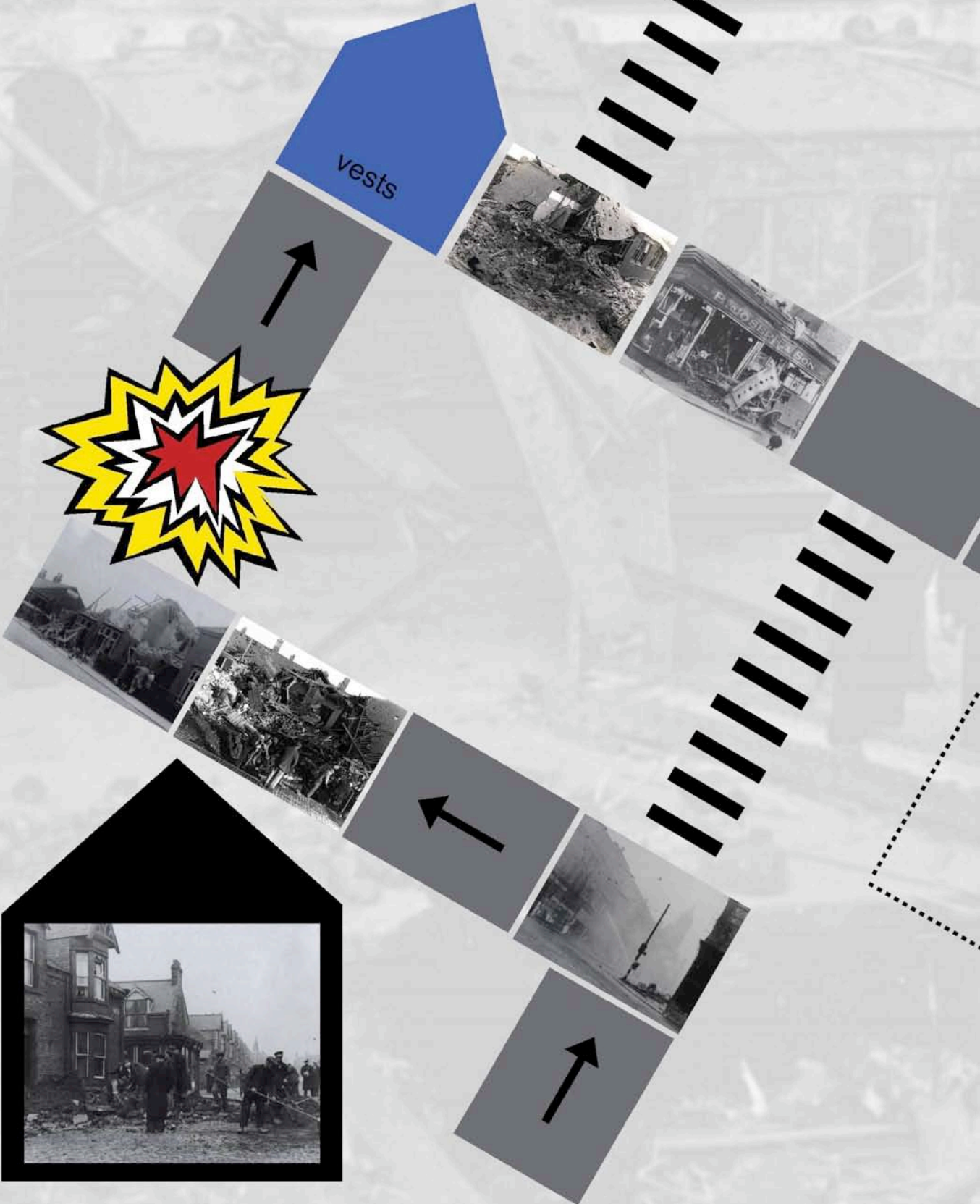
socks or stockings

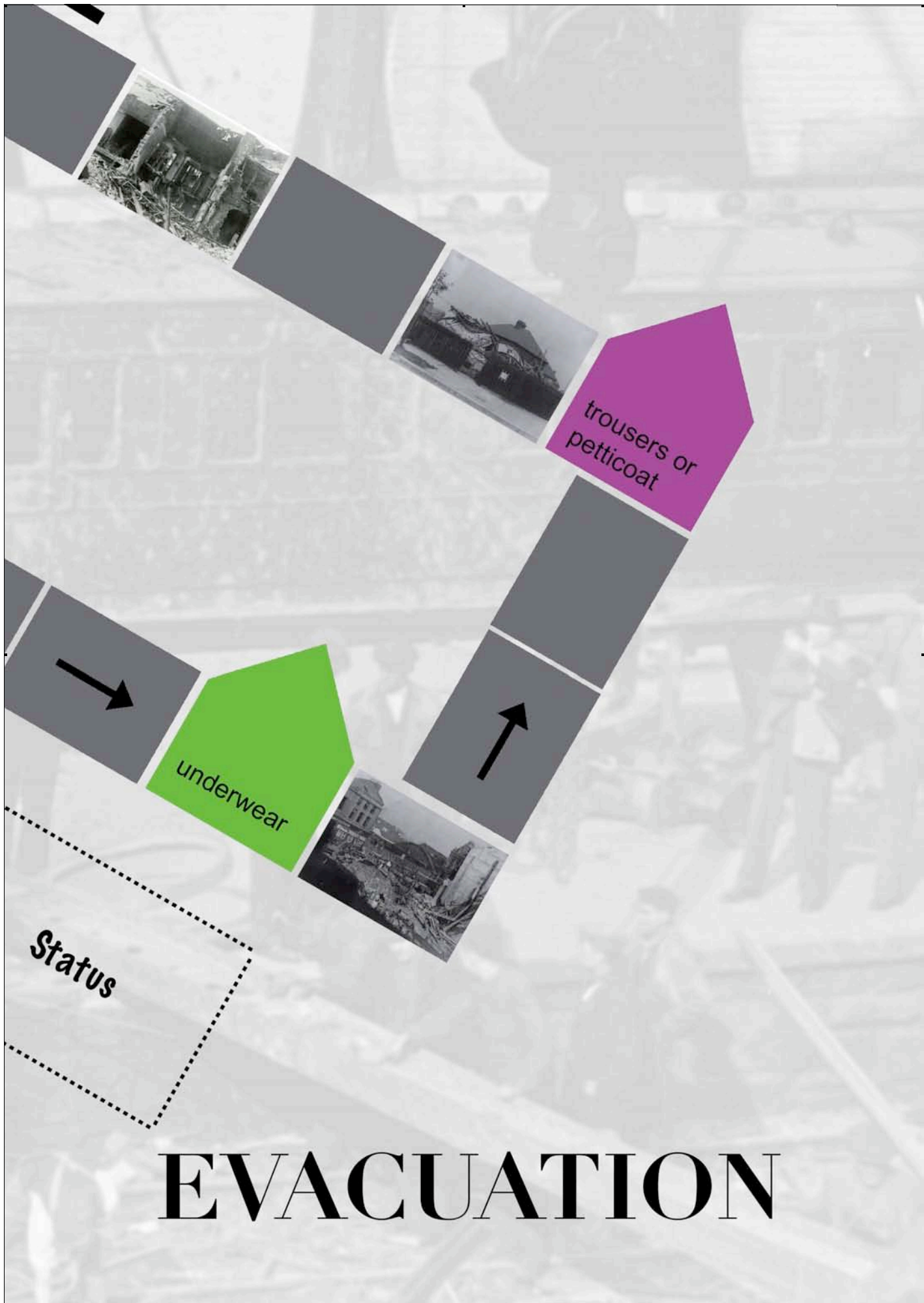




pullover or cardigan







trousers or  
petticoat

underwear

Status

# EVACUATION

## A moment in time

secondary  
session

### Learning Objectives

To develop observation skills  
To look at the role of the photographer  
To use imagination and develop story ideas  
To use digital equipment and specialist software

### Tools/Materials

Photographs from pack  
Electronic photos on cd  
Resource Sheet 9  
Computers or collage materials

### Session plan

**This exercise can be undertaken electronically if you have access to computers and software such as Photoshop, or alternatively it can be done as a collage-based project using paper prints, photocopies and glue to create images combining new and old.**

Introduce the idea that photographs are a snapshot of time – a moment in history. (See Resource Sheet 9). Split into small groups and give a photo to each group (from the pack or elsewhere). Ask pupils to record answers to simple questions about what they see such as: What is going on in the photo? Where do you think it was taken? When do you think it was taken? Who do you think the people are in the picture? Who do you think took the photo?

Ask each group to select an image from the collection which is in the book *Sunderland in the Blitz* (these are also available on the TPYF CD or can be downloaded from [www.sunderland.gov.uk/theirpastyourfuture](http://www.sunderland.gov.uk/theirpastyourfuture))

The task is to manipulate and alter the photograph including present day imagery or text to give it relevance NOW. (You could show some examples of manipulated images which have been done by other pupils or save this until till after your pupils have come up with their own ideas.)

If you are working on computers all the manipulation can be done electronically including newly taken photos or imagery from the internet.

If you are working with paper and glue, you will need to photocopy or print out the original images and then find new images from magazines or elsewhere to incorporate into the work.



### Share the findings

Each group in turn explains what they have created. Discuss why they chose the particular imagery and what they think the value of this work might be. In particular they should be asked to identify what emotion they are trying to elicit in the viewer.

You could start a discussion about the role of the photographer in our society: What drives someone to risk their life to capture a photograph? What value have photographs in our country where almost everyone has a camera in their pocket, compared to a photograph taken in a war zone or a Third World country? When we know that an image can be easily manipulated, can we believe what we see?



# Their Past...

## A moment in time continued ...

### Further activities

#### Current conflict

You could use images from current day conflict in other countries, from newspapers or from the internet.

Newsround <http://news.bbc.co.uk/cbbcnews/default.stm>

TASK: Try to incorporate imagery which brings the issues closer to home.

#### Design a poster

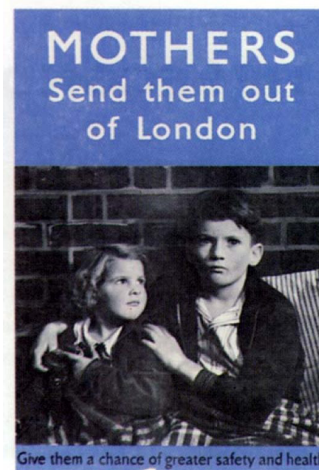
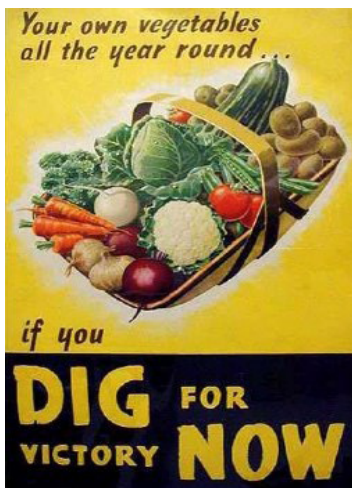
Look at WW2 posters on websites such as:

<http://www.teacheroz.com/WWIIpropaganda.htm>

Look at the posters and talk about the campaigns which were being promoted.

Several of them are relevant again today, why?

TASK: design a poster based on one of these issues which is still relevant today.



#### Design a bookmark

Look at the bookmarks in the pack and research other styles of bookmark

TASK: Design a bookmark which addresses one of the issues you have worked on through this project and using the photographs and images you have created.

# Your future...

## A place of safety

secondary  
session

### Learning Objectives

To increase knowledge and understanding of the issues of identity, asylum and refugees  
To develop a deeper understanding for people of different ages, races, religions and backgrounds  
To explore emotions involved during evacuation  
To develop creative writing skills

### Tools/Materials

Paper & pens  
Post-its  
Resource sheet 6  
Flipchart or Board

### Session plan

Ask the pupils to discuss in pairs (for 1 min) what they would think if someone stole their mobile phone or if their mp3 player got smashed. Ask them to think about what emotions they might feel in these situations. Discuss the findings together and write down some of the thoughts on the flipchart or board.

Look at the photos of houses, which have been hit by a bomb. You could look at these on screen from the CD or use the photos in the pack and hand them around. You could also read this quote from George Milburn who lived in Hendon during WW2. "When the sirens started, we went into the air raid shelter for safety but when we heard the 'all clear' we came out of the shelter to find that our home had been destroyed." Or look at Resource Sheet 3 or the BBC people's war website for more examples. In pairs discuss (again for 1 min) what you would think if this was your house and you came home one day to find that this had happened?

Ask the pupils to share some of the things they thought they might feel in this situation and write them down. These words could prompt further discussion if needed: Confusion, fear, sadness, stress, isolation, separation, displacement, grief, sorrow, misery, terror, dread, panic, alarm, uncertainty, upheaval.

Split the class into small groups and give each of them a scenario from Resource Sheet 6 (you can copy this and cut into strips). Pupils need to decide what they would do in this situation and what they think they would be feeling. Ask them to answer the questions given on the sheet and write their answers onto post-its.

Ask each group to explain what their scenario was and to describe what they decided to do and what they felt about the situation. Try to group the responses from the different disasters and to identify similarities and differences in the types of threat involved.

**TASK:** Ask the pupils to use the notes they have made and the responses they have heard to write a letter to an imaginary friend explaining that something has happened or is about to happen and describing what they are going to have to do now.



## A place of safety continued ...

### Further Research

#### Seeking Asylum

Look with pupils at examples of current day displacement of people such as refugees and asylum seekers.

[www.internal-displacement.org/](http://www.internal-displacement.org/)

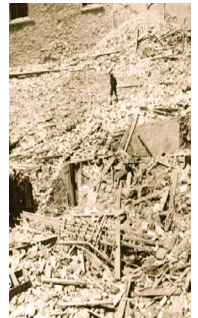
Listen to the voices of people who have been violently forced from their homes.

[www.idpvoices.org/](http://www.idpvoices.org/)

### Activity

Pupils could create characters for a fictitious family who have arrived in Sunderland from their own country where they perceived the threat to be so great that they had to leave their home and all their friends. Ask the following questions to help build the story:

What is the threat? What might happen to them? Who is threatening them? Is it the government or an unofficial group? Was it dangerous? Could they go out alone? What plans have they got for the future? Do they think its better here? What do they miss? Do they want to go back one day?



## SHELTER

- to provide somebody or something with protection, cover, refuge or safety.
- haven, safe haven, place of safety, sanctuary, refuge, asylum.

## BLITZ

- the intensive bombing of British cities between 1940 and 1941.
- Saturation bombing, bombardment.

## EVACUATION

- an act or the process of emptying a dangerous or potentially dangerous place of people.
- mass departure, migration, flight.

### INFORMATION relating to the scenarios

Chernobyl nuclear disaster in 1986 – try Wikipedia for lots more information.

The evacuation of the City of Pripjat began at 14:00, 27 April, 1986 after the destruction of Chernobyl Power Station in the Former Soviet Union – now Northern Ukraine. In order to evacuate the city of Pripjat, the warning message given on local radio intentionally gave the impression that any damage and radiation was localized, although it was not. In order to reduce baggage the residents were told that the evacuation would be temporary, lasting approximately three days. As a result, Pripjat still contains personal belongings.

### Hendon Bomb Scare

For information about the bomb scare evacuation in Hendon in 2002 please go to <http://news.bbc.co.uk/1/hi/england/2328817.stm> or <http://news.bbc.co.uk/1/hi/england/2544429.stm>

## Ronnie's suitcase

primary  
session

### Learning Objectives

To develop a deeper understanding of people's experiences of war, and of the impact on their lives  
To explore similarities with current day evacuations  
To develop creative writing skills

### Tools/Materials

Photographs from the pack  
Resource sheets 1,2,3,4,5,6

### Session plan

Read extracts from Resource sheet 1 - An interview with Ronnie. (You could give this sheet out or refer pupils to Ronnie's Story on the BBC People's war website <http://www.bbc.co.uk/ww2peopleswar/stories/19/a7662819.shtml>)

Divide pupils into small groups and give each group a copy of Resource Sheet 2. Ask them to complete the task in their groups listing their answers into the boxes. Give each group a photograph from the collection in the pack. You could read further extracts from the Resource sheet 3 – "Memories of Sunderland".

#### Wartime evacuation.

Discuss the process of evacuation during WW2 and talk about what people had to do. What does being evacuated mean? Why were people evacuated? Who was evacuated? What did the parents think about it? What did the children think? Ask pupils to note down their answers in their groups.

Give each group a copy of Resource Sheet 4. Pupils should discuss and choose the items they think should be included in Ronnie's suitcase. Look at the actual list of what you were allowed to take on Resource Sheet 5. Pupils could revisit their decisions.

#### Current day evacuation

Discuss examples (see overleaf). Questions to think about: When and why might people need to be evacuated? Has anyone heard of an example recently? Do people get much notice?

Ask pupils to imagine that they arrive home after school today to find that there has been a warning sent round and they (and everyone in the area) have to move out and go and stay in the local community centre for a few nights because a bomb had been found nearby. Pupils must decide which of their own belongings they would take with them, and what they would carry them in. Each pupil should make their own list and then compare notes with their group. Together share what everyone thought was essential, optional, or not necessary. You could also list what each could be used for – as it may not be the normal use of the article.

Finally ask each pupil to choose a creative writing topic from those listed below.

- Imagine you are an evacuee and write a letter home. (See notes overleaf)
- Imagine it is your first night in your new home. Complete your diary.

### Play the Evacuation Game

The game board in the pack encourages an understanding of what evacuation might have meant to young children and is based on ideas developed by pupils from the Stadium of Light GOAL project.



# Their Past...

## Ronnie's suitcase continued ...

### Notes to help with the activities

#### Writing a letter home

You have just arrived in the place where you will be staying.

Write a letter to your family.

You might consider some of these questions

What are your first impressions of the new place?

What can you say about the family you are staying with?

What do you miss most? What did you forget to bring?

Is the country life different to the city/ town life you've been used to?

How is it different? What's good and what's not so good?

Try to finish on a positive note! (so as not to upset your parents too much)



#### Writing a diary entry.

You might consider some of the same questions as for letter writing above but you should also think about your innermost feelings. What might you write in your diary that you would not say to your parents in a letter?

#### Current day evacuation

Examples of other evacuation scenarios – for further info see Resource Sheet 6

Hurricane, Unexploded bomb, Nuclear incident, Flood, Fire

#### Further activities

These can be undertaken if the pupils have spent longer looking at the photographs or reading about people's war-time experiences.

- Imagine you were living in Sunderland in 1941. Write to tell a relative about the bombing that's been going on.
- You are spending the night in your air raid shelter and you have brought your diary. Write a diary entry, which tells what happened today and how you are feeling now.

#### How children played

George and Ronnie used to play on the bombsites. Read what they said in the "Memories of Sunderland" Resource Sheet 2. Do you think they had fun? What would you think if you had similar places to play? Some of the old bombsites were replaced by children's playgrounds. Design your own playground. Do you think that there was anything in George and Ronnie's 'playground' that you would also like to have in yours.

#### Interview someone yourself.

Set up your own Interview with an older person who may have experience of what it was like during wartime. Read the tips on interviewing before you start (Resource sheet 7)

#### Look at why refugees need to move away from their homes.

Explore the reasons why refugees leave their own countries and find a place of safety. See secondary session - A place of safety.

# Your future...

## Snapshots

primary  
session

### Learning Objectives

To use observation skills  
To look at the role of the photographer  
To use imagination and develop story ideas  
Learning to learn in social and informal ways

### Tools/Materials

photographs  
large paper & flipchart pens  
blue-tac  
Resource sheet 8

### Session plan

Introduce the idea that photographs are a snapshot of time – a moment in history - frozen. They tell us something about what was going on at that moment. But they don't tell us the whole truth or the whole story. We only see what the photographer chose to show us and we each interpret that in our own way.

Split into small groups. Give each group a photograph from the pack. Ask the children to consider the following questions and make notes on a sheet of paper:

What is going on in the photo? Where do you think it was taken? When do you think it was taken? Who do you think the people are in the picture? Who do you think took the photo?

Give each group a sheet of A1 paper and some flipchart pens (or you could use pencils or smaller felt tips). Ask the group to place their photo in the centre of the page and fix it with a bit of blue-tac. Ask them to imagine what was going on outside the 'frame' - beyond the edges of the photo. Ask them to consider who or what might be just outside the shot and to draw these things onto the sheet. Encourage them to imagine what else they would have seen, heard, smelt or felt if they were there. They could make notes about these things on the sheet too. Words like loud, empty, scary, quiet, rancid, smoky, might be useful as prompts

Then using a photocopy of Resource sheet 8 each member of the group can select a figure from the sheet, cut it out and place this figure somewhere on their A1 page. Ask them to develop a character for their figure listing name, age, likes, dislikes, fears, dreams, and also deciding why they were at the scene at the crucial moment when the photo was taken. These details should be written down on a separate piece of paper.

With this information the pupils can undertake one of the following tasks:

Create a dialogue between their characters - write in speech bubbles on the page.  
Write a report about the scene in the picture in the voice of their character

**Share the findings** – each group in turn explains the scene they have created.

Further information about WW2 can be gathered from the resource sheets or by looking at the websites listed overleaf.



# Their Past...

## Snapshots continued ...

### Notes to help with the activities

Suggestions for questions to ask to help define the characters. Choose some from the list:

- What is the character called?
- Is it a boy or a girl?
- How old?
- What did they have for breakfast?
- What do they like to do?
- Is there anything they do not like? Anything that upsets them?
- Are they happy?
- Do they ever feel sad? Why?
- What do they dream of?
- What are they afraid of?
- What were they doing in this area when the photo was taken?
- Why were they not in the picture?

Websites for further research

BBC The Peoples War [www.bbc.co.uk/ww2peopleswar](http://www.bbc.co.uk/ww2peopleswar)

Newsround <http://news.bbc.co.uk/cbbcnews/default.stm>

#### Further activities

You could do a similar activity using another photo – eg from a magazine or use Resource sheet 9 – “Looking at Photographs” as a starting point for further work with photographs.

#### For those who finish early

Find the figure – see if you can find where each of the cut out figures came from in the book *Sunderland in the Blitz* or in the photos supplied in

#### Make your own jigsaws

You could print out some of the photos from the CD, mount them on card and cut into strips to form a jigsaw type puzzle. By sorting the pieces and making up the pictures, pupils will have a chance to study the different pictures and see more of the detail in them.

#### Design a bookmark

Look at the bookmarks in the pack and research other styles of bookmark

TASK: Design a bookmark which addresses one of the issues you have worked on through this project and using the photographs and images you have created.

Look at the secondary session (A moment in time) which includes ideas for poster design, image manipulation and issues for discussion around current conflict.

# Your future...



**JOSH HASWELL SAFC foundation- asdan  
MONKWEARMOUTH SCHOOL**

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**NEXT**



**Kevin Clough ASDAN Foundation  
SAFC Monkwearmouth School**



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**NEXT**

Elizabeth Smith

ASADN Foundation SAFC

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Craig Martin  
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James Darnton's AFC  
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ACT

Wanted most  
quartz 13



*Nov 1951  
Quint 13*



AD  
1950

HALLEGARTH  
MISSION

METHODIST CHURCH  
HALLEGARTH MISSION  
Sun. Gospel Service 10.30am  
Wed. Women's Meeting 10.30am  
Thurs. Bible Study and 7.30am  
Prayer Meeting  
All Welcome  
M.C.S.

NG51 Y

NG02 YRS











