



Foundations

November 2007

TAKE A VETERAN TO SCHOOL: STRENGTHEN TIES IN YOUR COMMUNITY AND 'BRING HISTORY TO LIFE' IN YOUR CLASSROOMS

"Many voices from the public, business community and teachers lamented the loss of a sense of "neighbourhood" in and throughout the system....The more effective schools found ways to preserve a sense of neighbourhood."

"How to Guide"

1. Ask students to invite veterans they know in their families or neighborhoods.
2. Try to bring in veterans from each branch (BMA, BMI, BVRC) this will give students the opportunity to hear about a variety of experiences.
3. Decide whether one, several or the entire school will participate. This could be a school assembly project.
4. Publicise! Notify the press and the community about the project through phone calls, newsletters, flyers and word of mouth.
5. Be sure to document the event through photographs or video.

Sample Agenda for *Take a Vet to school* Day

1. Assemble the class or school for the event.
2. A teacher or principal welcomes the group.
3. Assign a student to introduce the veteran(s).
4. One person, either a designated student or adult, asks the veterans to talk about their roles in the military.
5. Basic questions to ask each veteran:
 - a. When did you serve?
 - b. What was your primary job or role in the military?
 - c. What do you remember or value most about your years of service?
 - d. Do you have a story you would like to share?
(It would be helpful to assign individual students to ask questions, and make sure their questions are appropriate before the event.)
6. If time allows, locate on a map the areas where each veteran served.
7. Honor each veteran in some way. Students may want to present a single flower to each veteran, or give them thank you letters that have been written in advance.
8. Close the event with the spokesperson and the class thanking the veterans. Applause!
9. If time, and funds, allow adjourn for a short reception or lunch so students can continue to talk with and learn from the veterans.



A CLASS PROJECT

The Story of Remembrance Day

This holiday, originally known as Armistice Day, honors Bermudian men and women who served in combat overseas.

VOCABULARY: allies armistice battalion
 duty infantry patriotism
 militia regiment resolve
 veteran

Extended Activities:

1. The origins of Armistice Day are rooted in the conclusion of World War I when “armistice” was declared, marking the onset of peace negotiations, in November 1919. Individually or in small groups, research the circumstances surrounding the end of World War I, and the first “Armistice Day” celebration. Then, imagine you were a newspaper reporter sent to cover this event. Write a short article describing the meaning, significance, and events of this day in 1919. If possible, you can include photographic images of the event in your report. Share these projects with your larger class or group and discuss the relationship of Armistice Day to Remembrance Day.

2. Veterans are all around us – they are our family members, our neighbours, and our friends – and they have diverse experiences. For this activity, you can do your own oral history with a veteran or member of the military. To start, find someone you know or who your family knows who has been or is in the military. Ask this person if they would be willing to talk to you about their experiences. When you find someone who would be interested in sharing their experiences and stories with you, prepare for your interview with them. Compile a list of questions before you start, and let your interviewee know how long you would like to talk to them. When you are writing your questions, think carefully. Many issues involving war or conflict are sensitive-be sure to keep that in mind when you are writing your questions. Take notes, or if possible, videotape or audio record the interview so that you will be able to preserve their stories. Share what you have learned with the larger class or group in a presentation of 3-4 minutes.

3. The Bermuda Regiment is made up of people from various ages, races and backgrounds. Use the library, Internet or oral history to research the history of segregation in the Bermuda’s military. Through your research you should get a brief background of the various branches (BMA, BMI, BVRC) before they were officially desegregated. Focus on the process of desegregation while doing your research asking questions like in what year was the military desegregated and what prompted the change? In a brief essay of 2-3 pages describe the process of desegregation and the historical context in which it occurred.

Discussion Questions:

1. Who does Remembrance Day honor?
2. What is the meaning of the term ‘Armistice’?
3. When and why was Armistice Day first declared a holiday?
4. When and why was the name of the holiday changed to Remembrance Day?
5. What purpose do you think Remembrance Day serves in Bermudian society?
6. What are some of the ways Bermudians can show their appreciation to veterans and servicemen and women all year round?
7. Do you have any family members who have been or are in the military? What were or are their responsibilities?

World Heritage Centre Happenings

YOUNG DIPLOMATS OF BERMUDA

The Executive School of Protocol is offering one-week “Young Diplomats of Bermuda” classes this fall in Somerset and at the World Heritage Centre at Penno’s Wharf in St. George’s.

Classes at the World Heritage Centre will focus on “Museum Etiquette” and include social and dining skills. The St. George’s Foundation will extend complimentary one-year student memberships to participants.

Spaces are limited and early registration is recommended. For further information please contact Trudy Snaith at tsnaith@ibl.bm, 505-8358 (p) or 234-0160 (f).

