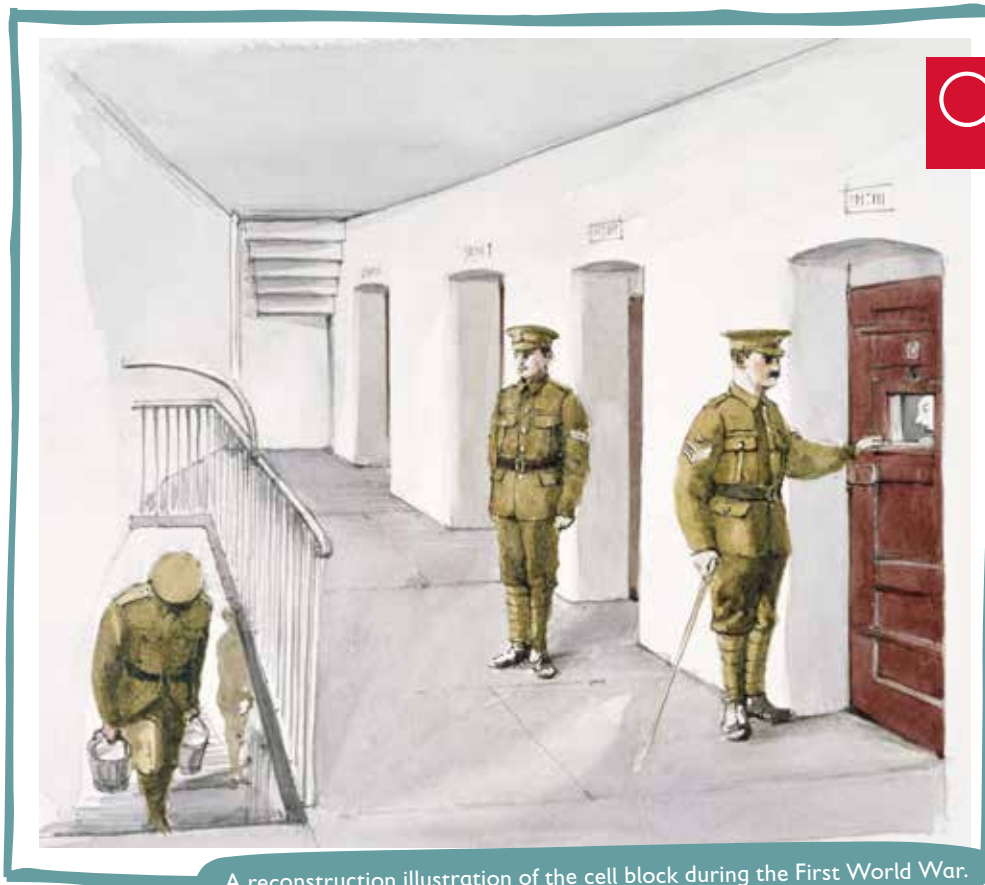


Poster, 'England Expects Every Man To Do His Duty', published in November 1914 by Parliamentary Recruiting Committee, Hazell, Watson and Viney Ltd. Gift of Department of Defence, 1919. Te Papa (GH016013)

SOURCE 9



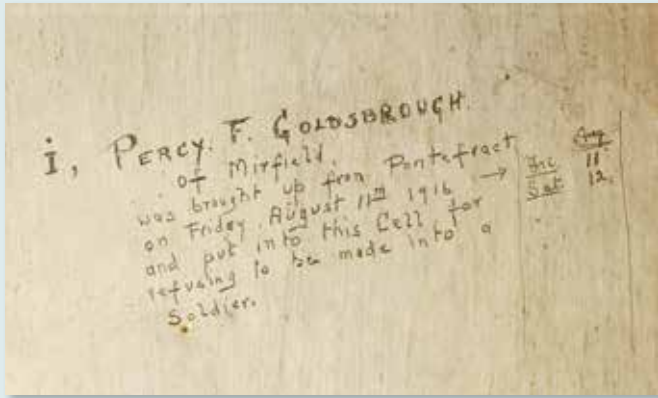
A reconstruction illustration of the cell block during the First World War.

SOURCE 10



Poster, produced in 1915. Published by the Parliamentary Recruiting Committee, London. © IWM (Art.IWM PST 5068)

## By Percy Fawcett Goldsbrough



### Date

August 1916

Percy Fawcett Goldsbrough was a **socialist** conscientious objector from Mirfield in West Yorkshire.

Goldsbrough was put into the cells for disobeying orders. Soon after making his mark on the cell wall he was court-martialled, sentenced to 112 days' imprisonment and transferred to Durham civil prison.



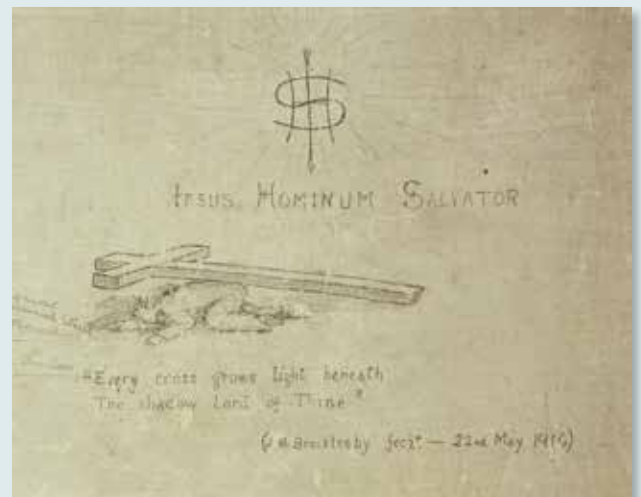
## By John Hubert Brocklesby

### Date

22 May 1916

Norman Gaudie was also a member of the conscientious group later known as the Richmond Sixteen. On 22 May 1916, Norman laughed while out of his cell at Richmond on exercise. However, it was his fellow objector Bert Brocklesby, another of the Richmond Sixteen, who was mistakenly identified as the culprit and confined to his cell.

In his diary Gaudie wrote how 'old Brock' 'did not waste the time for he drew on his cell wall a man lying on the ground struggling under the load of a heavy cross'. The lines below the drawing are from a 19th-century poem that was sung as a hymn in **Methodist** churches.



# SELF-LED ACTIVITY

## PERCY'S VIEW



KS1-2

### Recommended for

KS1 & KS2 (History, PSHE, P4C)

### Learning objectives

- Understand that people have the right to hold different opinions, and that we can share and discuss different opinions in a respectful way.
- Work together to create and approach a philosophical question about whether people should be forced to fight in a war.
- Develop empathy and compassion for another person, e.g. thinking about how Percy felt, and compare with the feelings of others.

### Time to complete

Approx. 50 minutes



A First World War recruitment poster.

### SUMMARY

This activity will help students consider the subject of conscientious objection from different viewpoints. They will explore one conscientious objector's life, and why they disagreed with conscription and fighting in the First World War. As a group, they will tackle the philosophical enquiry into whether people should be forced to take part in a war.

Use the information in this Learning Pack to introduce the topic of conscientious objectors during the First World War in a previous lesson.

1. Start with a warm-up starter activity: Talk to the class about listening to and respecting the views of different people. Introduce the concept of giving reasons for the way they feel, e.g. 'My favourite season is... because...'. Next, ask the class to think about whether they agreed or disagreed, and select some students to share their views. Remind them that they need a reason to explain the way they feel. Discuss the etiquette of disagreement – what words should we use/ not use when we are explaining that we disagree? How do we have a good discussion?
2. Stimulus: Show the children the picture card of **Percy's graffiti** on **page 33** and the recruitment posters on **page 24** or **28**. Have a few minutes' thinking time. You might like to guide their thinking by asking them what they think both pictures are about.
3. First thoughts: Select some students to share a single concept word, e.g. 'brave', 'fear', 'help', etc. Alternatively members of the group can share their first thoughts and feelings in discussion with the person sitting next to them. Give a little more context to the stimulus and ask some comprehension questions to find out what other students make of it.
4. Philosophical question: The group can work in pairs or as a whole to come up with philosophical questions about the stimulus, e.g. 'Should people have to fight in a war?' You could scaffold this by circulating and asking 'I wonder' questions, e.g. 'I wonder if Percy had a reason not to be a soldier?' or 'I wonder why the army needed soldiers?' Share the question ideas as a group, and remember to point out which questions are philosophical and which are not, i.e. speculative or closed. Decide on which question you are going to answer.

Continued...

5. Discussion: Select students to give their first thoughts. Then each member of the group volunteers their thoughts, connecting them with what they have already heard. You can frame this by asking them to state first whether they agree or disagree. Together, the group builds up a dialogue in answer to the enquiry.

For KS2, extend the learning by introducing more information, depending on the ability of your group. Use the biography of Percy on **page 36** to explore his socialist views, his poem and his reasons for being a conscientious objector. Allow the group to have thinking time to try to put themselves in Percy's shoes. What would Percy say? Then they should think about people who are fighting. What might they think?

For more help with ideas and techniques for teaching Philosophy for Children, explore the **SAPERE website**: [www.sapere.org.uk](http://www.sapere.org.uk)

### MORE LEARNING IDEAS

Younger students could create a role play of Percy talking to a soldier guarding the cells at Richmond and their exchange of views. The students can use their learning about different opinions and how to discuss them. To get into character, encourage the students to think empathetically about people on both sides of the argument. Older students could take this role play further by creating a scene of Percy's imprisonment and writing a diary entry from his perspective about how he feels in the cell.