A picture containing text

Description automatically generated

**Nuclear Test Veterans Oral Histories: Workshop Three – Exploring the Impact of Nuclear Weapons Tests**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic:** BritishNuclear Testing | | **Duration:** 50 minutes | **Key Stage:** 3-5 | | |
| **Aims:**   * To draw out themes from the nuclear test veterans’ oral histories * To consider the breadth of impacts of nuclear testing * To explore the essays that have been created to accompany the oral histories and images from the project * To link nuclear bomb testing to today’s world | | | | | |
| **Learning outcomes:**   * Pupils know more about the history of nuclear warfare and British nuclear testing * Pupils have considered nuclear bomb testing from a range of perspectives * Pupils have made 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:**  ‘Essay Extracts’ document from the teaching pack – pre-printed and cut up / Flipchart paper, chunky pens and blue tack / Good speakers attached to your PC or laptop / original evaluation wheels plus a different colour of pen for all students (if using) | | | | | |
| **Time** | **Activity** | | | **Resources** | **Purpose** |
| Arriving | Show Slide 1 as pupils arrive | | | Slide 1 |  |
| 1 min | Introduce the aims of the session | | | Slide 2 | Provide an overview |
| 5 mins | **A Symbolic Exchange?**  The images on slide 3 relate to the return of Kirimati cultural artefacts to a member of the Kirimati people.  Invite your students to consider whether this symbolic exchange would have been important to Teraabo and to Derek, and why.  What themes might emerge from the conversation that relate to British nuclear bomb tests on Christmas Island – elicit from the class and make a note on flipchart/whiteboard.  Themes might include the rights of indigenous people, the international movement of artefacts, empire, colonialism and the right to use land in this way, and the legacy of the tests for the people of Kirimati. | | | Slide 3 | Activating critical thinking |
| 5 mins | **Oral history clips** – ensure you are using slideshow setting on your powerpoint for slides 4-8. Listen with your pupils to audio clips alongside images of the veterans whose voices you hear. | | | Slides 4-8 | Developing empathy |
| 10 mins | Using the **‘Essay Extracts’** pdf.  Prepare five pieces of flip chart paper with the headings **servicemen / the families of servicemen / indigenous communities / local environment / government** and stick them up around your room. Put extra bluetac next to each.  Shuffle the printed and cut up quotes, and share them equally between groups of 2-4 students.  Ask your students to communally read out and discuss the quotes - which of the flipchart headings around the room they most closely relate to. Go and bluetac them on the corresponding flipchart. | | | Slide 9 | Exploring additional sources |
| 12 mins | Pose the question ‘**who or what do you think is most** **impacted by nuclear bomb tests**?’ and invite students to move to the relevant flipchart.  If needed, redistribute students so that there are approximately equal numbers in each group and ask them to take their flipchart back to a table for the following group work. If there are significantly fewer quotes on some of the pieces, one group could work across two themes.   1. Nominate a reader and a scribe in each group. 2. Take each quote and read aloud. After each, pose the following questions in your group:   What is most interesting or surprising?  What more would you like to know?  Does this tell you anything about social justice, international relations, or other significant themes?   1. The scribe should make notes on the flipchart. | | | Slide 10  Slide 11 | Considering impact |
| 8 mins | **Invite each table to feedback to the rest of the group. What are the key themes and areas of interest?** | | | Slide 12 | Sorting and reproducing information |
| 5 mins | **Recognition and wellbeing for veterans**  Provide students with the sentence starters on slide 13, or invite them to make their own  **It is important to remember what NTVs did because…**  **Understanding nuclear history is important because…**  Sentences could be recorded on slips of paper for display.  Ask students to share their sentences if time allows. | | | Slide 13 | Reflection and linking the topic to today’s world |
| 5 mins | **Evaluation Endline (optional)**  If you did the evaluation wheel activity at the start of workshop one, now is the time to revisit it!  Using the same wheels for the same young people, invite them to add their initials for a second time, in a different colour (all students should use the same colour ie. Blue in workshop one and green in workshop three, allowing you to see the distance travelled between the beginning of the three workshops, and the end, with students hopefully moving towards the outside of the wheel). | | | Slide 14 | Measuring impact |
| 2 mins | **Final Thoughts**  Some of the ground covered in this session is morally and emotionally difficult. As with the other workshops, offer a space for final reflections at the end of the session. | | | Slide 15 | Summing up |