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Description automatically generated**Nuclear Test Veterans Oral Histories: Workshop One – An Introduction to Nuclear Weapons Testing**

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| **Topic:** BritishNuclear Testing | | **Duration:** 50 minutes | **Key Stage:** 3-5 | | |
| **Aims:**   * To assess pupils’ knowledge and understanding of nuclear warfare and nuclear testing regimes * To introduce some of the themes that emerge from the oral histories collected by the NTV project (social justice, international relations, indigenous lands and peoples) * To activate pupils existing knowledge linked to these themes, and to introduce some key dates, facts and ideas * To start to explore a range of primary sources in relation to the topic | | | | | |
| **Learning outcomes:**   * Pupils know more about the history of nuclear warfare and British nuclear testing * Pupils have practised the active listening skills needed to conduct oral history interviews * Pupils will make connections between the oral histories of nuclear test veterans and other aspects of 21st Century history | | | | | |
| **Curriculum links:**  **History KS2 & 3:** Pupils should *know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world***.**   * *A high-quality history education helping pupils gain a coherent knowledge and  understanding of Britain’s past and that of the wider world.* * *Inspiring pupils’ curiosity  to know more about the past.* * *Equipping pupils to ask perceptive questions,  think critically, weigh evidence, sift arguments, and develop perspective and judgement.* * *achievements and follies of mankind* * *gain a historically grounded understanding of abstract terms such as ‘empire’*   *Social, cultural and technological change in post-war British society* and *Britain’s place in the world since 1945*  **Geography KS2 & 3:** Pupils should develop and extend their *local knowledge of the world’s countries.*  **English:** Promote development of *pupils’ confidence and competence* in speaking and listening.  **Citizenship:** *equipping pupils with skills and knowledge to explore social issues critically and take their place in society as responsible citizens.*  **SMSC:** e.g. promoting: *pupils’ sense of enjoyment and fascination in learning about others and the world around them; understanding and appreciation of the range of different cultures as an essential element of their preparation for life in modern Britain.*  **SMSC - British Values:** using the lens of nuclear testing to touch on *democracy*(Govt. control/secrecy, right to protest, defending democracy/nation/Europe), *Individual liberty* (National Service, veteran’s voices, opinions on nuclear weapons), *Rule of Law*(Official Secrets Act, treason), *Tolerance of those with different cultures and religions* **(**learning about indigenous peoples and impact of colonial power/nuclear testing) | | | | | |
| **You will need:**  Printed evaluation wheels – one per table (if using) / printed comic book pages (if not pre-read) / ‘Photo Voice’ photo pack printed – one per table / 1 x ‘thought bubble’ print out per student OR blank A4 paper / good speakers attached to your pc or laptop | | | | | |
| **Time** | **Activity** | | | **Resources** | **Purpose** |
| Arriving | Slide 1 on screen as class arrives | | | Slide 1 | Reminding them of the pre-workshop activity |
| 5 mins | **Evaluation wheel (baseline)** – *optional activity*  Give each table/group a blank evaluation wheel and one colour of pen. Ask them to consider their knowledge in the six areas on the wheel, and add their initials to each segment depending on their existing knowledge (towards the centre of the wheel for less knowledge or confidence in this area / towards the outside of the wheel for more knowledge or confidence in this area).  **IMPORTANT – hold onto the completed wheels, as you will need to revisit them at the end of the third workshop.** | | | Slide 2  Printed evaluation wheels (1 for every 4-6 students) | Measuring student learning |
| 2 mins | Introduce the aims of the session (slide 3) and tell your students a little about the project the session is based on (slide 4) | | | Slides 3-4 | Provide an overview |
| 1. mins | **Warmer activity – I can tell you some of the things I remember…**  Moving into slide 5 will automatically trigger a clip from John Morris which sets the scene for the three workshops that follow. Listen before doing the following activity:  **(if you have pre-read the comic book – insert link)**  Ask students the below questions one at a time. Give them time to think about their answers before sharing their thoughts in pairs. You could elicit a couple of responses from the room if time allows (Think-Pair-Share):   1. What was most surprising to you in the comic book? 2. What would you like to know more about? 3. How do you think hearing the story might impact on the character of the granddaughter?   **Alternative activity (if you have not been able to pre-read the comic book)**  Print enough pages of the comic book for your group to share one page per pair (these can be all copies of the same page, or different pages). Give pairs 3 minutes to read and then ask them   1. Who are the characters on your page? 2. What connection do these characters have to nuclear bomb testing? 3. What would you like to know more about? | | | Slide 5  printed comic book pages | Warmer activity |
| 10 mins | **Photo Voice**  Print one Photo Voice photo pack per table.  Give each table a set of photos and ask them to spread the images across their table.  Give students a minute to look at all of the images and then invite them to choose one that strikes them for some reason (piques their curiosity, is visually striking, has a topic that resonates, or reminds them of something).  Invite students to share the image they have chosen with a partner and say why they have chosen it.  As a whole class – ask the following questions, and note down themes that emerge on a flipchart/whiteboard:   * How might the images you’ve chosen relate to nuclear testing? * What themes could we identify from your image that we might discuss today (and in the following workshops)? | | | Printed photo packs (1 per table/group) | Inspiring curiosity / meeting some of the sources |
| 10 mins | **Nuclear Thought Bubbles**  Invite students to note anything they already know about nuclear bombs, nuclear warfare, nuclear testing. **What do you know about nuclear testing? Can you give any examples of how and where it has been used?**  If necessary give small prompts (eg. has anyone heard of Hiroshima? Have you ever seen a mushroom cloud and in what context?). Invite students to talk with their table to share ideas.  Elicit some feedback and note any important discussion points to return to / themes to add to the flipchart or whiteboard. | | | One thought bubble print out per student (alternatively give out blank paper and invite students to draw a thought bubble)  Slide 7 | Activating existing knowledge |
| 10 mins | **Brief History of Nuclear Testing**  Use slides 8 and 9 to support an input on the history of nuclear testing.  The *Why?* Questions can be supplemented with the following information:  Additional notes from Jon  See ‘Additional Links & Resources’ for further content in this part of the workshop if needed. | | | Slides 8 & 9 | Expanding knowledge |
| 8 mins | **Continuum lines**  Create a real or imaginary lineacross your classroom (somewhere with clear floor space, perhaps from one wall to another).  Read out the statement on slides 10, 11 & 12 one at a time. After each statement invite students to position themselves along the line depending on their thoughts. Students do not have to choose one or the other, but can place themselves in the middle according to how sure they are.  The extreme ends of the line are as follows:  Slide 10: True --------------------------- False  Slides 11 & 12: Agree ---------------------------- Disagree  After students have placed themselves, invite them to pair up with someone they are stood close to and share why they have placed themselves where they have.  Elicit some responses and make links between student responses and things discussed in the session.  Feel free to add additional statements.  **NOTE – if your room does not allow for a physical continuum** you can draw a line on your whiteboard and invite students to make a mark where they would place themselves, or ask students to draw their own lines and write down the statements in their workbook. | | |  | Eliciting values & opinions |
| 3 mins | **Final thoughts?** Invite pupils to share any final thoughts. Any questions that arise can be noted and ‘parked’ to return to in the following sessions. | | | Slide 14 | Closing |

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