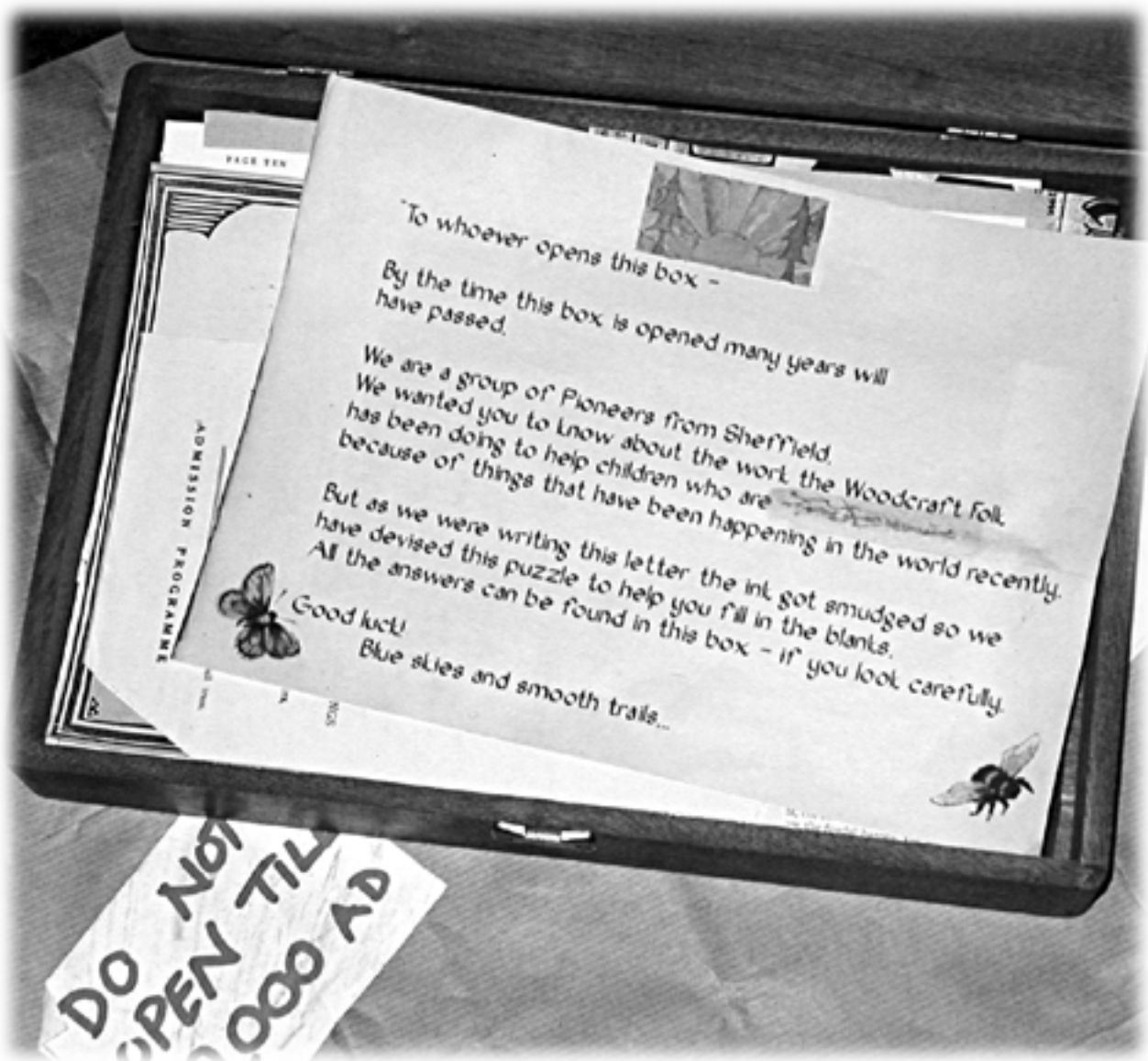


THE TIME CAPSULE



An investigation using archive material for 10–15 year olds



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CONTENTS OF THIS ACTIVITY PACK

	Sheet numbers
Leader's notes – how to use this activity pack.	A1–A6
Copies of all the documents, with the covering letters, for printing out and putting into a time capsule package. <i>Please note that these are contained in an additional file: Refugee Activity Part 2 which you will need to download separately.</i>	B1–B20
Question sheets	C1–C4
Puzzle sheet	D1
Clue sheet	E1
An answer sheet, including the feedback comments.	F1–F3
List of additional documents on this topic worth visiting in the archive	G1
Extension activities	H1–H2
Curriculum links – a guide to where the activities in this pack can be used to deliver aspects of the national curriculum.	J1–J2



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LEADER'S NOTES

AIMS

The aims of this activity are:

- To introduce participants to issues about refugees, displaced people, and children in war situations;
- To see how these issues have impacted on the lives of individual men, women and children;
- To use material from the Woodcraft Folk's digital archive to explore issues from the past.

WHAT YOU WILL NEED:

For the Time capsule:

- A small cardboard box or tube big enough to hold all the documents
- Brown paper, string, tape etc to parcel up the box

You will also need printouts of the following documents from this pack:

- **Covering letter** (pages B1)
- **Archive documents** – Some of these extend over two or more pages. Make sure that all the pages forming one document are kept together by stapling or taping them together.
- **Question sheets:** The number of copies you need will depend on whether you intend to give the Pioneers a few questions each or, working in pairs, the full set.
- **Clue sheet**
- **Puzzle sheet**
- **Answers and feedback sheet**



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- **Well done letter** – (pages B19 and B20) preferably one copy for each participant to keep.

You will need pens or pencil and may also find it useful to have blutac (to stick the archive documents on the walls around the room) and clip boards for the question sheets.

POINTS TO CONSIDER:

Refugee children in your class/group: If you have children from refugee families in your group or class then you will need to handle the introduction to the activity and the follow-up discussion sensitively. Where possible, engage these children positively in helping you to deliver this activity (they do, after all, have 'expert' knowledge of the subject area). It may be a good idea to establish with them beforehand to what extent they are happy and comfortable to share their experiences with their peers. It is important that they are not given the impression that they are being treated as some kind of curiosity but that they are empowered through the opportunity of educating their fellow classmates/Pioneers.

Reading ability: This activity requires well-developed reading ability as most of the archive documents were written for an adult audience, and some of the language is rather old-fashioned. If you have children in the group/class with poor reading skills make sure to place them in groups where they will get sympathetic peer support. Emphasize to all the groups that they should help each other with the difficult bits of reading and talk about what they have read to ensure that the whole group has understood it.

Time required: The whole activity will probably take around 1hr 30 minutes.

On-line version: If you have access to a computer suite with one internet-enabled PC available for every 2 or 3 children in the group, consider using the on-line version of this activity, with an introduction from you and a follow up discussion. The follow-up discussion will include the issues listed below (under 'General follow up discussion') and should also include discussion about the group's experience of using the interactive version and exploring the documents through a computer interface.



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HOW TO RUN THE ACTIVITY:

There are five main sections to the activity

- Setting the scene – exploring the problems faced by refugees (30 minutes)
- Introduction from the leader/teacher – opening the time capsule (5 minutes)
- Examining the documents and finding answers to the questions (20 – 30 mins)
- Marking the answers and giving feedback (15 minutes)
- General follow up discussion. (15 minutes)

Setting the scene

Ask the group to imagine what it would be like to live in a country where a war was taking place (cite some examples from recent history if you like – Iraq, Afghanistan, Bosnia etc).

"You are already very frightened by the events which are going on around you and you have heard that the fighting is getting closer to your town. One day your mother comes home and tells you that your family are in great danger and you will all have to leave at once. You have five minutes to get away and you will have to escape on foot – there are road blocks everywhere so the car will be useless."

Ask them to spend a few minutes thinking about what possessions they would take with them. Write a short list – five things at the most. Then, in pairs, discuss your choices. If you could only take three things between you, which three would you select from your combined list.

If you wish to extend this activity, ask each pair to develop a role play showing their preparations for leaving home.

Bring the whole group back together and ask everyone to imagine what they would be thinking about at the time – go round the group and ask people to contribute their ideas.



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The time capsule activity

Produce the “time capsule” you have made with the documents inside. Make up a story about where and how it was found – if you are working with a Woodcraft Folk group this will be easier: it could have been found when spring cleaning your camp store or storage cupboards. If you are working with a school group you could possibly enlist the help of a member of the class who could pretend to have found the box in an attic or garage.

Give someone the task of opening the box. Warn them to take care – who knows what might be inside it! When the box is open, ask one of the group to read out the letter.

Teachers working with school group should:

- Explain that the Woodcraft Folk is a youth group that started in the 1920s.
- Find out whether any students in the group have heard of the Woodcraft Folk or have been members.

There are a number of ways of organizing this section of the activity and the choice will depend on the size of the group, the room you are working in and the ability of the group to work co-operatively and get on with a task. Here are some ideas on how to approach the activity:

The facsimile documents can either be distributed around the room on a number of tables or posted on the walls around the room with blutac.

You could keep the same small groups from the first part of the activity, or alternatively ask the group to split into pairs or threes.

Give each group a set of question sheets. How many question sheets you give to each group will depend on how much time you have and the likely attention span of the participants. This could range from giving the full set of questions to each pair to giving a larger group 4 or 5 questions to answer.

Explain that the class/group are going to solve a puzzle. They have to try to find out the answers to the questions. The solutions are hidden in the



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documents that you have taken from the time capsule and distributed around the room.

Explain that this is not a race to answer the questions. The groups should take their time to read the documents carefully.

Any group that gets stuck and can't find an answer can approach the teacher/leader (or you might set up another adult or student in the role of 'clue holder') and request a clue. The clues are given on the clue sheet. Emphasize that the clue is intended to help them find the document they need and is not a clue to the answer they are looking for. The leader could agree to give a clue for a question in exchange for, say, three interesting pieces of information gleaned from the documents.

Marking the answers and giving feedback

After an appropriate length of time re-assemble the whole group. Taking turns, ask each of the sub-groups to read out one of the questions it was given and give the answer. Check their answer against that on the Answer Sheet and, if it is right, give the feedback comments. If the answer is wrong, ask whether any of the other groups have found a different answer for that question. Then, using the table on the feedback sheet, ask someone from the group who gave the correct answer to write the appropriate letter from the answer in the correct box on the puzzle sheet.

When you have finished, the letters in the boxes on the puzzle sheet should spell the word REFUGEES. Explain to the group that this is what the activity has been about. Then tell them you have found one more document in the time capsule: another letter. Ask a volunteer to read out the 'well done' letter to the group.

General follow up discussion

Here are questions you may wish to ask during the follow up discussion:

- Ask if anyone in the group knows anyone who is, or has been, a refugee.
- Ask the group what they know about refugees in Britain today. Where do they come from? Why have they come here? (Make a list of reasons)



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- How are refugees treated in Britain today? Do they get treated like the Czech, Spanish and German children during the Second World War? Why not?

Extension activities

A list of possible **extension activities** is provided along with a list of web sites which would be useful for further exploration of contemporary refugee issues.



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Question 1

Which Spanish town, bombed by the Germans and Italians, does this little girl come from? (pic to go in with this one)

- Madrid
- Irun
- Barcelona
- Seville



Question 2

Henry Fair helped to rescue over 1000 children from:

- Germany
 - Belgium
 - Austria
 - Czechoslovakia
-



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Question 3

In 1937, Basil Rawson was invited to become Vice-Chair of the:

- League of Nations
- Youth Peace Council
- Sheffield Basque Children's Council
- Yorkshire Foodship Council

Question 4

Who organized the Open Day and Fete with the theme of "Aid to Refugees" in Sheffield in 1952?

- Sheffield Basque Children's Council
 - Sheffield Foodship Council
 - Czech Red Falcon Relief Fund
 - United Nations Association
-



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Question 5

40 Woodcraft Folk families offered hospitality to Czech refugee children but not all the places could be taken up because the Government said the family had to pay £50:

- As a donation
- As a guarantee
- As a bribe
- As a deposit

Question 6

A girl called Susee from Czechoslovakia was looked after in Sheffield during the second world war by the Rawson family. What was her surname?

- Ehrmann
- Lowenstein
- Gleisner
- Priess



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Question 7

In 1938 the Red Falcons of Czechoslovakia had to close 120 of their groups. Why?

- Because the leaders had been arrested and put in prison
- Because the fathers of the children were Socialists
- Because Willi Hocke had lost his voice
- Because Hitler had taken away their musical instruments

Question 8

A camp was held in September 1937 and a group of Basque refugee children were invited. Where were these children staying?

- Cudham
- West Hoathly
- Shoreneils
- Lockerbrook



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PUZZLE SHEET

Put the appropriate letters from the correct answers into these boxes as indicated on the answer sheet to reveal the theme of this activity. You could draw up a larger version of this page on a flip chart sheet or blackboard.

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CLUES

Question 1 Tea is served, six weeks before the international camp.

Question 2 He ended up on a Gestapo hit list.

Question 3 A letter from the League of Nations Union Office.

Question 4 Admission programme number 1577.

Question 5 Letter from Koodoo.

Question 6 In December 1939 the Movement for the Care of Children from Germany was trying to check the addresses of refugee children thought to be living in the region.

Question 7 Koodoo writes to the new pioneers.

Question 8 A circular from 45 Prince Rupert Road.



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ANSWERS AND FEEDBACK

Question 1

Answer: **B. Irun**

Feedback: *Woodcraft Folk groups throughout Britain collected food and clothes to send to Spain to help the children suffering during the civil war there.*

Puzzle: Put the **second letter** of the answer into the **first box** on the puzzle sheet

Question 2

Answer: **D. Czechoslovakia**

Feedback: *Only in 1995 did a research uncover a Nazi death list with Henry's name on it because of the part he play in smuggling children to safety.*

Puzzle: Put the **third letter** of the answer into the **second box** on the puzzle sheet

Question 3

Answer: **C. Sheffield Basque Children's Council**

Feedback: *As the documents in the archive show, the city of Sheffield took an active roll in supporting refugees from all over Europe. The Woodcraft Folk were centrally involved in these efforts.*

Puzzle: Put the **fourth letter** of the answer into the **third box** on the puzzle sheet



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Question 4

Answer: D. United Nations Association

Feedback: *The Woodcraft Folk gave an exhibition of international work with children and a display of European folk dances. Other attractions include a model railway display, a new invention called 'television' and a demonstration of 'spinning spaniels hair' – quite a day out!*

Puzzle: Put the **first letter** of the answer into the **fourth box** on the puzzle sheet

Question 5

Answer: **B. As a guarantee**

Feedback: *Henry "Koodoo" Fair helped to smuggle children out of Czechoslovakia, via Belgium, and to safety in Britain. 100 children came on a special train called the Kindertransport.*

Puzzle: Put the **fourth letter** of the answer into the **fifth box** on the puzzle sheet

Question 6

Answer: **A. Ehrmann**

Feedback: *Most of the news from Susee's parents in Prague came through her uncle, also a refugee in Britain. A letter from her mother in 1939, however, says "There are no words to express you my gratitude for all you do for my child."*

Puzzle: Put the **first letter** of the answer into the **sixth box** on the puzzle sheet



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Question 7

Answer: A. Because the leaders had been arrested and put in prison.

Feedback: *The groups which closed were in a part of Czechoslovakia which had fallen to Nazi control. Many families were in grave danger and the children had to be sent to safety in other countries.*

Puzzle: Put the **twelfth letter** of the answer into the **seventh box** on the puzzle sheet

Question 8

Answer: **C. Shorenells**

Feedback: The group of children, from Spain's Basque region, had come to England to escape the starvation and violence of the civil war.

Puzzle: Put the **first letter** of the answer into the **eighth box** on the puzzle sheet



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OTHER INTERESTING DOCUMENTS

Other interesting documents in the archives about the Woodcraft Folk's work on refugees

FH081_04		Motion to Annual Conference about SOMAFCO
FH009_07	1934	What's happening in Spain
FH014_05	1941	International contacts
FH078_02	1938	Appeal for hosts for Czech children
FH078_03	1995	Letter from Henry Fair to Folk House about Gestapo hit list
FH_082_04	1937	Picture of Spanish children at 1937 camp
JC_078_06		New Pioneer – Spain
YMA_WF_271		Fundraising event for Spain
FH_091_03		Photo of drama event on Spain
FH_083_03		Photo of delegation of children from Valencia



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EXTENSION ACTIVITIES

Here are some more activities you might like to try:

Activity	Suitability	
	Woodcraft Folk groups	Schools
<p>Talk about how many refugees coming to Britain don't speak English, what difficulties would this cause? Try passing short messages around the circle using pictures, symbols or mime.</p> <p>Physical Chinese whispers: Send half the group out the room. The others think up a simple story. The first person from outside comes in and is told the story; they must then act it out, without talking, to the next person who then shows it to the next. This continues until the last person has seen it. They then tell the group what they think it was. What happened to the story? Did it stay the same?</p>	✓	✓
<p>Visit http://www.savethechildren.org.uk/eyetoeye/ For a glimpse of life in a refugee camp. Photos and stories by Palestinian children.</p>	✓	✓
<p>Invite a speaker to visit your group/class from a local refugee centre.</p>	✓	✓



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GOOD WEB SITES TO VISIT:

Save the Children Fund - <http://www.savethechildren.org.uk>

Stories of children in a Palestinian refugee camp. This Save the Children project web site shows their lives and includes recipes and a quiz. There is a message board that the children in the camp also have access to. The teachers' resources have good ideas for group nights.

<http://www.savethechildren.org.uk/eyetoeye>

Amnesty International - <http://www.amnesty.org>

Oxfam - <http://www.oxfam.org.uk>

Committee to Defend Asylum Seekers - <http://www.defend-asylum.org>

The Refugee Council - <http://www.refugeecouncil.org.uk>

Western Sahara Campaign – <http://www.arso.org>



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CURRICULUM LINKS

Links to National Curriculum goals at or around Key Stage 3:

ENGLAND	SCOTLAND	WALES
<p>Citizenship: 2a) Developing skills of enquiry and communication: Pupils should be taught about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, (including ICT based sources).</p> <p>2c) contribute to group and exploratory class discussions, and take part in debates.</p> <p>History: 2c) to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied.</p> <p>4a) Pupils should be taught to identify, select and use a range of appropriate sources</p>	<p>English: Level C: Reading will feature as part of group activities such as problem solving, decision-making, science experiences.</p> <p>Level D: Pupils, in groups or individually, will be given practical reading tasks (e.g. using timetables, brochures, running a book club).</p> <p>PSD: Carry out a range of tasks on their own and in a group; Discuss more than one strategy for copying with or tackling problems; Apply a problem-tackling process in relevant situations; Demonstrate ability to co-operate; Demonstrate ability to select from several choices and to discuss reasons for the choices made.</p>	<p>History: 4.1) Pupils should be taught to: investigate historical topics independently using a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistics and other numerical data, interpretations and representations and, where appropriate, ICT.</p> <p>4.3) Pupils should be taught to: select sources and collect relevant information from them.</p> <p>English: Oracy 1.1) Talk for a range of purposes, including:</p>



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<p>of information including accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for</p> <p>English: 3c) Group discussion and interaction: sift, summarise and use the most important points; 4a) Use a variety of dramatic techniques to explore ideas, issues, texts and meanings.</p>	<p>Religious and Moral Education: Level C: Reflect on the benefits and responsibilities of belonging to groups e.g. clubs, family, friends. Level D: Recognize situations involving moral conflict, show awareness of alternative viewpoints and be able to offer a personal opinion, backed by reasons.</p>	<p>exploration and consideration of ideas, literature and the media; argument, debate, prediction and persuasion; analysis. 2.7) Sift, summarize and use salient points, cite evidence and construct persuasive arguments.</p> <p>English: Reading 2.10) Pupils should be given opportunities to read factual and information texts in order to: select information, using ICT as appropriate.</p> <p>PSE: Recognize moral issues and dilemmas in life situations.</p>
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