Evaluation: Conscience & Conviction learning resources

In 2014, Quakers in Britain released two teachers’ packs about World War I called Conscience and Conviction. Conscience is for primary age students while Conviction is used in secondary students.

Order a copy from the Quaker Centre Book shop: bookshop.quaker.org.uk/

Or download:

Conscience: A critical thinking project about World War I: www.quaker.org.uk/documents/conscience-2018-web

Conviction: A critical thinking project about World War I: www.quaker.org.uk/documents/conviction-2018-web

The teaching materials support critical reflection on the moral dilemmas faced by men and women in World War I. Stories included Emily Hobhouse, who tried to make having seen the horror of the Boer War; Albert French, who lied to join the army at a young age; and conscientious objectors like Corder Catchpool and Hubert Peet. As well as these personal accounts, historic development like conscientious
objection as a right, now recognised in international law, and the
Women's International League for Peace and Freedom were
explored.

The resources used personal stories and first-hand accounts to help students:

- think about the consequences of warfare and violence
- understand the dilemmas and difficulties faced by those who objected to the
  war and fighting in it
- reflect on the question of whether it is ever right to use force to achieve a good
  end
- learn about conscientious objection as a human right and a personal and
  political way of objecting to war
- consider the importance of peacebuilding to prevent violence from occurring in
  the first place.

These materials are based on the work of Don Rowe, teacher, writer and co-founder
of the Citizenship Foundation and Lucy Henning of Roehampton University. They
were redesigned and released in 2018.

Find the resources:

Copies are available:
‘Conscience’ Primary School WWI Resource (PDF) or order a hard copy
‘Conviction’ Secondary School WWI Resource (PDF) or order a hard copy

Evaluation
What was the reach of the resources?

Downloads

<table>
<thead>
<tr>
<th>DOWNLOAD SOURCE</th>
<th>CONSCIENCE (PRIMARY)</th>
<th>CONVICTION (SECONDARY)</th>
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<tr>
<td>2014 EDITION QUAKER.ORG.UK</td>
<td>267</td>
<td>234</td>
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<tr>
<td>2014 EDITION TES (EST)</td>
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<td>2018 EDITION ON TES</td>
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<tr>
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<td>421&lt;921</td>
<td>395&lt;645</td>
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</tbody>
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If each download represents an average 10 students doing a learning activity,
between 8,000 to 15,000 children and young people.

Sales:

The Quaker Centre Book shop sold 201 hard copies of *Conscience* and 167 of
*Conviction*.
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Over 100 hard copies were also distributed at no charge to educators who attended training events from the Peace Education team, and to the team of World War I Speaker volunteers, and to teachers from Oasis Academies involved in the INSPIRE partnership.

We estimate the hard copies reached 4,000 young people.

Overall reach

Allowing for some overlap between online and physical copies, we estimate 10-20,000 children and young people experienced content from the packs.

Endorsements for Conscience

“A superb resource. During the commemoration of World War I it is important to recognise those who objected conscientiously and consider how that viewpoint was treated at the time.” Michael McIntyre, UK Programme Coordinator, Facing History and Ourselves

“Conscience will suit values-driven schools that have, as their mission, the desire to prepare our children to grow up in the current climate as critical yet moral thinkers who can make reasoned and humble decisions when faced with the many difficult decisions they will inevitably have to make.” Joanne Botley, Assistant Head, Oasis Academy Shirley Park

“An excellent teaching resource. The centenary of World War I is as an ideal opportunity for pupils to reflect on the consequences of warfare and violence and to think about how they can contribute to a peaceful world. Conscience enables schools to reflect on the importance of core human values that will sustain peace in our world.” Dr Neil Hawkes, Former Head-Teacher and founder of the International Values-based Education Trust (IVET)

“In using some of the lesser told stories of World War I to reflect on how we make decisions in our day-to-day lives, Conscience is an important and valuable resource for developing the skills at the heart of peace-making.” Matt Jeziorski, Schools and Youth Outreach Worker Pax, Pax Christi

“An accessible and attractive resource for teachers to help students develop their ability to think about the difficulties and dilemmas faced by people caught up in conflict and war.” Anna Lubelska, Founder of the Peaceful Schools Movement

“Conscience encourages constructive reflection on World War I while also fostering skills and understanding required by the National Curriculum. The Quaker perspective offers unusual challenges and opportunities for children: to develop their own moral compass; and to build their capacity to work with others towards a better world.” Michael Madden, HMI schools, retired.

“With a tough topic like World War I, it’s hard to find resources that young people can access without being glib or simplistic; with Conscience, teachers will have the tools
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to evoke real-life dilemmas people like them and their families faced in a way their classes can understand. “Ellis Brooks, CRESST (Conflict Resolution Education Sheffield).

“The World War One project is a brilliant resource - fantastic for opinion sharing, debate, Circle Time and persuasive writing at KS2” Jacqui Page, Deputy Head, Holy Trinity Primary Academy

“It is well thought out resource that will help teach young people about the different perspectives on war. It will also help them to develop an understanding of conscience and the difficult decisions people had to make and perhaps the chance to reflect on how they might respond in a similar situation.” Rachel Ramaker [rjramaker@yahoo.co.uk]

“A timely resource with stimulating material that will help young people think critically around the issues.” Jackie Zammit, Peace Education Trainer, West Midlands Quaker Peace Education Project (Peacemakers).

“Knowledge, skills and understanding of the topic using personal narratives in this resource brings alive this controversial issue, a very practical and timely resource that schools will find useful”. Balbir Sohal, ACT (Association for Citizenship Teaching)

Endorsements for Conviction

“War has always occupied a central place in our view of history. This timely and important resource encourages students to consider alternative voices; asking them to engage critically with their own understanding of society's values, and inspiring them with human stories of courage, justice and love.” Martin Layton, Senior Tutor, Charlton School, Telford, Shropshire

“Conviction is an excellent resource. Don Rowe has brought his long experience of curriculum development and high levels of educational expertise to the production of stimulating resources. These resources will enable students and teachers to think deeply, to work creatively and to act collaboratively to understand some of the most important and complex issues in history and in contemporary society. A first rate practical set of activities that will work well in a wide variety of contexts including lessons in history, RE and citizenship.” Professor Ian Davies, Professor of Education, University of York

“Detailed resources exceptionally useful for providing pupils' with an alternative insight into the First World War and for teachers to adapt to suit their students’ needs. A timely and welcome addition to the classroom”. Deborah Gostling, Head of Geography, Chestnut Grove Academy, Balham, London
“Conviction’ is such an important resource that it should be brought to the attention of Directors of Study, not just Heads of Departments (though Citizenship, History, PSHE and RE leaders would all have particular interests in it). It approaches the concept of ‘conscientious objection’ via case studies from the 1st World War, but encourages consideration of wider and deeper concepts, such as ‘the just war’ and ‘loving your neighbour / enemy’. The case studies are startling – including one on the British invention of concentration camps – and the guidance for making thoughtful and meaningful use of them is excellent. The authors draw on ideas from several sources to encourage a questioning and reasoning response from students that is a model of good learning and teaching, especially in regard to controversial issues. The resource is well-balanced, both in its articulation of the different positions that people – including whole religions – have taken on this issue, but also in its careful collection and presentation of relevant information.” Roger Sutcliffe, Co-Founder of SAPERE (the Society for the Advancement of Philosophical Enquiry and Reflection in Education, or P4C)

"This resource is an excellent vehicle to promote higher level thinking about the moral aspects of war. It is contextualised and explicitly uses Kagen strategies. A must for any History department." Nicola Knowles, Assistant Vice Principal, Manchester Creative & Media Academy

“A century after the start of the Great War, the publication of a resource that challenges notions of war and poses sometimes uncomfortable questions about our perspectives on that conflict is most timely and welcome. Citizenship teachers may struggle to look at the Great War through the lens of their subject but there are real opportunities to ask deep and meaningful questions about remembrance, commemoration and how communities reconcile themselves to the past and the complexity of human emotions and responses to warfare.

Conviction is a great resource for Citizenship teachers. It asks questions that may usually be avoided or marginalised, its requires pupils to think deeply about and investigate critically authentic issues from the past that resonate in communities today and it promotes engagement with these big issues through concepts like justice, rights, responsibility and social action. ACT commends this resource and would place it at the heart of Citizenship activities about not just the Great War but wider issues of conflict, violence, persecution and intolerance”. Chris Waller, Professional Officer, Association of Citizenship Teachers

This is a fantastically thorough resource that can be used in many settings across the school. It illuminates how times of war call for personal sacrifices which are not just within combat settings. Through understanding the way so many citizens of principle were caused to examine their conscience, and the cost of living in accordance with those beliefs students will recognise the level of integrity in so many of their forebears and uncover the depths of dilemma that this war brought to the country. Andy Thornton, Chief Executive Officer, Citizenship Foundation
"This is an excellent resource featuring real life examples of the wrong thinking and follies of the past that resulted in animosities and horrific wars. It is ideal for History, RE, Citizenship and English departments to collaborate together or use independently in their schemes of work. Nowadays, the world considers itself more sober, conscious and educated than in the past. Highly intellectual minds work together in large research centres of the world. If they could have worked together to use modern technology for agriculture, the economy would have strengthened and hunger could have been eliminated from the earth. Instead, rivalries and conflicts flourish. Our technology develops so we are constantly threatened by a possible WW3. My own thoughts and feelings mirror those of Quakers - our motto is the same - Love for all, hatred for none before it is too late." Abida Ahmad, Head of Humanities, Archbishop Lanfranc School

Comments from two year 9 Bootham School boys - Dominic Bielby and Ben Smith - they wanted to do joint comments.

"Encourages children to question conflict, its consequences and its effect on us today."

"Active and engaging activities."

"An all inclusive resource focusing on both pacifists and soldiers in WW1."

**Head of RE, Bootham, Tracy Copestake (Friend) said this:**

_I found many of the personal stories inspirational and it was good to see information about women’s views as well as those of men. I have just been reading Kate Adie’s book about war reporting and she refers to the stories of women giving out white feathers too. The suggested teaching methods are very interesting and in keeping with the Philosophy 4 Children methods that we are using in Thinking Skills. I particularly liked the silent conversation idea and I will definitely try that! It’s good to see some resources putting a different view of the Great War and other conflicts, to that so prevalent in the media. We are already planning to use the Quaker Service teachers’ resource which concentrate on conscientious objectors and the Friends’ Ambulance Unit but these resources provide some other ideas and resources which I would happily use._

_This is a well-considered resource which will be of immense value to us at Bootham._

**Jonathan Taylor Headmaster said:**

“Rudyard Kipling notes that “if History were taught in the form of stories, it would never be forgotten.” That is what strikes me most from this excellent resource: the
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vividness and the power of these people’s stories, and the potential that comes from them. From my own English-subject perspective, the material here is rich in skills-based learning: opportunities for your own creative development leap from the page, from the analysis of non-fiction texts to evaluative reading for meaning; from empathic and creative writing and drama to opportunities for developing structured written arguments and performed debate. But of arguably more value is the moral worth of the resource: it uses a wide variety of interdisciplinary skills to dig deeper into the ethical positions of little-known historical figures; it encourages us to seek out and develop a more holistic and balanced understanding of how war is judged and perceived. These portraits teach us about individuals whose freedom of conscience led to freedom of speech, and whose informed perspectives led to a clarity and certainty of action. “Conviction” attempts to imbue a similar thing in us: it wants to sharpen our understanding so that we can, ultimately, judge such situations according to our own conscience – no one else’s.” Alistar Boucher, Head of English, Ackworth School