



At school: pre visit:			
<p><b>Creativity</b> Make a list of equipment that you think a medic would need to carry. Draw it inside a carry bag. Create a uniform for a medic.</p>	<p><b>Collaboration</b> In groups, come up with a fundraising idea (e.g. a mini gala or lunch time event) for St John's. Invite the ambulance staff to attend.</p>	<p><b>Critical thinking</b> Find out why so many WW1 soldiers lost an arm or a leg. Look at the difference in prosthetics (artificial limbs) from 1914 to now. What ideas do you have to make an operational limb?</p>	<p><b>Success criteria</b> Students are able to link and discuss the lack of antibiotics and long-lasting impacts on injured soldiers in WW1. Students can create a flow chart showing injury to recovery.</p>

At the museum, or by Zoom, or Google Meet:			
<p><b>Creativity</b> Students are guided to the Regimental Tent and in there find out how some of the WW1 medical equipment works. Use makeup to 'wound' four students.</p>	<p><b>Collaboration</b> With museum teachers work in teams of five to 'rescue' a wounded companion under difficult conditions. Leadership and decision making will be needed! (Re-enactment)</p>	<p><b>Critical thinking</b> Visualise and discuss how soldiers may have felt landing on Gallipoli with the chaos happening around them. Visualise and discuss what it would be like to lose a limb in the fighting.</p>	<p><b>Success criteria</b> Complete the rescue task quickly. Students are able to discuss their feelings about doing the rescue in the dark and noise.</p>

Back at school:			
<p><b>Creativity</b> Use photographs of WW1 to inspire your own art. Pretend you're on Gallipoli and write a letter 'home' trying to keep your family from worrying too much about you but still giving them some news.</p>	<p><b>Collaboration</b> With a partner read and review a selection of School Journal stories about WW1. In small groups create a tableau behind a frame. Use costumes and lighting to help emphasise your message.</p>	<p><b>Critical thinking</b> What were the importance of unit mascots, mail from home, parcels with food and cigarettes, friendships, letter writing, or learning a craft to the soldiers overseas? Discuss with a partner and rank in order of importance. Be able to explain your ranking.</p>	<p><b>Success criteria</b> Students are able to share their thoughts about life for a Gallipoli soldier or medic, through a speech, art, drama, or prose.</p>