



# Football Remembers

The 1914 Christmas Truce  
Education pack





This pack has been designed with the aim of providing an engaging educational experience.  
Every effort has been made to ensure accuracy.

Design and production: Navig8 Ltd

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<http://schoolsonline.britishcouncil.org/football-remembers>



# Welcome to Football Remembers

Football has the power to bring us together and to engage young people who would not otherwise feel part of the First World War centenary. The British Council, the Premier League, the Football League and the Football Association have joined forces in an imaginative partnership to encourage young people to remember the Christmas Truce of 1914, one of the greatest surprises of the First World War.

<http://schoolsonline.britishcouncil.org/football-remembers>

## The partners

### The British Council

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities. We create international opportunities for the people of the UK and other countries and build trust between them worldwide.

### The FA – Supporting football since 1863

The FA is the not-for-profit, governing body of football in England. With more than £100m put back into the game every year, it grows participation, promotes diversity and regulates the sport for everyone to enjoy.

### The Football League

The Football League is the world's original league football competition. With 72 members, the League is the largest body of professional clubs in European football; it is responsible for the Championship, League 1, League 2 as well as the Capital One Cup and Johnstone's Paint Trophy.

### The Premier League

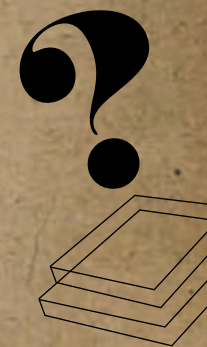
The Barclays Premier League is the most watched continuous annual global sporting event in the world. Off the pitch the Premier League will spend £168m solely on grassroots and community projects over the next three seasons.

## Don't forget to enter our competition

We are delighted to launch our pack with a very special competition to design a memorial to the soldiers who played football during the 1914 Christmas Truce. The designs will be judged by a panel that includes HRH The Duke of Cambridge and Theo Walcott. All shortlisted designs will also be displayed at the National Memorial Arboretum (NMA) this summer. The winning school will work with the NMA to realise their design, which will be unveiled at the NMA in December 2014.

More details are in  
**Activity G: Design a Memorial.**

Closing date:  
**16 June 2014**





# How to use the pack

This pack is in two parts – a set of activity plans for teachers and a set of additional original documents to be used with those plans.

The activities are aimed primarily at pupils aged 9-14 but they can be adapted to suit older or younger audiences who are studying significant historical events and people from their own locality. Each unit contains background information, ideas for discussion and cross-curricular activities. There are learning outcomes, links to curriculum subjects and lists of additional resources.

These can be used in individual lessons and assemblies or can form part of larger cross-curriculum projects over a number of subjects. They could also be a foundation for a joint curriculum project with a partner school overseas.

There are a number of sources suggested for each activity, catering for a range of reading abilities. You can find more sources relating to this pack at <http://schoolsonline.britishcouncil.org/football-remembers>. You can also download more copies of the pack, in English and Welsh, from this link.

We would encourage you to treat the activities as examples of what you can do with the sources – and to use the original documents to develop and add to your own lesson plans and classroom activities. We hope your school will join in this special centenary event.

But whatever else you do, think about the courage of the soldiers in the trenches in 1914.

## Action plan

- Share the pack across your school
- Use it in lessons, assemblies, cross-curriculum projects with partner schools
- Visit <http://schoolsonline.britishcouncil.org/football-remembers> for extra content including videos and the chance to take part in competitions
- Display the results in your community and/or online
- Take part in the competition to design a war memorial (UK schools only)
- Research local footballers who fought in the First World War and send us information on them
- Organise a commemorative truce match in December.

## List of activities and colour codes

- A Introductory activity** – find out about the truce
- B English and drama** – hot seating, improvisation, writing and performing short plays
- C English and creative writing** – write a truce diary
- D English and drama** – learn about footballers who fought in the war
- E Languages** – carry out truce conversations, use drama for language learning, read sources in the original language
- F Art and design** – cartoons from the First World War
- G Art and design** – design a war memorial
- H Moral education** – ethics and dilemmas
- I Sports activities** – make a football, plan your football match, think about the skills footballers need
- J Conflict resolution** – play a simulation game
- K History** – interpret and review the sources, make a judgement on the significance of the truce
- L History** – find a local footballer who fought in the war
- M English and media studies** – propaganda and football



# Background information

In the first months of the First World War, soldiers fighting in the trenches around Ypres held a truce. Over the Christmas period they set aside their weapons and met in 'No Man's Land'.

This Christmas Truce was an unplanned and unexpected event. It happened many times and in many places. German, French, British, Belgian and Indian soldiers were excited to meet one another. They sang Christmas songs together, exchanged souvenirs and took photos of one another. And in some cases, it seems that they even played football.

It's very hard to pin down the story of the 1914 Christmas Truce and even harder to find out about the football matches. This wasn't planned, arranged and recorded, like much else in the war. It was spontaneous and informal. It was an example of 'fraternisation' – when enemies met up, shared comforts and even became friends – which naturally met with disapproval from military command.

To this day, there is debate about whether or not anyone really played football in No Man's Land.

There is plenty of evidence, however, that the truce did take place. It involved thousands of men and was reported in dozens of newspapers as soldiers wrote home to family and friends. In the years after the war, many soldiers wrote about their experiences or gave interviews to museums, historians and the media.

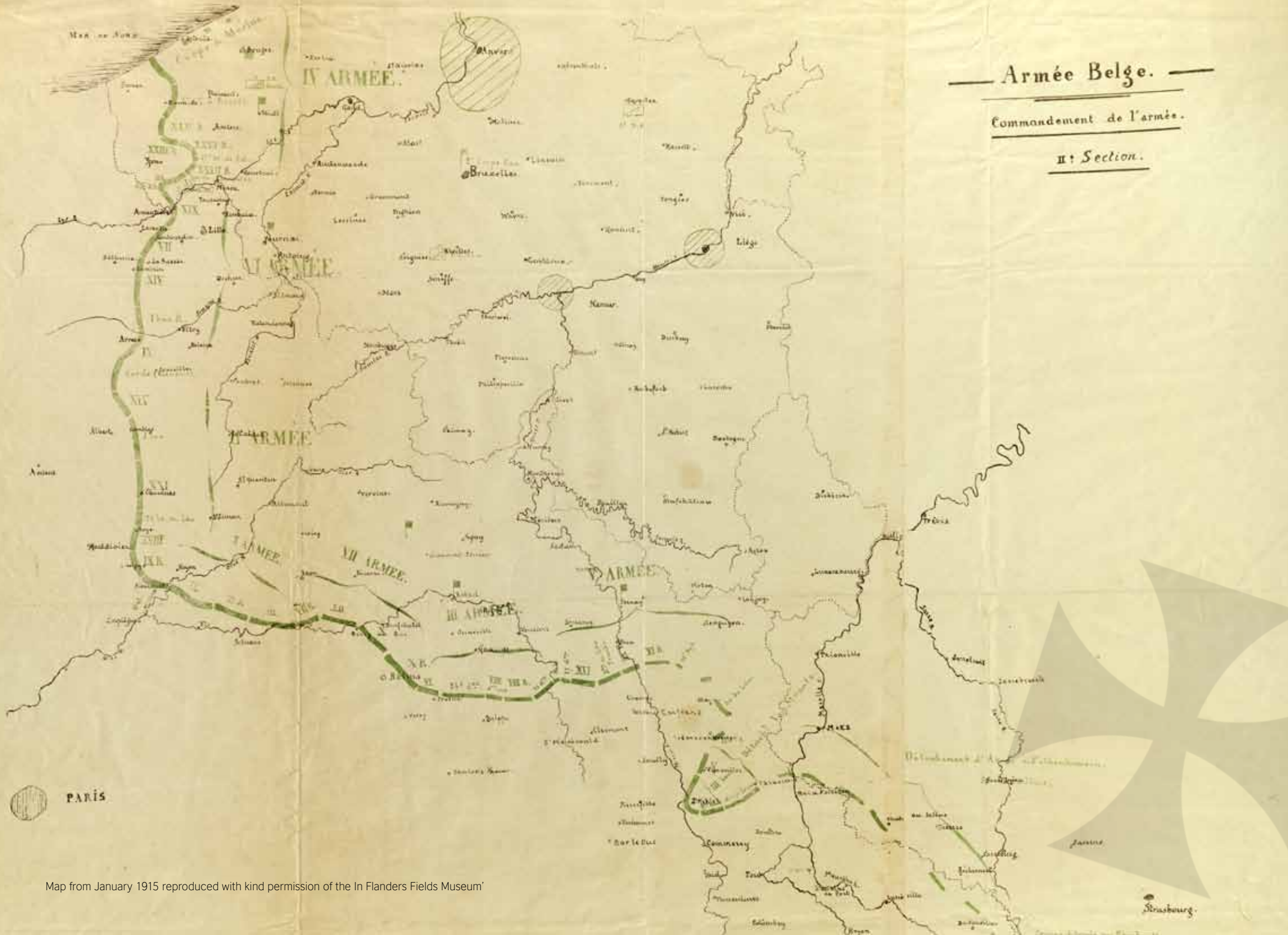
This pack contains a selection of original sources – sources which historians use when they piece together the story of the Christmas Truce. Some of these have not been published previously.

**This is real history. It's elusive, intriguing and inspiring.**

This is what No Man's Land looked like,

<http://schoolsonline.britishcouncil.org/football-remembers>





Map from January 1915 reproduced with kind permission of the In Flanders Fields Museum



# Contents



## Activities

- A Introductory activity** – find out about the truce
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- L History** – find a local footballer who fought in the war
- M English and media studies** – propaganda and football

Source materials

Further resources

Acknowledgements

# Football Remembers Monday 8–Monday 15 December 2014

## Prepare

Get ready for match day by learning about the Christmas Truce through the Football Remembers education pack

## Play

Mark the centenary of the football played in No Man's Land, Christmas 1914, by playing a match

## Remember

Make sure your school joins the national week of football remembrance in 2014

#FootballRemembers



<http://schoolsonline.britishcouncil.org/football-remembers>





**Age range:** 7–14

**Curriculum Links:** English, History

**Global citizenship skills and values:** Creative thinking, empathy, collaboration, commitment to peace, research skills

**Learning objectives:** Use research and literacy skills to identify key elements of the Christmas Truce and use it as a basis for creative writing

## A Introductory activity: find out about the truce

The accounts suggested below contain two descriptions of the Christmas Truce. Choose one which is appropriate for your learners and read all, or part, of the account with the class. Ask the pupils to highlight and research any words or phrases that they don't understand and share their results.

Watch the special videos made with the In Flanders Fields Museum, Ypres, Belgium with your class to see some of the original source materials in this pack acted out. You can access these at: <http://schoolsonline.britishcouncil.org/football-remembers>



**Suggested sources**  
are a memoir written from hospital after the truce and the transcript of a 1983 television interview with a soldier who was there.

17, 20



**Age range:** 9–14

**Curriculum Links:** English, History, Drama

**Global citizenship skills and values:** Creative thinking, empathy, collaboration, commitment to peace, research skills

**Learning objectives:** Use research skills to identify key elements of the Christmas Truce and use it as a stimulus for creative writing and drama

## B English and drama

The Christmas Truce of 1914 was a brief ceasefire during the bitter conflict of the First World War. It is remembered as a time of peace and humanity which interrupted months of brutal fighting.

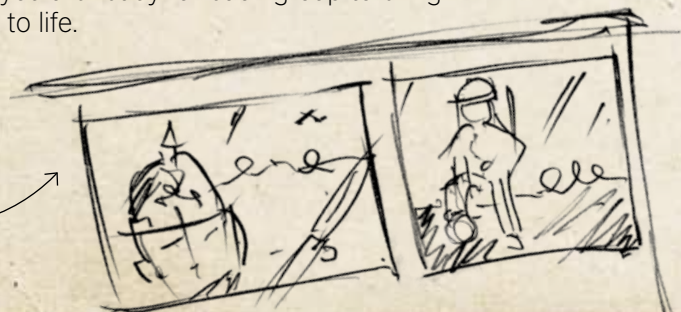
Give copies of the source materials related to this section to groups of pupils.

Ask each group to use highlighters to **pick out details of the events revealed in the sources** that particularly resonate with them. These could be carol singing, the sharing of gifts or the football match itself. **Discuss how the soldiers must have felt** as they gingerly stepped into No Man's Land and the sights and sounds that would have met them. How would they have felt when the fighting restarted? What would the reactions of friends and family at home have been when they heard what happened?

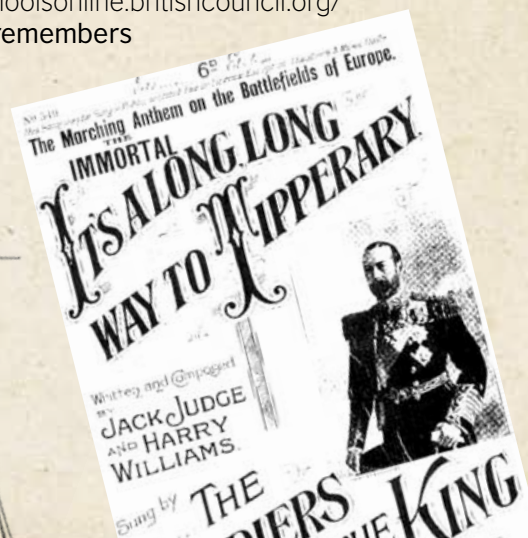
**Improvise the first contact between the German and Allied soldiers.** How might they have greeted each other?

- Encourage groups to create freeze frames, like still photographs, of the significant events that they pick out during their research. Blow a whistle (the signal frequently used by soldiers during the First World War) when you are ready for each group to bring their scene to life.

Your storyboards might look like this.



- After the session, discuss what worked well and how they could use the scenes they created as springboards for **creative writing**. Ask each group to produce a **storyboard and script** which tells the story of the Christmas Truce.
- **Rehearse these short plays together and perform them** for a larger audience. The drama can be accompanied by readings from the original accounts, use of appropriate props such as footballs, cameras, cakes and music from the time, such as 'It's a Long Way to Tipperary' and the Christmas carol 'Silent Night'. You can find the lyrics online at <http://schoolsonline.britishcouncil.org/football-remembers>



**Partner school**  
Exchange your storyboards, scripts, photographs and films of the performances with your partner school.  
<http://schoolsonline.britishcouncil.org/partner-with-a-school>



**Suggested sources**  
reflect different nationalities involved in the truce. These include three letters from soldiers, soldiers' diaries, a scene from a novel written by the son of an Indian soldier who served in the British army, items that troops exchanged, and photographs taken by soldiers during the truce.

9, 10, 15, 19, 23,  
25, 47, 49, 51





**Age range:** 9–14

**Curriculum Links:** English, History, Drama

**Global citizenship skills and values:** Creative thinking, empathy, collaboration, commitment to peace, research skills

**Learning objectives:** Use research skills to identify key elements of the Christmas Truce and use it as a stimulus for creative writing and drama

## C English and creative writing: write a truce diary

Many of the accounts of the Christmas Truce are in the form of letters and diaries. William Tapp was an army servant who died in 1915. In his diary he tells the story of Christmas Day, talks about what he had to eat and remembers his life at home. He shares his feelings and talks about wanting to play football.

Ask pupils to draft and **write their own letter or diary entry of the truce based on a character from one of the sources**, using William Tapp's diary or other letters and diaries as inspiration. The diary could be written in English or another language. It could relate to one of the football matches or to the wider truce.

**Students could choose a character that is mentioned in the sources. For example:**

- One of the military command who tried to put a stop to the truce (see documents from General Sir Horace Smith-Dorrien)
- A soldier who had his picture taken with enemy troops during the truce and kept it as a souvenir (see photographs from the truce)
- An army chaplain who delivered the burial service of British and German troops (as reported in the *Staffordshire Sentinel*)
- A Scottish soldier who played football against Lieutenant Niemann's men – they lost 3:2
- A soldier from the Indian army who had just arrived in France and had never celebrated Christmas before (described in Walther Stennes' account)
- The German chef who had worked at the Trocadero restaurant in London and met some of his former clients at the truce (mentioned by Captain Robert Hamilton)

- A Belgian child who was forced to leave home because of the fighting (read Michel Toudy)
- One of the cooks preparing Christmas lunch for the soldiers (from William Tapp's diary)
- A soldier who was injured just before the truce
- A young person who had received a letter from a soldier who had taken part in the truce, for example, their father, brother, friend, etc.

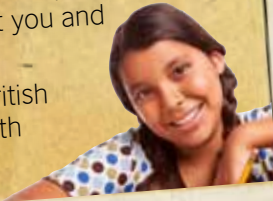
**You could include other sources for older pupils, including:**

- A soldier who had taken part in the truce and then refused to fight, from the *Staffordshire Sentinel* and the *Manchester Guardian*.

### Partner school

Exchange the accounts with your partner school. Create a display of the written work that you and they have produced.

<http://schoolsonline.britishcouncil.org/partner-with-a-school>



**Suggested sources**  
include orders against truces from the high command, three soldiers' diaries, three regimental war diaries, two letters from the front, the interview and memoirs of two German officers, and two photographs taken during the truce.

4, 5, 6, 7, 11, 13,  
16, 19, 21, 24, 47



**Age range:** 9–14

**Curriculum Links:** History, English, Drama, Citizenship

**Global citizenship skills and learning values:** Research skills, team work, community awareness, reading and comprehension, presentation skills

**Learning objectives:** Use research skills to learn about football in the First World War

## D English and drama: footballers who fought in the war

Read the footballers' case studies with your pupils, as well as the background information, about the lives of footballers, such as Alex Turnbull, Donald Simpson Bell, Walter Tull and Leigh Richmond Roose, who enlisted to fight in the First World War. Also look at the story of Florrie Redford and the rise of women's football during the war.

Ask students which questions they would have liked to have asked the footballers themselves. Ask members of the class to use the information in the stories provided and use **hot seating** techniques, where pupils sit on the 'hot seat' and act 'in role' as some of the players. They then answer questions about their lives by other members of the class. The pupils should always answer these questions in character.

Use the literacy activity 'write a truce diary' to explore how one of the footballers might have remembered events during the war. For example, the first day they arrived at the trenches, after they had been injured, when they played a football match behind the front lines on their down time, or when Florrie played in front of a crowd of more than 50,000 at Goodison Park.



Donald Simpson



Leigh  
Richmond  
Roose

**Suggested sources**  
provide background  
information on football and  
the war, as well as a range  
of footballers' stories, to  
inspire the pupils.  
38, 39, 46





**Age range:** 9–14

**Curriculum Links:** Modern Foreign Languages, History

**Global citizenship skills and values:** Intercultural contact, intercultural communication skills, purposes and uses of languages, translation skills, team work

**Learning objectives:** Discuss the importance of language skills and use the context of the truce for MFL conversation practice and vocabulary development

# E Languages and the Christmas Truce

Use the truce to inspire and develop language learning.

The truce illustrated the **value of language learning** as soldiers had to speak in any language they could in order to be understood, including gestures and body language.

The accounts in the source materials include many instances of troops speaking in a language other than their mother tongue. For example, some Germans could speak English:

"I met a Saxon who talked English well and who interpreted for me..."  
[Grimsby Daily Telegraph]

"Private Möckel from my platoon, who used to live in England for several years, and I call out to the Brits in English – and soon enough, quite a fun conversation develops between us."  
[Lieutenant Zehmis]

Discuss the benefits of being able to speak other languages. Try communicating simple messages without language, such as 'what is your name?' or 'where are you from?'

The **truce vocabulary** lists the phrases that troops could have used during the truce in English, French, Flemish, German and Hindi. Use these phrases to improvise conversations that the soldiers might have had in other languages. Include any languages of which the students have some basic knowledge.

"... some British officers also join us, with whom I have a delightful conversation in English, French and German!"  
[Lieutenant Zehmis]

"We also talked as much as we could. English and German, but anyhow we understood each other."  
[Walther Stennes]

We want to talk to you

हम तुमसे बात करना चाहते हैं

On veut vous parler

Wir wollen mit euch reden

We willen met je praten





## E Languages and the Christmas Truce

Select one or two of the sources in a different language. Ask pupils to work in groups to read the sources and **get a sense of the meaning**.

Videos available at <http://schoolsonline.britishcouncil.org/football-remembers> will allow your pupils to hear some of the sources accompanying this pack being read in English, French, German and Flemish.

Students could also adopt the persona of one of the authors of the written sources and have **conversations in character**. Record these and play them back to the class.

Explore the characters in the sources through **'hot seating'** where one pupil sits on the 'hot seat' and answers questions from others in character in another language, then practise their truce conversations for performance or filming.

### Extension activity

More experienced language learners could do further work on translating the sources.

### Partner school

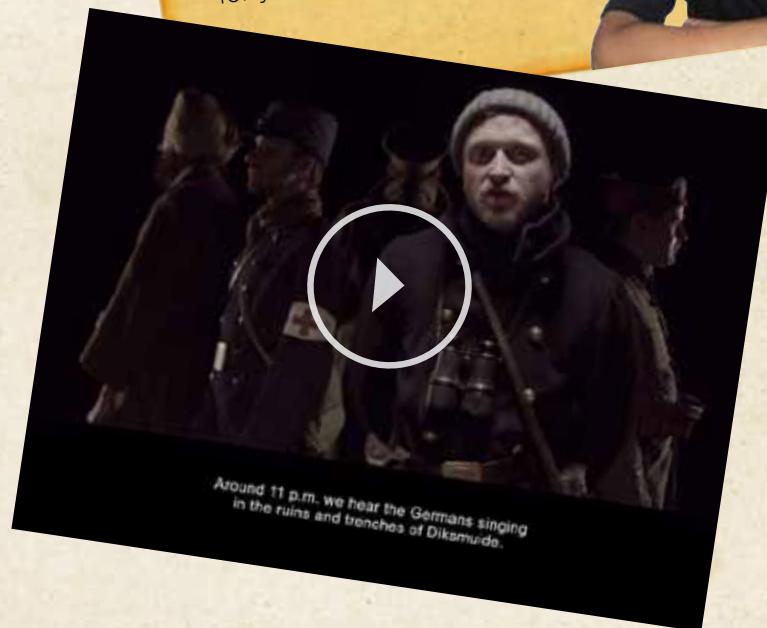
Work with your partner school to translate the resources so that everyone can understand. If your partner school speaks French or German, ask them to translate for you. Translate parts of English sources into another language for your partners to read them.



### Suggested sources

include one diary, three memoirs and a history of the regiment that Hitler served in during the First World War.

22, 23, 26,  
27, 28, 29,  
30, 31, 36, 37





# Truce vocabulary: French

🇬🇧 Come out!  
🇫🇷 Venez!

🇬🇧 Meet us half way  
🇫🇷 Rejoignez-nous à mi-chemin!

🇬🇧 Do you speak English / German / French?  
🇫🇷 Tu parles Anglais / Allemand / Français?

🇬🇧 Where did you learn it?  
🇫🇷 Où as-tu appris l'Anglais / l'Allemand / le Français?

🇬🇧 How long have you been here?  
🇫🇷 Depuis combien de temps es-tu là?

🇬🇧 Do you want to play football?  
🇫🇷 Vous voulez jouer au foot?

🇬🇧 Do you have a camera?  
🇫🇷 Tu as un appareil photo?

🇬🇧 Are you hungry?  
🇫🇷 Tu as faim?

🇬🇧 Have you seen the newspaper?  
🇫🇷 Tu as vu les journaux?

🇬🇧 I'd like to give you something to remember me by  
🇫🇷 Je voudrais te donner quelque chose pour que tu te souviennes de moi

🇬🇧 What are your trenches like?  
🇫🇷 C'est comment dans vos tranchées?

🇬🇧 Do you think we'll meet again?  
🇫🇷 Tu penses qu'on se reverra?

🇬🇧 We want to talk to you  
🇫🇷 On veut vous parler

🇬🇧 Meet in the middle  
🇫🇷 Rejoignons-nous au centre

🇬🇧 Yes I speak... No I don't speak any language but my own  
🇫🇷 Oui, je parle... Non, Je ne parle que ma propre langue.

🇬🇧 I learnt it at school / I lived in another country  
🇫🇷 Je l'ai appris à l'école / J'ai vécu dans un autre pays, à l'étranger

🇬🇧 I arrived a few weeks ago  
🇫🇷 Je suis arrivé il y a quelques semaines

🇬🇧 Do you have a ball?  
🇫🇷 Vous avez un ballon?

🇬🇧 Are we allowed to play?  
🇫🇷 On a le droit de jouer?

🇬🇧 Is it safe?  
🇫🇷 C'est sans risque?

🇬🇧 Can I take your picture?  
🇫🇷 Je peux te prendre en photo?

🇬🇧 Would you like some chocolate / an orange / bully beef?  
🇫🇷 Tu veux du chocolat? Une orange? Du corned-beef?

🇬🇧 I have a newspaper from Germany / England / France  
🇫🇷 J'ai un journal allemand / anglais / français

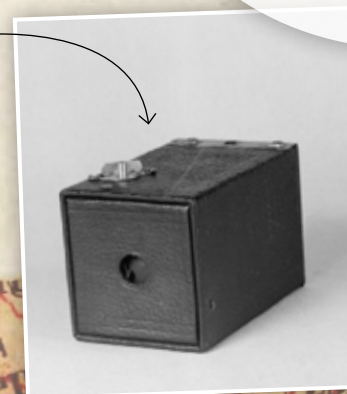
🇬🇧 Here is a button, newspaper, badge, hat...  
🇫🇷 Tiens, un bouton / un journal / un badge / un chapeau

🇬🇧 They are muddy, wet, cold  
🇫🇷 Il y a de la boue, c'est humide et il fait froid

🇬🇧 I would like to / I hope so / I don't think so  
🇫🇷 J'aimerais bien / J'espère que oui / Non, ça m'étonnerait

Je peux  
te prendre  
en photo?

A Kodak No 1  
Brownie Model B box  
camera, sometimes  
used during the First  
World War





# Truce vocabulary: Hindi

🇬🇧 Come out!

🇮🇳 बाहर आ जाओ

🇬🇧 Meet us half way

🇮🇳 आधे रास्ते में मिलो

🇬🇧 Do you speak English / German / French?

🇮🇳 क्या तुम अंग्रेज़ी, जर्मन, फ्रेंच बोलते हो?

🇬🇧 Where did you learn it?

🇮🇳 यह तुमने कहाँ सीखी?

🇬🇧 How long have you been here?

🇮🇳 तुम यहाँ कितने समय से हो?

🇬🇧 Do you want to play football?

🇮🇳 क्या तुम फुटबॉल खेलते हो?

🇬🇧 Do you have a camera?

🇮🇳 क्या तुम्हारे पास कैमरा है?

🇬🇧 Are you hungry?

🇮🇳 क्या तुम्हें भूख लगी है?

🇬🇧 Have you seen the newspaper?

🇮🇳 क्या तुमने समाचार पत्र देखा है?

🇬🇧 I'd like to give you something to remember me by

🇮🇳 मैं तुम्हें कुछ याद रखने के लिए कुछ देना चाहता हूँ।

🇬🇧 What are your trenches like?

🇮🇳 तुम्हारी खाइयाँ किस प्रकार की हैं?

🇬🇧 Do you think we'll meet again?

🇮🇳 क्या तुम्हें लगता है कि हम दोबारा मिलेंगे?

🇬🇧 We want to talk to you

🇮🇳 हम तुमसे बात करना चाहते हैं।

🇬🇧 Meet in the middle

🇮🇳 बीच में मिलो

🇬🇧 Yes I speak... No I don't speak any language but my own

🇮🇳 हाँ, मैं बात करता हूँ। नहीं, मैं अपनी भाषा के अलावा कोई और भाषा नहीं बोलता।

🇬🇧 I learnt it at school / I lived in another country

🇮🇳 मैंने विद्यालय में यह (भाषा) सीखी। मैं अन्य देश में रहता था।

🇬🇧 I arrived a few weeks ago

🇮🇳 मैं कुछ सप्ताह पहले आया हूँ।

🇬🇧 Do you have a ball?

🇮🇳 क्या तुम्हारे पास गेंद है?

🇬🇧 Are we allowed to play?

🇮🇳 क्या हमें खेलने की अनुमति है?

🇬🇧 Is it safe?

🇮🇳 क्या यह सुरक्षित है?

🇬🇧 Can I take your picture?

🇮🇳 क्या मैं तुम्हारी तस्वीर खींच सकता हूँ?

🇬🇧 Would you like some chocolate / an orange / bully beef?

🇮🇳 क्या तुम चॉकलेट या संतरा या बुलीबीफ खाना पसंद करोगे?

🇬🇧 I have a newspaper from Germany / England / France

🇮🇳 मेरे पास जर्मनी, इंग्लैंड, फ्रांस, इत्यादि का समाचार पत्र है।

🇬🇧 Here is a button, newspaper, badge, hat...

🇮🇳 यह रहा बटन, समाचार पत्र, बिल्ला, हैट...

🇬🇧 They are muddy, wet, cold

🇮🇳 वे मिट्टी से लथपथ, गीले और ठंडे हैं।

🇬🇧 I would like to / I hope so / I don't think so

🇮🇳 मैं ऐसा चाहता हूँ / मैं आशा करता हूँ / मैं ऐसा नहीं समझता

क्या मैं तुम्हारी तस्वीर  
खींच सकता हूँ?





# Truce vocabulary: German

🇬🇧 Come out!  
🇩🇪 Kommt raus!

🇬🇧 Meet us half way  
🇩🇪 Trefft uns in der Mitte

🇬🇧 Do you speak English / German / French?  
🇩🇪 Sprecht ihr Englisch / Deutsch / Französisch?

🇬🇧 Where did you learn it?  
🇩🇪 Wo habt ihr es gelernt?

🇬🇧 How long have you been here?  
🇩🇪 Wie lange seid ihr schon hier?

🇬🇧 Do you want to play football?  
🇩🇪 Wollt ihr Fussball spielen?

🇬🇧 Do you have a camera?  
🇩🇪 Habt ihr eine Kamera?

🇬🇧 Are you hungry?  
🇩🇪 Habt ihr Hunger?

🇬🇧 Have you seen the newspaper?  
🇩🇪 Habt ihr gesehen was in der Zeitung steht?

🇬🇧 I'd like to give you something to remember me by  
🇩🇪 Ich würde dir gern etwas zur Erinnerung an mich geben

🇬🇧 What are your trenches like?  
🇩🇪 Wie sind eure Schützengräben?

🇬🇧 Do you think we'll meet again?  
🇩🇪 Meint ihr, wir werden uns wieder sehen?

🇬🇧 We want to talk to you  
🇩🇪 Wir wollen mit euch reden

🇬🇧 Meet in the middle  
🇩🇪 Trefft uns in der Mitte

🇬🇧 Yes I speak... No I don't speak any language but my own  
🇩🇪 Ja, ich spreche... Nein, ich spreche keine Sprache außer meiner Muttersprache

🇬🇧 I learnt it at school / I lived in another country  
🇩🇪 Ich habe es in der Schule gelernt / Ich habe in einem anderen Land gelebt

🇬🇧 I arrived a few weeks ago  
🇩🇪 Ich bin vor ein paar Wochen angekommen

🇬🇧 Do you have a ball?  
🇩🇪 Habt ihr einen Ball?

🇬🇧 Are we allowed to play?  
🇩🇪 Dürfen wir spielen?

🇬🇧 Is it safe?  
🇩🇪 Ist es nicht gefährlich?

🇬🇧 Can I take your picture?  
🇩🇪 Darf ich dich fotografieren?

🇬🇧 Would you like some chocolate / an orange / bully beef?  
🇩🇪 Möchtest du Schokolade / eine Orange / Dosenfleisch?

🇬🇧 I have a newspaper from Germany / England / France  
🇩🇪 Ich habe eine Zeitung aus Deutschland / England / Frankreich etc.

🇬🇧 Here is a button, newspaper, badge, hat  
🇩🇪 Hier ist ein Knopf, eine Zeitung, Dienstmarke, eine Mütze

🇬🇧 They are muddy, wet, cold  
🇩🇪 Sie sind schlammig, nass, kalt

🇬🇧 I would like to / I hope so / I don't think so  
🇩🇪 Das fände ich schön / ich hoffe es / ich glaube nicht

Darf  
ich dich  
fotographieren?



# Truce vocabulary: Flemish

🇬🇧 Come out!

🇳🇱 Kom naar buiten!

🇬🇧 Meet us half way

🇳🇱 Laten we elkaar ergens halverwege ontmoeten

🇬🇧 Do you speak English / German / French?

🇳🇱 Spreek je Engels / Duits / Frans?

🇬🇧 Where did you learn it?

🇳🇱 Waar heb je het geleerd?

🇬🇧 How long have you been here?

🇳🇱 Hoe lang ben je hier al?

🇬🇧 Do you want to play football?

🇳🇱 Wil je voetbal spelen?

🇬🇧 Do you have a camera?

🇳🇱 Heb je een camera?

🇬🇧 Are you hungry?

🇳🇱 Heb je honger?

🇬🇧 Have you seen the newspaper?

🇳🇱 Heb je de krant gezien?

🇬🇧 I'd like to give you something to remember me by

🇳🇱 Ik zou je graag iets geven dat je aan mij herinnert

🇬🇧 What are your trenches like?

🇳🇱 Hoe is het in jouw loopgraven?

🇬🇧 Do you think we'll meet again?

🇳🇱 Denk je dat we elkaar nog zullen terugzien?

🇬🇧 We want to talk to you

🇳🇱 We willen met je praten

🇬🇧 Meet in the middle

🇳🇱 Laten we elkaar in het midden ontmoeten

🇬🇧 Yes I speak... No I don't speak any language but my own

🇳🇱 Ja, je spreek... Neen, ik spreek alleen mijn eigen taal

🇬🇧 I learnt it at school / I lived in another country

🇳🇱 Ik heb het op school geleerd. Ik heb in het buitenland gewoond.

🇬🇧 I arrived a few weeks ago

🇳🇱 Ik kwam hier enkele weken geleden aan

🇬🇧 Do you have a ball?

🇳🇱 Heb je een bal?

🇬🇧 Are we allowed to play?

🇳🇱 Is het toegestaan om te spelen?

🇬🇧 Is it safe?

🇳🇱 Is het veilig?

🇬🇧 Can I take your picture?

🇳🇱 Mag ik een foto van je nemen?

🇬🇧 Would you like some chocolate / an orange / bully beef?

🇳🇱 Will je wat chocolade, een sinaasappel of wat corned beef?

🇬🇧 I have a newspaper from Germany / England / France

🇳🇱 Ik heb een Duitse, Engelse, Franse krant.

🇬🇧 Here is a button, newspaper, badge, hat

🇳🇱 Hier is een knoop, een krant, een naamplaatje, een hoed

🇬🇧 They are muddy, wet, cold

🇳🇱 Ze zijn modderig, nat en koud

🇬🇧 I would like to / I hope so / I don't think so

🇳🇱 Ik zou het fijn vinden / Ik hoop het / Ik denk het niet

Mag ik een foto van je nemen?





**Age range:** 9–14

**Curriculum Links:** Art and design, History

**Global citizenship skills and values:** Empathy, communication, creativity

**Learning objectives:** Study authentic art resources and create drawings about the events of the Christmas Truce and designs for a war memorial

## F Art and design: cartoons

Captain Bruce Bairnsfather's accounts of the Christmas Truce are included in the source materials. He became a cartoonist during the First World War and was famous for his drawings from the trenches.

The photograph of Bairnsfather in the sources was taken on Christmas Day 1914 during the truce, and the cartoons include his 'Christmas card'. In an interview with Canadian television, Bairnsfather remembered playing football with the Germans.

In 1958, he was asked why he started drawing. This was his reply:

'Out of boredom, I should say. I suddenly thought, 'Well, I'd better pass the time,' you know. I had this complaint in my blood as it were, and I used to draw on the back of envelopes or odd bits of paper or cardboard boxes or anything about. Simply to amuse these chaps round about. And demand for these drawings slowly spread up and down. I never thought anything of it, except as a local entertainment.

'Well, then one night a staff officer came along the front line trench, and he looked into a dugout and he saw one of these things stuck up there and he said, 'Who did that stuff?' and they said a chap down here called Bairnsfather, and he said 'Oh,' and he found me, and he said, 'You know, you ought to send one of those things up to a paper'. I'd never dreamt of doing so, never thought of it. However, I thought that would be a good idea, so when we got out of the trenches – you know, we worked a week in and a week out, sort

of shuttle business – and when we were resting in this farm about five miles behind the line, I picked out the picture that I thought had the biggest punch about it at the time and copied it on to a respectable sheet of paper and sent it off to London.'

### Discuss the cartoons with the class:

- What can they tell us about life in the trenches?
- What do they not tell us?
- How do they make you feel? Are they funny, informative or sad?
- What message do you think Bairnsfather is trying to get across in each cartoon?
- Can you identify any themes that run through his cartoons?

There is no Bairnsfather cartoon of the football games. Ask pupils to represent the football game, or another element of the Christmas Truce, such as sharing Christmas presents, in a similar style by using pencil or charcoal.

**Suggested sources**  
include two accounts of the truce from Bruce Bairnsfather and four cartoons and drawings of the trenches.

32, 33, 54, 55

**Partner school**  
Exchange copies of the artwork you have developed. Create a photo gallery together.



### Extension activity

Find out how other artists portrayed the events of the First World War. Which do you think are the most powerful and why?

More cartoons by Bruce Bairnsfather are available online at <http://schoolsonline.britishcouncil.org/football-remembers>.



Cartoon drawn by Bruce Bairnsfather.  
Reproduced with the kind permission of the Bairnsfather family



**Age range:** 9–14

**Curriculum Links:** Art and Design, History

**Global citizenship skills and values:** Empathy, communication, creativity

**Learning objectives:** Study authentic art resources and create drawings about the events of the Christmas Truce and designs for a war memorial

## G Design a war memorial

Look at images of different types of war memorials from a variety of different countries and conflicts. Discuss why memorials and events, such as Remembrance Day, are important.

If you have a war memorial close to your school, try to arrange a visit to study it in detail. Examine the names and the dates of those who are remembered on it. What does it tell us? How can you find out any more information about the people who are remembered on the monument?

Ask your pupils to design a monument to commemorate the Christmas Truce using the original sources as inspiration. You could share these ideas with your partner school.

This monument in Messines near Ypres marks one of the sites where football was played during the Christmas Truce. Visitors leave footballs.

Photo reproduced with kind permission of Steve Hawkins Photography



### Competition (2014 only)

Football Remembers is launching a competition for UK schools and football club academies to design a monument to remember the football played during the Christmas Truce. This competition closes on 16 June 2014.

To enter the competition, read the information below, then go to <http://schoolsonline.britishcouncil.org/football-remembers>

### Suggested sources

all contain either a reference to football being played or troops who took part in the truce. They include two letters, the transcripts of two television interviews, a diary, a memoir and two photographs.

9, 10, 20, 21, 23, 33, 47



# Football Remembers Memorial Competition in association with the National Memorial Arboretum

Design a contemporary war memorial that honours the soldiers who played football during the Christmas Truce. Designs will be shortlisted by the National Memorial Arboretum. The winning design will be selected by a panel of judges including HRH The Duke of Cambridge and Theo Walcott and constructed at the National Memorial Arboretum in Staffordshire ([www.thenma.org.uk](http://www.thenma.org.uk)).

This competition closes on 16 June 2014. Find out more and enter online at <http://schoolsonline.britishcouncil.org/football-remembers>.

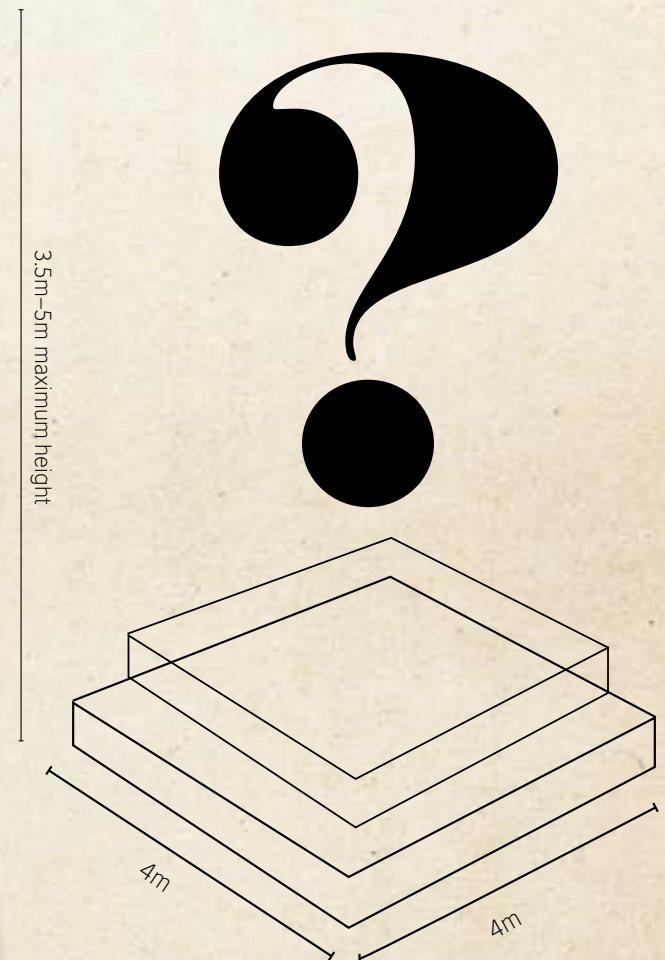
## Design Criteria

The memorial should inspire and educate visitors, as well as be a place of remembrance and reflection. It should be:

- A simple and timeless design with a sense of dignity
- Readily recognisable as a memorial, but not necessarily of traditional design
- Visually coherent when seen from all sides, allowing people to gather round it on at least three sides for a ceremony.



Photo reproduced with the kind permission of David Faul





# Brief for Football Remembers memorial

## Additional Design Considerations

The memorial should be:

- Readily visible for standing children and adults – the suggested height is between 3.5 and 5m
- Positioned on a stepped base to allow wreaths to be placed above ground level
- Have simple but informative text that can be read in less than 30 seconds and have a font size of at least 14mm
- Located on a base of suitable proportions not exceeding 4m by 4m
- Made of robust materials so that graffiti could be easily cleaned off and the impact of any vandalism is minimised
- Designed to require minimal maintenance
- Designed to accommodate small wooden crosses placed by visitors around the base.

## Suggested Materials

A wide variety of materials can be used. For example, a metal such as bronze, natural stone, glass or resin. The memorial could be figurative (for example, a sculpture), bas relief, a rough-hewn standing stone or cut blocks of stone.

If natural stone is used, it should be from a UK source, preferably local. For example, the National Memorial Arboretum in Staffordshire uses Hollington Sandstone, a local stone.



Photo reproduced with the kind permission of Barry Turner



A memorial to the Footballers' Battalion.  
Photo reproduced with the kind permission of the Football League



**Age range:** 11–14

**Curriculum Links:** Citizenship, Religious Studies, PSHE, Drama

**Global citizenship skills and values:** Team work, communication skills, understanding intercultural contact, empathy

**Learning objectives:** Use the truce as an inspiration for developing questioning skills and the ability to see different perspectives by discussing ethical dilemmas.

## H Moral education

### Ethics and the Christmas Truce

This activity builds on the diary work in which pupils have already explored different perspectives.

Students carry out imaginary conversations between people who were involved in, or affected by, the truce. Adopting a persona from the sources, they discuss what they think of the truce, how it has affected them and the reasons for their point of view.

Students work in pairs or small groups. Assign a character to each student from the source materials or ask them to choose their own. A summary of the characters could be printed onto flash cards to help them. Older pupils could create their own.

Make sure that each group's characters have different back stories as this will create more interesting discussions. For example, mix up the different ranks of soldiers from the Allied or German forces and make these two enemy sides speak to each other. Include the Belgian soldier, Michel Toudy, in the discussions and think about why he opposed the truce. Include people at home who heard news of the truce in letters from their fathers, brothers, etc.

Students should spend five minutes in their pairs or groups discussing the truce from the point of view of their character, and then summarise their conversation to the rest of the class. Use this as the basis of a class debate about the rights and wrongs of the Christmas Truce.

#### Questions to answer (in character) during the conversations:

- What did the truce mean to them?
- How did the truce affect them?
- What impact did it have on the war?
- Was it right to make friends or play football with enemies who you had tried to kill and who had killed your friends?
- Was it right for soldiers to disobey orders to establish a truce?
- Was it right to use the ceasefire to try to gain information about the opposing forces?
- How easy is it to stop fighting and then start again?
- How did the soldiers feel when the truce ended?



The Pope and  
General Sir Horace  
Smith-Dorrien





# H Moral education

Here are some characters from source materials that could be used for the conversations:

**The Pope** – see reports about the ‘Truce of God’ proposed by Pope Benedict XV.

**British / French rank and file soldiers** – for example, the Wray brothers, Marcel Bechu, John Erskin from the *Edinburgh Evening News*, the account of the truce from the *Staffordshire Sentinel*, the unnamed officer in *The Times* and the soldiers mentioned in the East Sussex Regimental War Diaries who rebuffed a truce attempt by the Germans.

**German rank and file soldiers** – see the accounts from Hitler’s regiment, Lieutenant Niemann, and others who describe playing football.

**British high-ranking soldiers** – see General Sir Horace Smith-Dorrien’s orders to troops before and after the truce.

**German high-ranking soldiers** – for example, Walter Stennes, Prince Heinrich or a German general seeing the truce through a periscope (photo).

**A Belgian soldier** – see Michel Toudy.

**Soldiers who took part in the truce and refused to fight afterwards** – see the report from the *Staffordshire Sentinel* of the *Guardian* report

**A young person at home reading letters and newspaper reports about the truce** – for example, *Taegliche Rundschau*, as reported in the *Staffordshire Sentinel*, or the *Guardian*, as reported in the *Staffordshire Sentinel*.

**Civilians, for example Belgians, who were made refugees by the fighting.**

**Partner school**  
After this activity arrange to have a debate with your partner school on these issues. Put the points of view of your class to your partner school.



**Suggested sources** provide many different perspectives on the truce and include three reports on the Pope’s call for a truce, orders from the high command before and after Christmas, the diary of a Belgian soldier, four soldiers’ letters, four memoirs, two regimental histories and a photograph of the truce taken through a trench periscope.

1, 2, 3, 4, 5, 6,  
10, 13, 14, 15,  
18, 21, 24, 27,  
29, 34, 37, 52

**WHAT GERMANY WOULD LIKE.**  
The *Tagblatt*, Wednesday, Dec. 9, the *Berliner Tagblatt* states that the Pope has sent an appeal to all the belligerent Powers with the object of bringing about a three days’ truce for Christmas.  
The truce would extend from December 23 to the date of the Roman Christmas.  
Germany is not opposed to the suggestion on principle, and the *Tagblatt* admits that the Papal suggestion is excellent from the humanitarian standpoint.  
—Bzelung.



Truce

God



**Age range:** 9–14

**Curriculum links:** PE, English

**Global citizenship skills and values:** Communication, collaboration

**Learning objectives:** To begin planning a football match to commemorate the Christmas Truce of 1914 and consider the attributes of an effective football player

# I Sports activities

The football that was played at Christmas 1914 was not like a football match you might see on a Saturday. It was played in a rough and often bombed area of ground between the trenches. Some of the accounts mention caps being thrown down as goal posts, but the pitch would certainly not be marked in any way.

There were unlimited numbers on each team – one soldier remembers two or three hundred taking part. There were no team captains, strikers or defenders. There was no referee.

Some accounts have a real football sent to the troops for Christmas and being blown up for the game. In other records the football was improvised, and was just something that they could kick around.

There was no strip. Soldiers wore their uniforms, including trousers and jackets, kilts and heavy army boots.

This lesson encourages you to recreate the spirit of this special football experience and to think about how you might go about organising your commemoration match.

## Memories

Ask the pupils who has played this kind of football and what made it fun? How and when did it happen? What's the difference between this and a 'real' football match?

## Make a football

In parts of the world today, children still play football on patches of land, often with their bare feet. Many cannot afford a leather football, so they make their own out of local materials. The most commonly used material is plastic bags. Encourage groups of students to make their own football. Have a competition to see which group can make the most successful and robust football and work together successfully as a team.

You don't need a real pitch, some children don't even need shoes



## Thinking Ahead

### Organising your football match

Ask your pupils to think about the organisation of your special commemorative football match in December.

- What resources will be needed?
- How can they involve as many people (boys and girls) as possible?
- How will they keep score?
- How can they share and publicise the event?

Encourage them to work together to develop a timeline and a list of who will be responsible for different parts of the event. Make sure someone will be on hand with a camera to take photographs of the teams together to show that you remembered.





This is a real football from the First World War. It was dribbled across No Man's Land by soldiers from the London Irish Rifles during an attack at the battle of Loos in 1915. They wanted to score a 'goal' in the German trenches. Photo reproduced with the kind permission of the Curator of the Regimental Museum of the London Irish Rifles.





# Four corners

Successful footballers can balance the technical, psychological, physical and social elements across their lives, to achieve the best results in sport.

One tool used to help them achieve this is the four corners approach. This looks at different aspects of a player's life – technical, psychological, physical and social – and develops these to achieve their potential on the pitch. The model aims to develop not just the player but the whole person.

The table to the right gives some examples of the skills footballers need in each of the four corners:

<b>TECHNICAL</b> As a footballer, the skills needed to be effective on the pitch, for example: <ul style="list-style-type: none"><li>– Long and short passes</li><li>– Tackling</li></ul> <b>To develop these skills:</b> <ul style="list-style-type: none"><li>• Ask the team to play in different positions during different periods of the game</li><li>• Let them play their own game</li><li>• Play different formations</li></ul>	<b>PSYCHOLOGICAL</b> The mental strength needed by footballers: <ul style="list-style-type: none"><li>– Decision making on the pitch</li></ul> <b>To develop these skills:</b> <ul style="list-style-type: none"><li>• Allow the players to learn from their mistakes and take risks</li><li>• Let the players experiment and make their own decisions</li></ul>
<b>PHYSICAL</b> Footballers need to be in good shape for the match. <b>To develop these skills:</b> <ul style="list-style-type: none"><li>• Incorporate generic movement – agility, balance and co-ordination into your warm-up</li></ul>	<b>SOCIAL</b> Being part of a team Following the rules of the game <b>To develop these skills:</b> <ul style="list-style-type: none"><li>• Allow the players to be involved in decision making processes</li><li>• Give the players responsibility</li></ul>



# Four corners

Ask pupils if they can add to the grid by giving further examples for each section and ideas of how these skills could be developed.

Soldiers fighting on the Western Front taking part in the Christmas Truce also had to balance these four aspects. Use the source materials to try and identify the technical, psychological, physical and social attributes that were important during this period and add to the grid to the right.



**Suggested sources** contain a reference to football being played or show troops that took part in the truce. They include two soldier's letters, transcripts of two interviews, a diary, a regimental history and two photographs of the truce taking place.

9, 10, 20, 21, 23, 33, 47

## TECHNICAL

The skills needed by a soldier in the trenches, for example:

- how to use and arm a gun

## PSYCHOLOGICAL

The mental strength needed by soldiers

- Risk taking
- Strategic awareness
- In the truce the courage to meet the enemy.

In the source materials, a soldier from RJR 16 (Hitler's regiment) described how an enemy soldier made his way across No Man's Land: 'An especially brave man came closer, with his arms waving, then another followed and then more and more...' The corporal writing in *The Saturday Review* explains that '... even to show your head above the parapet would have been fatal, but tonight we go unarmed (but a little shakey) out to meet our enemies.'

## PHYSICAL

Soldiers need to be fit. In the source materials, Lieutenant Zehmisch describes 'a vigorous football match'

## SOCIAL



**Age range:** 9–14

**Curriculum Links:** Citizenship, History, Literacy

**Global citizenship skills and learning values:** Conflict resolution, self-awareness, critical analysis

**Learning objectives:** To use the historical example of the Christmas Truce to develop understanding of conflict and conflict resolution

## J Friend and Foe conflict simulation game

### What is the game about?

A conflict resolution game for upper primary and lower secondary students based around the Christmas Truce on the Western Front in 1914. The game will challenge your students to think about their actions, as well as the cause and effect of conflicts. You can see a video of a school playing this game at <http://schoolsonline.britishcouncil.org/football-remembers>.

### Why play the game?

The Friend and Foe game explores a process the two sides might have used to reach a truce.

In this game cooperation (playing the Friend card) results in the best pay-off for both sides, even if the temptation to double cross (playing the Foe card) is high.

A version of this game has been used in many communities in conflict including Kosovo, Northern Ireland, northern Nigeria, Sri Lanka and gangs in Colombia.

### The Scenario (read this to the students)

It is Christmas 1914 and the First World War started almost four months ago. German, Belgian, French, Indian and British troops have dug themselves into trenches in northern France and Belgium. From the trenches they fight one another across No Man's Land.

Around this time some enemy soldiers start to share Christmas greetings. Gradually the soldiers begin to rise out of the trenches and meet each other in No Man's Land. Carols are sung, presents exchanged and it is rumoured that football matches are played.

What might have happened if both sides had carried forward this good feeling and tried to sort out their differences? Could the war have ended then, without millions of lives being lost?



German soldiers of the 134th Saxon Regiment photographed with men of the Royal Warwickshire Regiment in No Man's Land on the Western Front





# Playing the Friend and Foe game

It will take around an hour to play.

**You will need:**

- 2 x Friend cards (REDS) and 2 x Foe cards (BLUES), so that each team has one of each colour
- Score sheet

Split the students into two teams, A and B. Each team needs an area to discuss tactics that is not within listening distance of the other team.

- Start by reading out the scenario
- You can also assign to each team an author from the written sources who was in favour of the truce, one from the German side and the other from the Allied Forces. For example, German Lieutenant Zehmisch and British Captain Robert Hamilton (their diaries are included in the source materials). Ask the teams to read the Zehmisch and Hamilton accounts of the truce and put themselves in the place of the officers
- Explain to the class that this game will give them an opportunity to end the war, either by building a lasting truce or by victory/defeat.

The game consists of ten rounds of each team playing either a red or blue card. Red cards are cooperative: Friend. Blue cards are uncooperative: Foe. If you play a red card you are building trust with your enemy. If you play a blue card you are undermining the truce, or 'defecting'.

The teams' scores depend on the cards played by the opposing team (see the score table) and whether their plays are Friend plays (maximum score three points) or Foe plays (maximum score six points).

*Note: Students will be confused by the explanation of the game, but all will become clear after the first few rounds. Tell students this before the game begins.*

**The possible plays in the card game are:**

- Two Red Friend cards – both cooperate and are rewarded for cooperation by receiving three points each.
- One Red Friend and one Blue Foe card – one cooperates and the other defects. The defecting player gets six points, while the cooperator gets none.
- Two Blue Foe cards – both defect and are punished for their mutual defection by having three points deducted each.

After each round, each team discusses what card to play next.

**Rounds 1–4:** During the first four rounds students may not communicate with the other team in any way. After each play, record the score.

**After Round 4:** Each team chooses an envoy or representative to talk to the other team (these are the brave soldiers who first stepped out into No Man's Land). They spend two minutes talking to each other about how they will move forward but they do not have to stick to what they promise. They then report back to their teams ahead of round five.

**Rounds 5–8:** Resume play. After each play, record the score.

**After Round 8:** Both teams meet to discuss how to move forward. The teacher should facilitate this and students should speak only when asked, to avoid a shouting match.

**Rounds 9–10:** Resume play. The final two rounds are worth double points. Add up the final scores and explain the conclusions below.

**Secret strategy advice for teachers:** The best strategy is to cooperate on the first move and then repeat the play made by the opponent on the previous move. Students should not find this out until the end of the game.



# Playing the Friend and Foe game

## The conclusions

**Peace:** both teams have more than ten points. The peace talks have worked and a truce is in place. Everyone wins.

**A fragile truce:** both teams score between zero and ten points. A fragile truce is in place but relations could easily break down again.

**One side wins the war:** if one team has between zero and ten points and the other has more than ten. For a decisive victory, the winning team should have more than 30 points.

**Everybody loses:** both teams have zero or minus points. The war continues at the cost of millions of lives.

## After the game

Students should complete the evaluation form independently to express their own feelings and not those of the group. Then discuss the findings together. Points to consider include:

- How the game helps you to understand the Christmas Truce
- The factors that are important in resolving conflict
- Why this game could be used to resolve and avoid conflicts

**Suggested sources** include two soldiers' diaries and a regimental war diary.

8, 16, 23



# Score sheet

ROUND	COLOR PLAYED		SCORE		CUMULATIVE SCORE	
	A	B	A	B	A	B
1						
2						
3						
4						
CONFERENCE (ENVOY)						
5						
6						
7						
8						
CONFERENCE (WHOLE TEAM)						
9						
10						
PLENARY REVIEW						

GROUP A	GROUP B	SCORE A	SCORE B
Red	Red	+3	
Red	Blue	0	+3
Blue	Red	+6	+6
Blue	Blue	-3	0
			-3



# Evaluation form

What was your strategy at the beginning of the game?

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Did your strategy change as the game progressed?

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If you played the game again what would you do differently?

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What did you learn from playing the game?

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**Age range:** 9–14

**Curriculum Links:** History, English

**Global citizenship skills and learning values:** Critical thinking, reading and comprehension, debate and discussion, analysis and value judgement

**Learning objectives:** Develop an awareness of different interpretations of historical events and an ability to review sources and consider their accuracy

# K History

In pairs or small groups, ask the pupils to make mind maps showing what they already know, or think they know, about the Christmas Truce.

Then ask each group to write down three questions or topics that they would like to investigate further before their commemorative football match. Encourage them to ask open questions that they can go on to research.

Share the pupils' mind maps. Talk about the pupils' existing knowledge and explore some of the questions or topics that have been raised. Discuss how they can go about finding their answers.

It is important that this sequence of enquiry questions and activities is taught in order, as it is designed to culminate in an assessment of the significance of the Christmas Truce to pupils today.

The activities could be differentiated for younger pupils by limiting the number of sources they use, simplifying text or leaving out material that is deemed inappropriate for a particular age group.

## 1. Why were soldiers friendly towards their enemies across the Western Front during Christmas 1914?

Use the information in the introduction to this pack to recap and explain details of the Christmas Truce of 1914. Using source material from the pack, make a single large copy of each suggested source and mount each one on an even larger piece of paper for annotation.

**Display the possible motivations for fraternisation listed below. Ask pupils if there are others they can think of:**

- Soldiers on both sides found they had experiences in common
- Soldiers enjoyed socialising with each other
- Soldiers on both sides were homesick and wanted to celebrate the Christmas holiday as they usually did with their families
- Soldiers on both sides were curious to meet their enemies
- Soldiers on both sides thought it was wrong to kill at Christmas
- Soldiers on both sides wanted to bury their dead.

Give time for individuals, pairs or small groups to circulate around the room reading and annotate each source in turn. Ask them to highlight comments or phrases within the text or details within an image that could suggest a particular motivation for the actions of soldiers on each side. Ask them to rank which they think are the most important.

Pupils could participate in a final debate on why soldiers fraternised despite propaganda depicting their enemies as cruel, treacherous or barbaric.

**Suggested sources** for question 1 include soldiers' diaries, soldiers' letters and extracts of war diaries.

7, 9, 16, 23, 53





# K History

**Suggested sources** for question 2 include four soldiers' letters, two memoirs, a diary and the photograph of the truce taken through a trench periscope.

10, 11, 12, 17, 19,  
27, 52, 53

**2. Since early 1915, people have disputed the idea that football could have been played in such difficult circumstances. Ask your pupils whether they think that football was played.** Display the possible reasons for debate listed below:

- People who say football was played are reporting hearsay, so it was just a rumour
- Some of the accounts of football being played only emerged years and years after the war – it was a myth which people wanted to believe in
- No Man's Land was very dangerous and filled with wire, shellholes and the dead – people could not have played football there
- Soldiers had guns and ammunition – not footballs – in the trenches
- Commanding officers would not have allowed soldiers to fraternise.

This lesson could be differentiated for younger pupils by selecting fewer or more accessible sources.

**3. How significant was the Christmas Truce of 1914?**

Lead a discussion about what pupils consider to be the most significant event in their lives so far and ask them to give reasons for this. Ask the class what 'significance' means to them.

**Now display the following criteria for ascribing historical significance to an historical event:**

- Remarkable – the event was remarked on at the time or has been since
- Remembered – the event has been remembered as important at some stage in history to a group or groups of people
- Resulted in change – the event had consequences for the future
- Resonant – people still connect with, or refer to the event, in the present
- Revealing – the event tells you something about what it was like to live at that time.

Ask the pupils to form pairs to carefully read the suggested accounts of the truce in this pack and to highlight words which indicate how significant the participants thought the truce was at the time. Lead a whole class discussion and take a vote, awarding a mark out of ten for how significant the truce appeared to be to people at the time.

Repeat the same activity for the extract over the page from the Official British War History published in 1926.

**Suggested sources** for question 3 include one diary, a photograph of the truce, the official history of 1915, a memoir, an interview and a regimental record.

16, 24, 31, 34,  
35, 48



# K History

‘During Christmas Day (1914) there was an informal suspension of arms (truce) during daylight on a few parts of the front and a certain amount of fraternization (friendly relations). Where there had been recent fighting both sides took the opportunity of burying their dead lying in No Man’s Land and in some places there was an exchange of small gifts and a little talk, the Germans expressing themselves confident of an early victory. Before returning to their trenches both sides sang Christmas carols and soldiers’ songs, each in their own language... There was to be an attempt to repeat this old time warfare custom at Christmas 1915 but it was a small isolated one, and the fraternisation of 1914 was never repeated.’

Steer the whole class discussion of the extract, so that pupils compare the accounts of 1914 with the extract from the Official British War History and explore the possible reasons why these accounts might differ and the relative significance the sources ascribe to the truces.

The Christmas Truce, and particularly the game of football, have often been depicted in plays, films and books about the First World War. For example:

- Film and play, *Oh What a Lovely War!*
- Michael Foreman’s *War Game*

- Michael Morpurgo’s *The Best Christmas Present in the World*
- Blackadder Goes Forth, Episode 6 *Good Bye*  
<https://www.youtube.com/watch?v=vH3-Gt7mgYM>
- Horrible Histories  
<https://www.youtube.com/watch?v=oODjeoRbAp8>
- Paul McCartney’s 1983 hit *Pipes of Peace*, which depicts the Christmas Truce of 1914  
[www.youtube.com/watch?v=sa7Wwmuo9yY](http://www.youtube.com/watch?v=sa7Wwmuo9yY)

If you watch one of these, or study one of the books, you could have a similar discussion to those held above and take a vote, awarding a mark out of ten for how significant the truces appear to be in this source.

Lastly, lead a discussion ensuring that pupils understand the criteria and take suggestions as to how it could be applied to the Christmas Truce of 1914. Then ask them to consider what mark out of ten for significance they might award the Christmas Truce.





**Age range:** 9–14

**Curriculum Links:** History, English, Drama, Citizenship

**Global citizenship skills and learning values:** Research skills, team work, community awareness, reading and comprehension, presentation skills

**Learning objectives:** Use research skills to learn about football in the First World War and find out how propaganda was used to encourage footballers and fans to join up

## L Find a footballer

Create a profile of a First World War footballer and present your research as a poster. This could be someone from your area, someone from a local team or someone whose story inspires your pupils. This activity gives students a human connection with football in the First World War through an individual player's story, professional or amateur, man or woman.

Ask students to work independently or in pairs to research a footballer, record their findings and present them to the class. They could use a wide range of sources. Online research, libraries and football club historians are a good place to start. Remind them to record the sources they use.

They could use the following guidance and template to help them.

Make a display in your school of all the footballers your pupils find, swap stories with your partner school, and upload what the students find to the British Council Schools Online site.



**Suggested sources**  
include background reading and examples of footballers' stories to inspire pupils, as well as a photograph of British and Indian soldiers playing football behind the frontline, watched by local children.

38, 39, 46



# L Find a footballer research worksheet

NAME	DATE AND PLACE OF BIRTH	A PHOTOGRAPH
<p><b>Deciding who to research can be one of the toughest decisions – here are a few options to help you get started:</b></p> <ul style="list-style-type: none"> <li>• Do you play football in a team today? Did your team exist at the outbreak of the First World War? If so, can you find out what happened to the people who played in your team during the war?</li> <li>• Do you support a football team today? Did your football team exist during the First World War? Can you find out who played for them, and what the team did during the war? (This is a good place to start whether you support a small local club or one of the Premier League's top four teams.)</li> <li>• During the war, did women play football in your area? What can you find out about them?</li> <li>• Are there any stories in your family or community about football in the First World War? There may be a very special story on your doorstep. Perhaps a great-great-uncle who loved to play football before the war signed up. Ask your parents, grandparents and other relatives or people from your local area. This could include sheltered housing for older people, as their parents might have been involved in the war, and local history groups.</li> </ul>	<p><b>BACKGROUND</b></p> <p>Where did he (or she) grow up, what was their family like, what was their job before, or as well as, playing football?</p> <p><b>WHAT HAPPENED TO THEM IN THE WAR?</b></p> <p>When did they join up to fight, and which regiment or battalion did they join?</p> <p>If you are finding out about a female footballer, what did she do during the war? Why did she start playing football?</p> <p><b>WHAT HAPPENED AFTERWARDS?</b></p> <p>If they survived, what did they do after the war? If they died, are they remembered somewhere? For example, on a war memorial or at their football club.</p> <p>Remember that most people who took part in the war came home – 88 per cent of soldiers returned.</p>	<p>If you can find one that is free of copyright restrictions.</p> <p><b>A DRAWING</b></p> <p>Be an artist! From what you have discovered, what do you think your footballer looked like?</p> <p><b>RESOURCES USED</b></p> <p>It's always important to explain how you got your information and where you got it from.</p>



**L** Find a footballer research worksheet

Name	What happened to them in the war?	An image
Date and place of birth		
Background	What happened afterwards?	Resources used



**Age range:** 9–14

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## M Propaganda and football

### Recruiting footballers to the armed forces – propaganda

At the start of the First World War, football carried on as usual. Some people thought that this was wrong and that men who played football should be fighting for their country.

The Football Association (FA) and the government encouraged footballers to join up. One way they did this was through propaganda.

The source materials include posters and a letter from the FA sent to footballers encouraging them to enlist:

- **FA Poster – An Appeal to Good Sportsmen** – issued in 1914, urging men to enlist now and ‘show that they are good sportsmen... Every man must know his duty to himself and to his country’.
- The FA sent a **letter to footballers** encouraging them to join the ‘Footballer’s Battalion’. Its closing line was, ‘We do urge you as a patriot and a footballer to come to the help of the country in its hour of need.’



- **Football Battalion recruitment poster** – ‘Young men of Britain!!! The Germans said you were not in earnest... We knew you’d come and Give Them The Lie! Play the Greater Game on the Field of Honour.’ The poster quotes a German newspaper as saying, ‘The young Britons prefer to exercise their long limbs on the football ground rather than to expose them to any sort of risk in the service of their country.’

They also include a poster encouraging Irish soldiers to enlist by encouraging them to join a ‘Grand International Match’ against Germany and Austria, a football-themed game from the time and three newspaper articles.

**Suggested sources** include three recruitment posters, a letter written by the head of the Football Association, a game from the time and three short newspaper articles.

40, 41, 42, 43, 44,  
45, 50, 56

Divide the class into small groups and give them some or all of the sources from the above list to work with. Discuss your findings together. Ask students to look at the sources and answer the following questions:

- What message is the poster / letter / game / article trying to get across?
- How does it do this – through its language, layout, use of images?
- What kind of language does it use? How does its language help to get the message across?
- How do the posters and letter appeal to your emotions? What effect do they have?
- Compare and contrast the sources. Which do you think are the most effective and why?
- Design football recruitment posters for a display.



# Further Resources

Below is a selection of some useful resources for exploring the Christmas Truce and the role of football in the First World War more widely, including museums, websites and books.

## MUSEUMS:

**Several museums have information and collections relating to the First World War and the football truce. Among them are:**

**The Imperial War Museum:** [www.iwm.org.uk](http://www.iwm.org.uk)

**The National Football Museum:**

[www.nationalfootballmuseum.com](http://www.nationalfootballmuseum.com)

An exhibition on football in the First World War opens in December 2014.

**The National Army Museum:** [www.nam.ac.uk](http://www.nam.ac.uk)

**The National Memorial Arboretum:**

[www.thenma.org.uk](http://www.thenma.org.uk)

**The Scottish National Football Museum**

(Hampden Park, Glasgow):

[www.scottishfootballmuseum.org.uk](http://www.scottishfootballmuseum.org.uk)

**In Flanders Fields Museum** (Ypres, Belgium):

[www.inlandersfields.be/en](http://www.inlandersfields.be/en)

**Wrexham Museum service** holds the Welsh Football Collection: [www.wrexham.gov.uk/english/heritage/welsh\\_football](http://www.wrexham.gov.uk/english/heritage/welsh_football)

**Manchester United FC Museum** (Old Trafford, Manchester): [www.manutd.com/en/visit-old-trafford/museum-and-stadium-tour/welcome.aspx](http://www.manutd.com/en/visit-old-trafford/museum-and-stadium-tour/welcome.aspx)

**Chelsea FC Museum** (Stamford Bridge, London): [www.chelseafc.com/stadium-tours-info/article/2556087/title/about-the-tours--museum](http://www.chelseafc.com/stadium-tours-info/article/2556087/title/about-the-tours--museum)

**Arsenal FC Museum** (Emirates Stadium, London): [www.arsenal.com/history/the-arsenal-museum](http://www.arsenal.com/history/the-arsenal-museum)

**Westminster Archives** holds information about Walter Tull: [www.westminster.gov.uk/archives](http://www.westminster.gov.uk/archives)

**The Surrey History Centre** has information about football and the Somme: [www.surreycc.gov.uk/recreation-heritage-and-culture/archives-and-history/surrey-history-centre](http://www.surreycc.gov.uk/recreation-heritage-and-culture/archives-and-history/surrey-history-centre)

**The Bodelwyddan Castle Museum** and the National Museum of Wales will have a special exhibition on the Christmas Truce between January and March 2015: [www.bodelwyddan-castle.co.uk](http://www.bodelwyddan-castle.co.uk) and [www.museumwales.ac.uk](http://www.museumwales.ac.uk)

**Football Clubs** may be able to help you find out more. Also see [www.premierleague.com](http://www.premierleague.com), [www.football-league.co.uk](http://www.football-league.co.uk), [www.thefa.com](http://www.thefa.com)

**Regimental museums** near you can be a great source of information about the First World War in general. Below are some regimental museums that hold displays or artefacts which specifically relate to the Christmas Truce:

**The London Irish Rifles Museum** has a football that was kicked ahead of the regiment's attack at the battle of Loos, 1915: [www.londonirishrifles.com/museum](http://www.londonirishrifles.com/museum)

**The Surrey Infantry Museum** has information about football and the Somme: [www.queensroyalsurreys.org.uk/new\\_museum/new\\_museum.shtml](http://www.queensroyalsurreys.org.uk/new_museum/new_museum.shtml)

**The Prince of Wales Royal Regiment and Queen's Regiment Museum** has information about football and the Somme: [www.royalwelsh.org.uk/regimental-museum-of-the-royal-welsh.shtml](http://www.royalwelsh.org.uk/regimental-museum-of-the-royal-welsh.shtml)



# Further Resources

## **The Green Howards Museum:**

[www.greenhowards.org.uk](http://www.greenhowards.org.uk)

## **Royal Regiment of Fusiliers Museum (Royal Warwickshire):** [www.warwickfusiliers.co.uk](http://www.warwickfusiliers.co.uk)

## **Royal Welch Fusiliers Museum:**

[www.rwfmuseum.org.uk](http://www.rwfmuseum.org.uk)

You can find other regimental museums here:

[www.armymuseums.org.uk](http://www.armymuseums.org.uk)

## **Remember the World as well as the War:**

<http://www.britishcouncil.org/organisation/publications/remember-the-world>

A British Council publication highlighting the truly global nature of the conflict and its lasting legacy

## **MORE FIRST WORLD WAR RESOURCES AND ACTIVITIES FOR SCHOOLS**

### **British Council Schools Online**

<http://schoolsonline.britishcouncil.org>

Resources to help your students explore the world beyond their classroom

### **British Council First World War Resources for EFL/ESOL Students**

[www.teachingenglish.org.uk/world-war-1](http://www.teachingenglish.org.uk/world-war-1)

### **The Imperial War Museum**

[www.iwm.org.uk](http://www.iwm.org.uk)

## **The Commonwealth War Graves Commission**

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

Learning resources, virtual cemetery and CWGC sites

## **The Royal British Legion**

[www.britishlegion.org.uk](http://www.britishlegion.org.uk)

## **The British Library**

[www.bl.uk](http://www.bl.uk)

## **The National Archives**

[www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)

## **The Europeana Collection**

[www.europeana-collections-1914-1918.eu](http://www.europeana-collections-1914-1918.eu)

## **The Glory Days**

<http://www.cwgc.org/glorydays/flash.html>

Football in the First World War

## **World War One – Playing the Game**

[www.ww1playingthegame.org.uk](http://www.ww1playingthegame.org.uk)

Educational resources based on the children's book *War Game* by Michael Foreman

## **Crossing the White Line**

[www.crossingthewhiteline.com](http://www.crossingthewhiteline.com)

Explores the life of Walter Tull, professional footballer and soldier in the First World War

## **Football and Peace**

[www.childrensfootballalliance.com/football-and-peace](http://www.childrensfootballalliance.com/football-and-peace)

Commemorates the truce and celebrates peace through play/sports

## **The Institute of Education**

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

Additional teaching resources

## **The Bruce Bairnsfather Society**

[www.brucebairnsfather.org.uk](http://www.brucebairnsfather.org.uk)

## **Dick, Kerr Ladies FC 1917-1965**

[www.dickerrladies.com](http://www.dickerrladies.com)

The pioneering women's football team in which Florrie Redford played

## **The Christmas Truce 1914 Operation Plum Pudding**

[www.christmastruce.co.uk/](http://www.christmastruce.co.uk/)

Letters from local papers

## **Spartacus Educational**

[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)

History with illustrations and primary sources

## **The First World War Centenary**

[www.1914.org](http://www.1914.org)

Local events taking place for Centenary commemorations

## **Royal Shakespeare Company**

[www.rsc.org.uk/whats-on/the-christmas-truce](http://www.rsc.org.uk/whats-on/the-christmas-truce)

New play about the Christmas Truce

## **Our Friends, the Enemy**

[www.ourfriendstheenemy.com](http://www.ourfriendstheenemy.com)

One man show about the Christmas Truce





# A small selection of further reading

Ali, J.: *Our Boys: The Great War in a Lancashire Village*, Landy Publishing, 2007

Bell, M.: *Red, White and Khaki*, Peak publish, 2011

Brown, M. and Seaton, S.: *The Christmas Truce*, Pan Books, 1994

Foley, M.: *Hard as Nails*, Spellmount, 2007

Hamilton, A. and Read, A.: *Meet at Dawn, Unarmed*, Dene House, 2009 ([www.meetatdawnunarmed.co.uk](http://www.meetatdawnunarmed.co.uk))

Harris, C. and Whipple, J.: *The Greater Game*, Pen & Sword, 2008

Harris, E.: *The Footballer of Loos*, The History Press, 2007

Jacobs, B.: *The Dick, Kerr's Ladies*, Robinson, 2004

Jenkins, S.: *They Took the Lead*, DDP, 2005

Lewis-Stempel, J.: *Six Weeks*, Weidenfeld & Nicholson, 2010

Myerson, G.: *Fighting for Football*, Aurum, 2009

Riddoch A. and Kemp, J.: *When the Whistle Blows*, Haynes, 2011

Tate, T.: *Girls with Balls*, John Blake, 2013

Vignes, S.: *Lost in France*, Stadia, 2007

Weintraub, S.: *Silent Night: The Story of the World War I Christmas Truce*, The Free Press, 2001



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## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



[http://schools online.  
british council.org/  
\*\*football-remembers\*\*](http://schools online. british council.org/football-remembers)



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