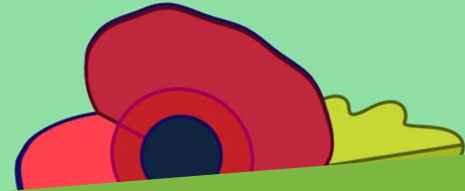




Remembrance Day

Pupil perspectives



1. As the pupils enter

Have the [webpage open](#). Play your chosen music and display the words from [In Flanders Fields](#) and [For the Fallen](#).

2. Introduction

Welcome the pupils to the Remembrance assembly and explain that we are going to watch a short video about Remembrance Day.

3. Play the video

The duration is 3' 47". Final words: '...he lost his friends as well.'

4 & 5. Time to talk

You could use the Video questions to help pupils remember the details of the film:

- What did the presenter's great-grandmother do during WW2? ('Drove big trucks to pick up tanks')
- What job does the presenter's father have in the army? (He is a padre)
- Why according to the pupils do people wear poppies? (Poppies grew on the battlefields of WW1)
- Can you remember three things the pupils say they think about during the two minute silence? ('The soldiers who fought for us' / 'the soldiers that died' / 'the people who served for us - that without them 'we might not be here' / 'all they did to make us feel safe' / 'how they risked their lives' / 'they allowed me to have a life')

You could also read together the poem '[In Flanders Fields](#)'.

6. Opportunity to sing

If the assembly is to include a song you could sing it now.

Link to video page



7. Opportunity to reflect

You could read some of the words from the poem 'For the Fallen' by Laurence Binyon that are traditionally used in Remembrance services:
*They shall grow not old,
as we that are left grow old:
Age shall not weary them,
nor the years condemn.
At the going down of the sun
and in the morning
We will remember them.*
Then hold your own period of silence.

8. Opportunity for prayer

*We pray for all those whose
lives have been affected by war.
We remember those whose
lives have been lost through
war.
We pray for peace around the
world.
Amen.*