



## THE POPPY APPEAL

SOURCE: <http://www.britishlegion.org.uk/poppy-appeal-2016/>

Name: .....

The Poppy Appeal is the Royal British Legion's biggest fundraising campaign held every year in November, the period of Remembrance.

Members of the public wear the paper poppy on their chest as a symbol of Remembrance: to remember the fallen Service men and women killed in conflict. A number of Remembrance events, such as [Remembrance Sunday](#), are held during the Poppy Appeal to commemorate the fallen.

## Speaking and Listening:

What do you know about the Royal British Legion Poppy Appeal?

Where did it start? How did it start? What is it for?



## HOW IT ALL BEGAN

The first Poppy Appeal was held in 1921, the founding year of The Royal British Legion. Red silk poppies, inspired by the famous First World War poem *In Flanders Fields*, sold out instantly and raised more than £106,000. The funds helped WW1 veterans find employment and housing after the war.

**Watch and listen to this Royal British Legion Video**

<http://www.britishlegion.org.uk/poppy-appeal-2016/what-is-the-poppy-appeal/>



Think about the video clip you have seen and answer the questions.

1. What was Lieutenant Colonel John McCrae doing when he wrote 'In Flanders Fields'?

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2. When was the poem first published?

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3. Which flower, described in the poem, has become a symbol of remembrance?

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4. Two women encouraged a newly formed organisation to buy nine million silk poppies.

What was the name of this organisation?

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5. The first Poppy Appeal was made in 1921. How much money was raised?

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6. How was the money raised by the Poppy Appeal used?

a) .....

b) .....

7. Did Lieutenant Colonel John McCrae survive the war?

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8. 'In Flanders Fields' supposedly took just twenty minutes to write but is still being read more than a hundred years later. Why do you think that is?

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# Poppy Appeal

IN FLANDERS FIELDS

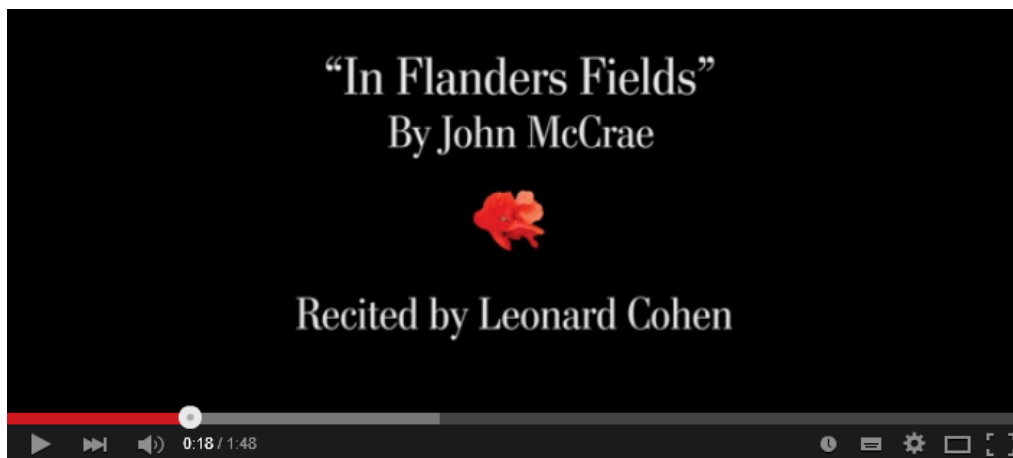
*By Lieutenant Colonel John McCrae*

'In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place: and in the sky  
The larks still bravely singing fly  
Scarce heard amid the guns below'.

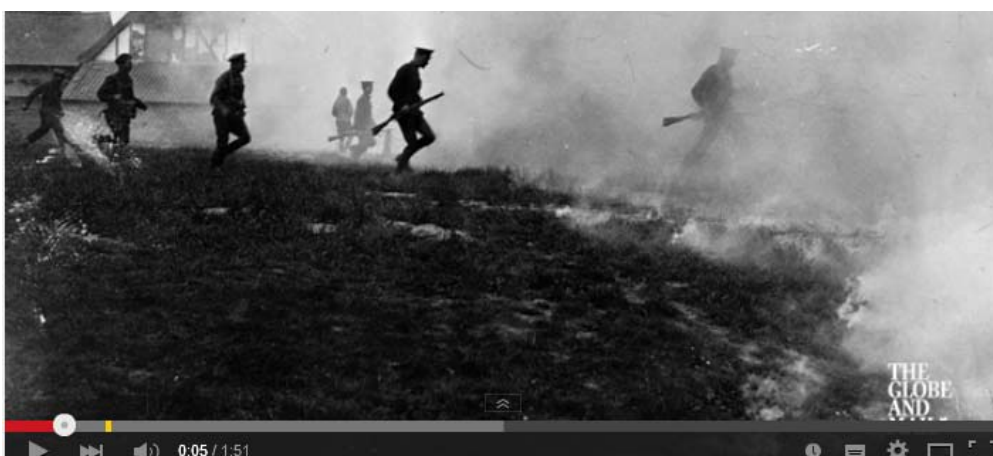


**Listen** to this recording of 'In Flanders Fields' being read by Leonard Cohen

<https://www.youtube.com/watch?v=cKoJvHcMLfc>



Now **listen** to this version: [https://www.youtube.com/watch?v=wGTQ\\_Lc5WeA](https://www.youtube.com/watch?v=wGTQ_Lc5WeA)



The two different readings of 'In Flanders Fields' help you to understand the poem.

What do you think Lieutenant Colonel John McCrae was describing, when he wrote the following lines? What image was he trying to convey?

**Read** the following excerpts from the poem and explain the imagery.

“In Flanders fields the poppies blow

Between the crosses, row on row,

That mark our place:’



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‘...and in the sky

The larks still bravely singing fly

Scarce heard amid the guns below’.

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‘We are the Dead. Short days ago

We lived, felt dawn, saw sunset glow,

Loved and were loved, and now we lie

In Flanders fields.’

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## Rethinking Remembrance

This year, The Royal British Legion is asking the nation to *Rethink Remembrance* by recognising the sacrifices made not just by the Armed Forces of the past, but by today's generation too.

For many people, Remembrance is associated with the fallen of the First and Second World Wars. While we will always remember them, the Legion wants to raise awareness of a new generation of veterans and Service personnel that need our support.

The Royal British Legion says: "Great Britain still believes strongly in remembering those who fought not only in World Wars, but the more than 12,000 British Servicemen and women killed or injured since 1945.



### Speaking and Listening

Watch these four video clips: What do they make you think?

<https://www.youtube.com/watch?v=w9JRm26I200>

<https://www.youtube.com/watch?v=cX5GfdxRI-A>

<https://www.youtube.com/watch?v=2E1o0Wt0GE0>

[https://www.youtube.com/watch?v=j18bZNy\\_C58](https://www.youtube.com/watch?v=j18bZNy_C58)

## Writing Task 1.

Read Sam's story. Use a highlighter pen to identify the main points, then **write a short report** of what happened to Sam, using appropriate subheadings.

Source: <http://www.britishlegion.org.uk/community/stories/remembrance/how-one-soldier-dealt-with-being-shot-in-afghanistan/>

## HOW ONE SOLDIER DEALT WITH BEING SHOT IN AFGHANISTAN

Sam wanted a long career in the Army, but he was medically discharged after being shot.



“What are you doing in Afghan mum?”

The last thing Sam remembered was being next to a compound in Afghanistan whilst the infantry cleared the outside. He'd been kneeling next to his mate Chidders, having a fag and a chat.

Now he'd woken up in hospital, with his mum sitting next to him.

“No Sam, you're in England,” she said.

He looked down at his chest and could see tubes everywhere. It was all too much for Sam, he couldn't understand this. Why he was in this dark room, why his mum was here, what was happening to him?

He'd joined the Army when he was 19 and loved every part of it from basic training, where he made friendships that would last for life, to deployment in Afghanistan. In Afghanistan Sam was an advance searcher, looking for IEDs (Improvised Explosive Devices). He remembers the first time he found an IED:

“The first thing you get is a hit on the metal detector, then you go down and check it out. Nine times out of ten it's just a piece of metal but the other time it's an IED.

“That bit when you have to uncover it - that’s the scary bit. A lot of the time the ground was so hard you had to break it apart with your bayonet.

“Our superiors told us not to do it, because when you put metal on metal it creates a path for the current to travel and then boom, but the earth was so solid you couldn’t do it any other way.”

The first IED that Sam found had its explosives in plastic containers, so they didn’t set off the metal detector. When the ATO (Ammunition Technician Officer) went down to destroy it he found that Sam had been lying on top of the explosives. If they had gone off, he would’ve been killed.

“You don’t know fear because you’ve trained for it. You’ve done so much training that it’s not there. You know you’re doing a silly job, but you just get on with it.”



In June 2009, the British forces in Afghanistan prepared for Operation Panther’s Claw, a big push for the Army in Helmand. Sam’s team was chosen to clear specific areas from IEDs after they’d been secured. So Sam found himself kneeling outside a compound, waiting for the infantry to clear the outside. On the all clear, Sam’s team went in to search the for IEDs. When they got inside, they discovered the compound was empty except for a dog. Faced with the snarling dog, one of Sam’s comrades shot it. The bullet went through the dog, ricocheted off the wall and hit Sam in the eye.

Sam woke up in hospital with his mum standing over him. He could hardly speak and couldn’t move the right side of his body. The doctors told Sam’s family that he had a 20% chance of survival and that if he did survive, he would be at risk of brain damage.

“They’d kept me under for three to four weeks,” says Sam, “so I was quite disorientated.”

After Sam woke up, the doctors told him that this was as good as he was going to get. But Sam wasn’t going to accept this. He threw himself into the physiotherapy, working on taking back control of his body. After four weeks of this he was able to move his right leg and arm slightly, and the doctors told him again that he wouldn’t recover any further. At every improvement, they told him that this was it, this was the best it was going to be and he kept proving them wrong.



“It was quite quick getting the use of my arm and leg back, but everything else has been quite gradual. It’s taken years for me to get to where I am now.”

Sam was in hospital for 12 weeks and then was moved to Headley Court, a rehabilitation centre for the Armed Forces. In between the hospital and Headley, Sam went home to see his parents. This was the first time he’d been home in six months.

“It had been hard on my mum and dad, but nothing changed between us. When I went home after leaving the hospital, my dad let me have one beer even though I wasn’t allowed to drink for a year. We just sat outside and enjoyed it.”

Sam would spend the best part of 18 months in and out of Headley. When you’re severely injured on duty there’s a lot of change. As well as the injuries and the recovery, you have to manage the change in circumstances. For Sam, this was dealing with his claim for compensation under the Armed Forces Compensation Scheme. Neither Sam nor his mum or dad had done anything like it before; the language and process were complicated. Sam turned to The Royal British Legion for help and got advice on how to fill out the forms, taking a weight off Sam’s mind.

“It was a massive help, I wouldn’t have known what to write or how to put it to get the form processed.”

Sam’s parents hated it when Sam signed up for the Army. They were proud that he’d done it, but they were worried for him.

“My mum wanted me to be an ambulance driver but that wasn’t for me. I didn’t like the blood.

“I wanted to be in the Army for the long term, to get promoted and move up but I was discharged too quickly for anything like that to happen. Now I can’t work full time because of my injury. I get tired randomly, and have other issues due to my brain injury so a big part of my future will be finding work that I can deal with.

“I’ve never blamed the Army, I’ve always said that it was one of the risks of signing up. When you’re in the Army you don’t think about the dangers. We’d go to talks from the Legion, and every year I’d join in the Remembrance Services but when something happens that’s when the Legion becomes aware. On that claim form I wouldn’t have known what to write or how to put it. The Legion stepping in was a massive help.

“I don’t know what the future holds. I’m just trying to figure out what I want to do, but it’s a big benefit just knowing that the Legion is out there to help.”

Plan your work here.

Plan your work here.





**Functional Skills L1-L2 English mapping**

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

**Level 1 Reading** **Skill standard (SS):** Read and understand a range of straightforward texts

**Coverage and range statements**

- a) Identify the main points and ideas and how they are presented in a variety of texts ✓
- b) Read and understand texts in detail ✓
- c) Utilise information contained in texts ✓
- d) Identify suitable responses to texts ✓

**Level 1 Writing** **(SS):** Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail ✓
- b) Present information in a logical sequence ✓
- c) Use language, format and structure suitable for purpose and audience ✓
- d) Use correct grammar, including correct and consistent use of tense ✓
- e) Ensure written work includes generally accurate punctuation / spelling and that meaning is clear ✓

**Level 1 Speaking, Listening and Communication** **(SS):** Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

- a) Make relevant and extended contributions to discussions, allowing for and responding to others' input ✓
- b) Prepare for and contribute to the formal discussion of ideas and opinions ✓
- c) Make different kinds of contributions to discussions ✓
- f) Present information/points of view clearly and in appropriate language ✓

**Level 2 Reading** **(SS):** Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

- a) Select and use different types of texts to obtain and utilise relevant information ✓
- b) Read and summarise, succinctly, information/ideas from different sources ✓
- c) Identify the purposes of texts and comment on how meaning is conveyed ✓
- d) Detect point of view, implicit meaning and/or bias ✓
- e) Analyse texts in relation to audience needs and consider suitable responses ✓

**Level 2 Writing** **(SS):** Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely ✓
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively ✓
- e) Punctuate written text using commas, apostrophes and inverted commas accurately ✓
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓

**Level 2 Speaking, Listening and Communication** **(SS):** Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language ✓
- b) Present information and ideas clearly and persuasively to others ✓
- c) Adapt contributions to suit audience, purpose and situation ✓
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward ✓