



SUGGESTED ACTIVITIES

This pack can be used to support many areas of the curriculum, for example:

Citizenship – Dealing with Conflict

English – Creative Writing

History – World War One

Religious Education – Rights and Responsibilities – Human Rights, Religion & Ethics

Discussion ideas:

- Were the government right to introduce conscription?
- What sort of reasons might people have for refusing to fight in the First World War?
- How might it have felt to be a Conscientious Objector?
- Why might some people have felt angry that Conscientious Objectors refused to fight?
- What do you think life might have been like for Conscientious Objectors after the war?

Activity ideas:

- Use the copies of documents to allow pupils to practice using inference and source skills. Present them with the chance to look at the documents and try and piece together what happened to William Varley.
- Pupils can conduct research into the treatment of Conscientious Objectors during the First World War.
- Pupils could write a letter in role as a Conscientious Objector to their friends or family, explaining why they do not wish to fight.
- Pupils could write a letter in role as a relative, addressed to the Conscientious Objector in prison, explaining why they think he should join the fighting.
- Stage a class debate around the pros and cons of conscientious objection.
- Pupils could research the propaganda used to promote recruitment in the First World War and compare with the anti-war postcards designed by Conscientious Objectors and WWI pacifist groups.

H. M. Prison

WORTHWOOD SCRUBS

28.11.

wife

I am now in this Prison, and am in _____ ho

behave well, I shall be allowed to write another letter

_____ and to receive a reply, but no re

ed to this.

I have accepted
etional importance.

Signature—

William Varley



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