



Rencontre internationale 10-14 novembre 2014 Ayr, Scotland



La Wellington School



Gables Hotel, Irvine

Lors d'une rencontre internationale du 10 au 14 novembre 2014, 56 jeunes Allemands, Ecossais et Français, élèves de Wellington School, Mallinckrodt Gymnasium Dortmund, Evangelisches Gymnasium Nordhorn, Sainte Agnès Angers et Sainte Marie Cholet ont eu une opportunité exceptionnelle d'être impliqués dans la commémoration du centenaire du début de la guerre de 1914-1918.



L'anglais était la langue principale de communication de cette rencontre accueillie par Wellington School, soutenue par l'UCAPE (Union pour la Culture et l'Avenir Professionnel en Europe, OING du Conseil de l'Europe) et qui s'insère dans un programme d'activités de cinq années coordonné par le Lycée Sainte Marie de Cholet. Dans le cadre de ce programme, une autre rencontre internationale est programmée au printemps 2016 sur les champs de bataille de la Somme.

Les objectifs de la rencontre de Wellington School n'étaient pas seulement de commémorer les événements d'il y a 100 ans mais aussi de célébrer le fait que tous les participants sont aujourd'hui alliés et amis et de resserrer les liens qui unissent nos établissements.

Au-delà des cours habituels, les activités de cette rencontre (organisées sous la direction de Mrs Coontz, professeur de langues vivantes, français et allemand) ont pris place dans une période de quatre jours, du lundi après-midi au jeudi soir. Les jeunes participants ont pu travailler ensemble dans une série d'ateliers sur différents aspects de la Première Guerre mondiale comme par exemple : l'histoire, la littérature, les arts plastiques, la chanson mais aussi la balistique, les explosifs (à partir des travaux du prix Nobel Fritz Haber), l'entraînement physique, les soins aux blessés, l'omniprésence de la mort. Ils se sont aussi intéressés à la propagande, à la place des femmes et des enfants dans la guerre pour comparer enfin la présentation de cet épisode de l'histoire européenne dans les manuels d'histoire britanniques, allemands et français.

Tous ces jeunes Européens ont pu mesurer l'intensité de la tradition de commémoration dans les îles britanniques à travers l'intervention d'un vétéran membre d'un organisme de prise en charge des blessés de guerre, une conférence sur le coquelicot devenue la fleur symbole du souvenir, mais aussi la traditionnelle cérémonie du 11 novembre à 11 heures qui a rassemblé les élèves de Wellington School dans le grand hall de l'école pendant plusieurs minutes de silence précédées et suivies d'interventions solennelles de Mr Parlour, Headmaster.

En dehors des temps consacrés à cette commémoration et aux ateliers, les participants ont aussi pu découvrir la ville d'Ayr et la capitale Edinburgh où ils ont visité le château, le Musée militaire national, fait un peu de tourisme et du shopping. Deux soirées leur ont permis de se détendre au bowling mais aussi de découvrir la musique et la danse traditionnelles écossaises au cours d'un Ceidlidh.



Ouverture du colloque



Ouverture du colloque



Mémorial, Wellington Square, Ayr



Gerbes déposées au mémorial



Intervention du Captain Graham Piggot,
RN Rtd, SSAFA Forces Help



Histoire du poppy

REMEMBRANCE DAY

REMEMBRANCE ORDER OF SERVICE TUESDAY 11TH NOVEMBER 2014

10:45 Main School Bell rings

GATHER in CT Hall in Form Rows in silence

10:55 Address by Headmaster

10:58:30 REMEMBRANCE:

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.
[ALL] We will remember them.

10:58:55 THE LAST POST (Robert Dibden, Trumpet)

2 MINUTES SILENCE

11:02 LET US PRAY:

Ever-living God
We remember those whom you have gathered
From the storm of war into the peace of your presence;
May that same peace calm our fears,
Bring justice to all peoples
And establish harmony among the nations,
Through Jesus Christ our Lord. Amen

PUPILS LEAVE HALL AT FRONT / SIDE IN SILENCE.



Mr Parlour, Directeur,
intervient devant les collégiens et les lycéens



Les membres du club de musique folk chantent



Les jeunes écoutent l'intervention du directeur



Mr Parlour souhaite la bienvenue aux participants du colloque

Edinburgh



Edimbourg - vue depuis l'esplanade du château



Le groupe au château d'Edimbourg



Douglas Haig (né à Édimbourg en 1861 et mort à Londres en 1928).

Lors de la Première Guerre mondiale, le maréchal Haig est à la tête du Corps expéditionnaire britannique en France de 1915 jusqu'en novembre 1918 ; en particulier, pendant la très meurtrière bataille de la Somme.



Gerbes déposées le long du Royal Mile

Art

Nous avons choisi l'Art Nouveau - un mouvement artistique connu dans l'Europe entière dans les années d'avant-guerre. En effet, il y avait alors une culture partagée et une Europe qui partageait un riche patrimoine.

Pendant la leçon, nous avons travaillé sur les thèmes de l'art nouveau, provenant d'Europe. Cette période a débuté en 1880 et s'est terminée en 1910. L'art nouveau est considéré comme le premier style moderne du 20^e siècle. C'est le premier à s'inspirer de ce qu'il y a autour de lui et non sur ce qu'il y avait dans le passé.

Nous avons peint trois bannières avec deux anges et un paon.

Le premier ange est bleu et regarde par une fenêtre orange. Nous avons peint sa robe en dégradés de bleu, du sombre à gauche vers le plus clair à droite. Nous avons laissé sa peau blanche et l'arrière-plan a été peint en nuances d'orange et de jaune.

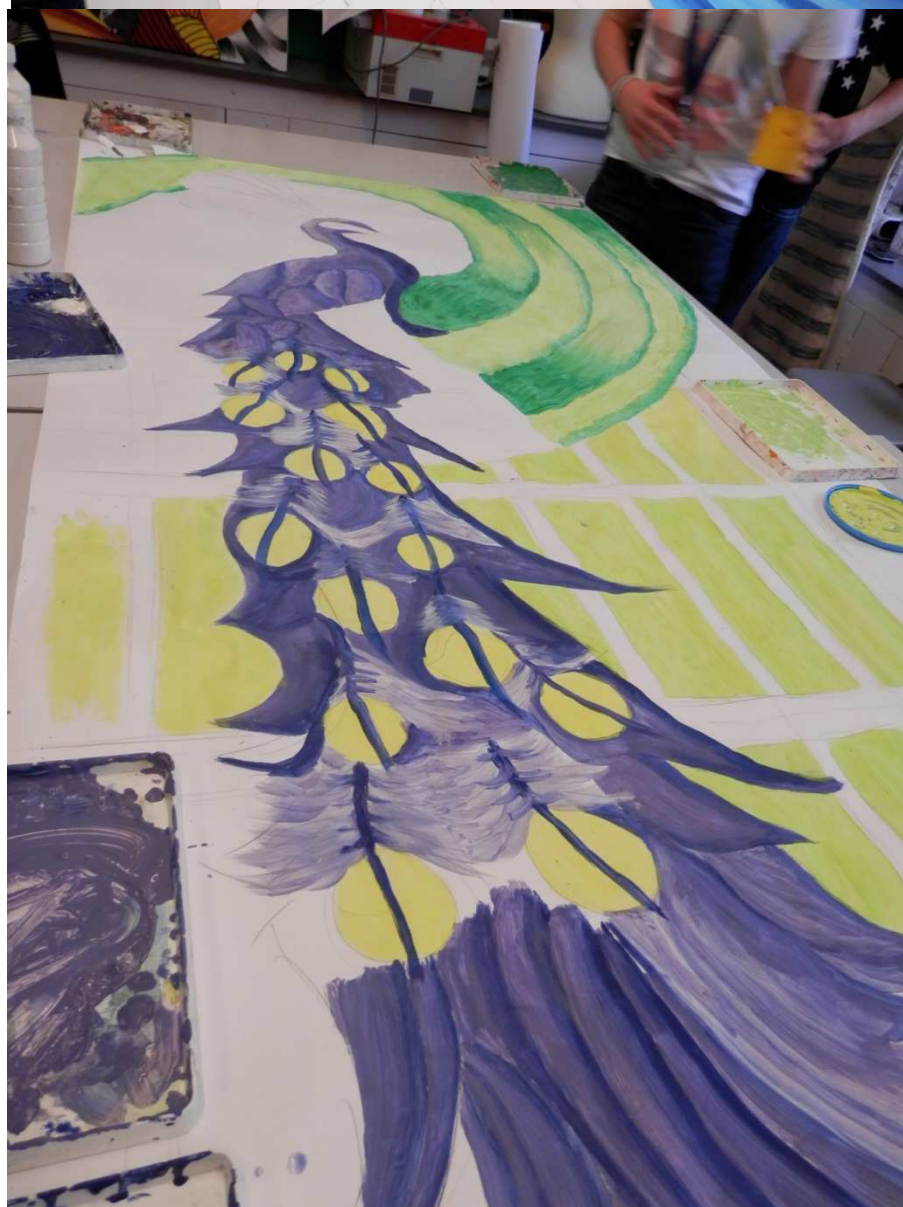
Le second ange, qui nous fait face, est plus dans les couleurs violettes et magenta. Sa robe est aussi en dégradés de violet, avec un morceau en jaune. Sa peau est blanche aussi et l'arrière-plan est fait de nuances d'orange et de jaune.

Le paon est avec des nuances et dégradés de bleu et a des taches jaunes. L'arrière-plan est encore avec des nuances d'orange et de jaune ; sous lui il y a un parchemin.

Les deux professeures d'art étaient très gentilles et donnaient beaucoup de conseils lorsqu'on en avait besoin.



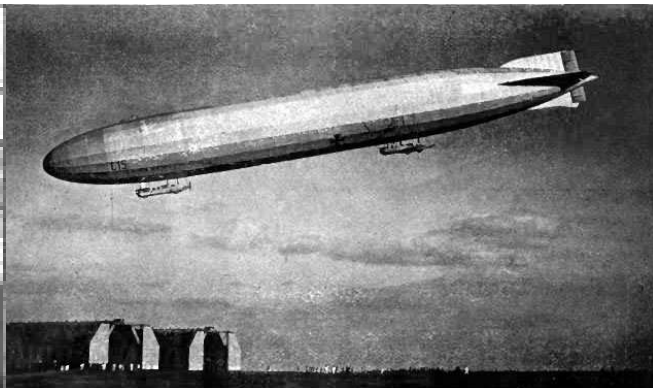






Ballistics Engineering Division

The First World War was one of the first conflicts to utilise fully the Physics of projectiles. Ballistics Engineering is the science behind the design of how these projectiles would behave when fired at targets. This is different from the modern projectiles which can be guided to their target. This workshop will investigate some of the issues that tank, gun, zeppelin and cannon designers would have faced.



1.Measure acceleration due to Gravity

Using the g-balls, drop the ball from the top of the fire escape.

Measure the time to fall and the distance dropped from.

Repeat this for 4 different heights.

Draw a graph of $2s$ (y-axis) vs t^2 (x-axis). The gradient of this is the acceleration due to gravity.

$$s = ut + \frac{1}{2}at^2$$

$$u = 0 \text{ so } ut = 0$$

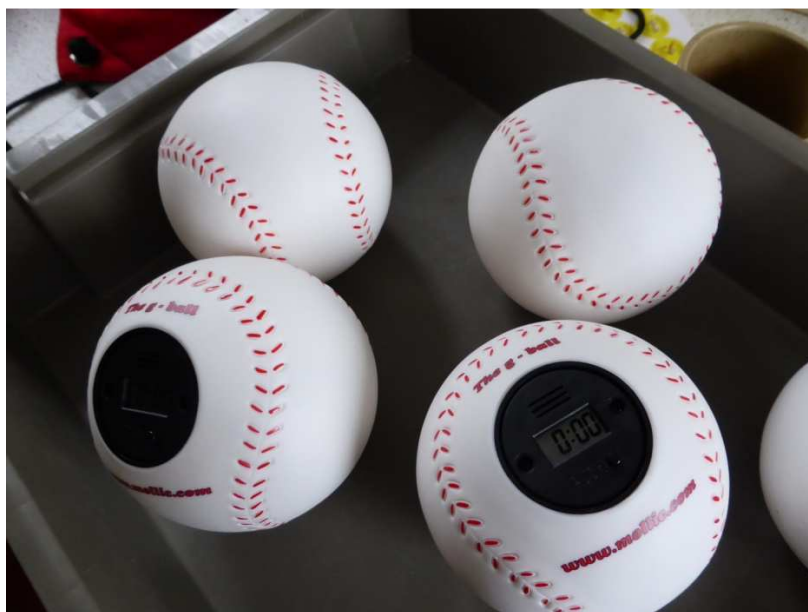
$$s = \frac{1}{2}at^2$$

$$2s = at^2$$

Compare to

$$y = mx$$

Height (s)/m	2s/m	t_1/s	t_{av}/s	t_{av}/s	t_{av}^2/s^2



G-balls

2.Measure maximum velocity of projectiles

Gun	Slingshot	Slingshot orange		
Time to max height				
Max velocity				

Fire gun vertically up and time how long it takes projectile to come back down. Divide this time by 2 and this is the time to the top.

Use $v = u + at$ to calculate maximum velocity. t is time to top and a is acceleration due to gravity ($a = -9.8 \text{ m s}^{-2}$). $v = 0$ at the top, solve for u (initial velocity). eg. $t = 1.5\text{s}$ total, $t = 0.75\text{s}$ to top.

$$v = u + at$$

$$0 = u + (-9.8 \times 0.75)$$

$$u = 7.35 \text{ m s}^{-1}$$

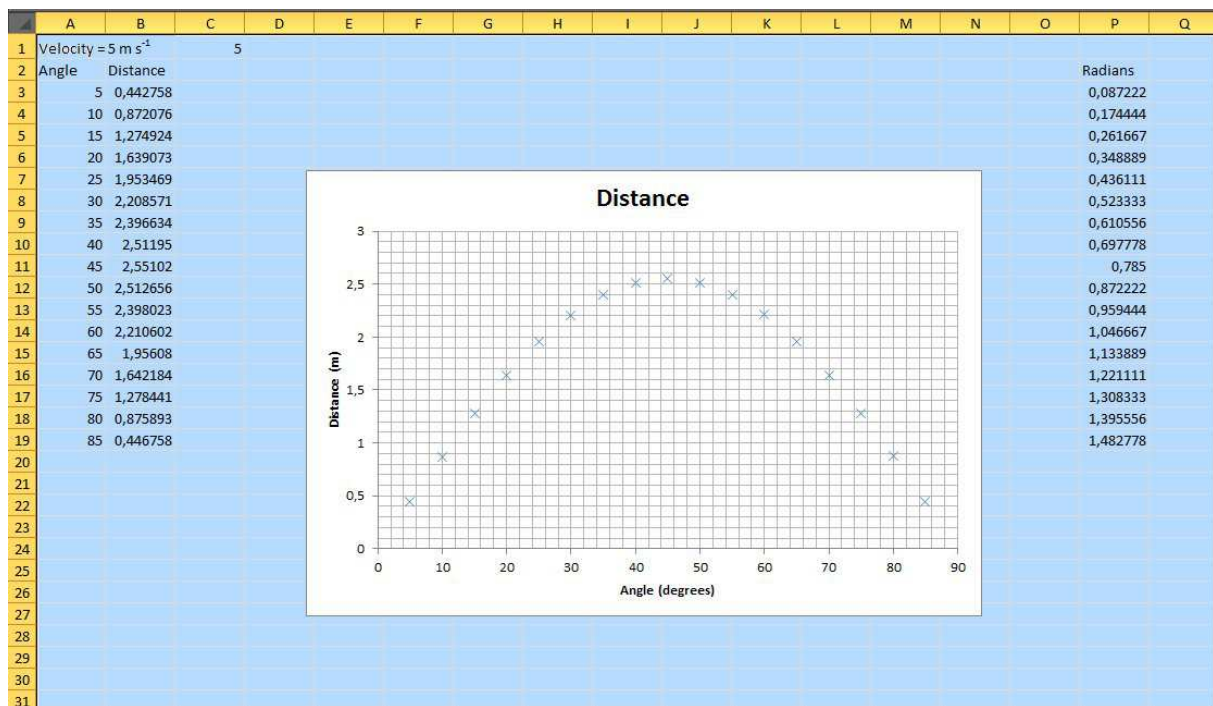


3. Measure range as function of angle

Measure the range as a function of angle of projection for all guns. Using a trundle wheel or long tape measure the range (maximum distance) and a large protractor to measure the angle (with respect to the horizon).

Plot a graph of this with angle on the x-axis and range on the y-axis.

Gun Angle	Range / m			
	Slingshot	Slingshot orange		
10°				
20°				
30°				
40°				
50°				
60°				
70°				
80°				



4. Measure range as a function of mass

Is the range a function of the projectile mass?

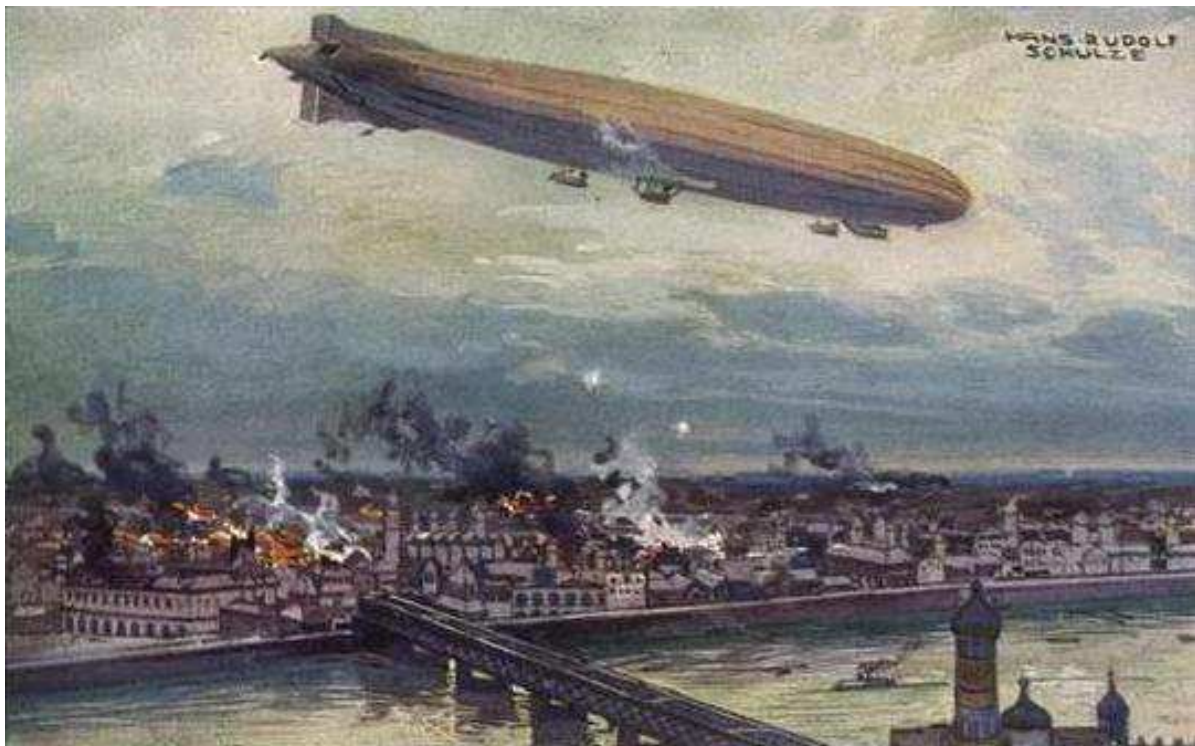
Using the orange slingshot, evaluate the range for your optimum angle for different masses.

Mass / g	Range / m



5. Does a projectile take a different time to reach the ground than a dropped object?

Use one of the guns and fire a projectile horizontally from the top of the fire escape stairs. At the same time your partner should drop a ball from the same height. From a distance another partner should attempt to see which ball reaches the ground first. This is alike the zeppelin dropping a bomb and continuing to fly above the dropping bomb.



Dropped time/s	Projected time/s

6. Target Practice

Using all of the information from tasks 1-3, work out your setting to hit the following targets.

Target	Range / m
1	
2	
3	
4	
5	

Using the orange slingshot, evaluate the range for your optimum angle for different masses.

Can you work out mathematically, the optimum angle to fire projectiles at for maximum range? Does this agree with your graph?



Ballistics Experiment – WW1 Conference

During our workshop day at Wellington School we took part in a physics experiment which taught us about how difficult it would have been to train soldiers how to use large guns and barrage weapons properly. Our first task was to drop a g-ball - a timing device which counts from the moment a person drops it to the moment it hits the ground - from varying heights which taught us about the vertical acceleration of projectiles. We found that if the height increased in regular increments, such as one metre, two meters, three meters, etc. the acceleration would also increase regularly. We realised that if a projectile needed more speed on impact, it would need to reach a higher height when fired. This was an important factor to consider later on, but first we needed to learn about how angles affect the range of the projectile. During our second experiment we fired bullets from a fixed position but at different angles. We found out that from angles between 0 to 45 degrees, the projectile would fly quite far but not very high, however, at angles more than 45 degrees, the projectiles would be able to fly quite high, which is good for harder impacts as we had discovered earlier, but would not go as far. We presented the experiment on a graph which showed us that to reach the maximum range of the projectile, the gun would need to be positioned at 45 degrees. To put our findings into practice, the physics teacher positioned a number of targets such as plastic tanks and toy soldiers out in the grass. We measured the distance to the targets and used the graphs to calculate the angle that the gun would need to be fired from. Despite our calculations, no one managed to get a perfect shot however some did come close, but it showed us that in the battlefields of World War One, it would be extremely difficult to apply physics to the barrages and that many artillery teams would have guessed where to aim.



Ballistics Engineering Division

Your task

1. Measure value of acceleration due to gravity graphically.
2. Calculate the velocity that each gun fires it's projectile at
3. For each gun, measure the range as a function of angle
4. Draw a graph for each gun
5. Investigate whether mass influences the range
6. Do dropped bombs take the same time to fall as projectiles?
7. Using your graphs, work out which angle will allow you to hit the target positioned in the trenches.
8. Test your prediction with each gun
9. Can you work out the optimum angle to fire projectiles at to maximise range?



Durant notre colloque en Écosse, nous avons suivi un atelier concernant la balistique de la Première Guerre mondiale. Deux activités nous ont alors été proposées. La première consistait à mesurer la vitesse d'une G-Ball qui contient un chronomètre s'arrêtant lorsque la balle touche le sol, en fonction de la hauteur à laquelle nous la plaçons. Ainsi nous avons constaté que, plus la balle était haute, plus la vitesse était importante.

Dans un second temps nous avons essayé de toucher un petit tank avec un pistolet pour enfants. Pour le toucher du premier coup, nous avons réalisé des mesures de distances en fonction de l'angle du pistolet et tracé un graphique représentant la distance en fonction de l'angle. Nous avons ensuite remarqué que le projectile allait le plus loin pour un angle de 45 degrés. Nous avons mis en pratique nos expériences. En effet nous avons mesuré la distance nous séparant du char, lu sur notre graphique l'angle adéquat et tiré ! Malheureusement, beaucoup ratèrent leur cible et nous comprîmes à quel point il devait être difficile pour les soldats de viser juste et ils devaient avoir un peu de chance pour toucher l'ennemi

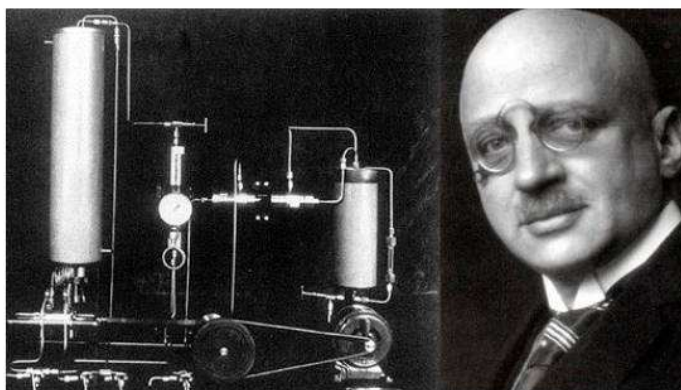




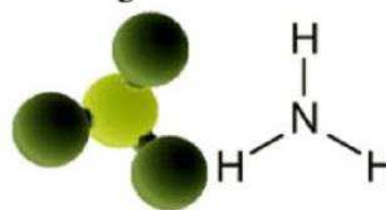
Fritz Haber and Explosives

On Thursday 13th November, pupils from all five of the participating schools were given the chance to see explosives in action and learn about the importance of Fritz Haber's work during World War One. Through the use of a PowerPoint and various exciting demonstrations involving chemical reactions, Mr West showed us the different explosives used in the war and how these explosives were made. During the class, several volunteers were needed to take part in the demonstrations such as dropping haribo sweets into potassium chlorate to initiate a chemical reaction and unscrewing bottle heads to release a chemical mixture of hydrogen and oxygen which was then ignited with a burning splint, causing a powerful explosion, exciting and enthralling the class.

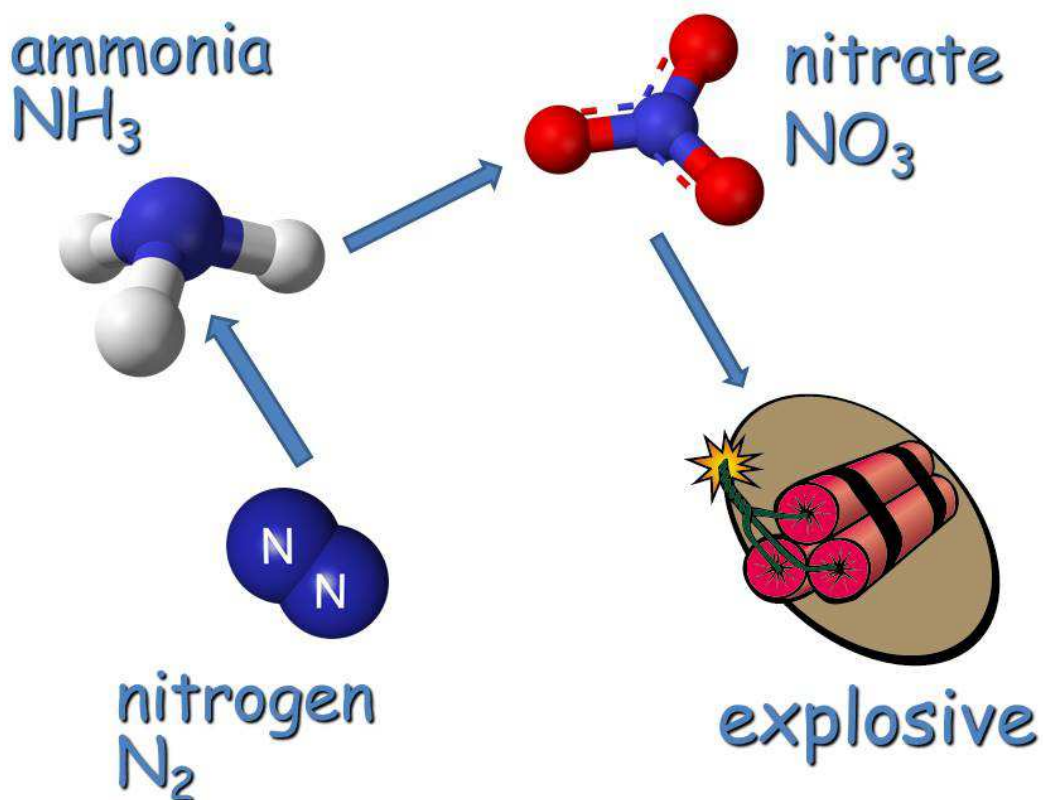
Fritz Haber, Ammonia, Explosives



NH_3 ammonia

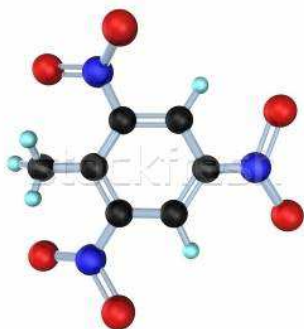
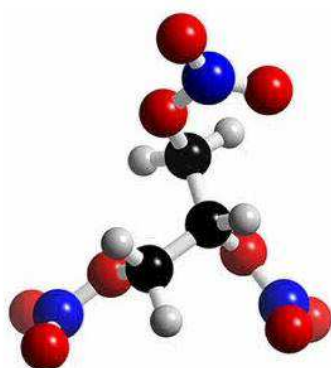
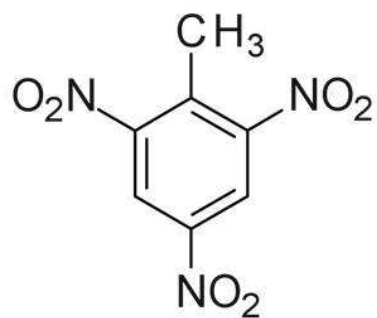
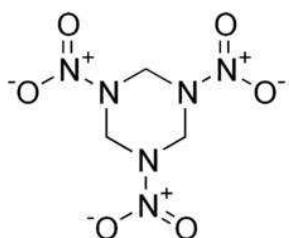
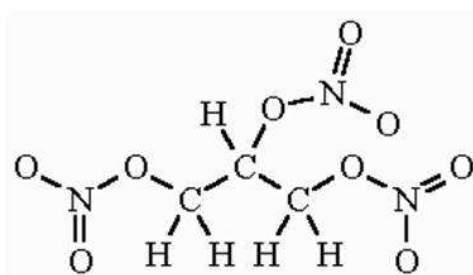
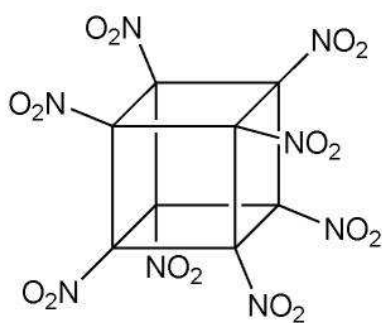
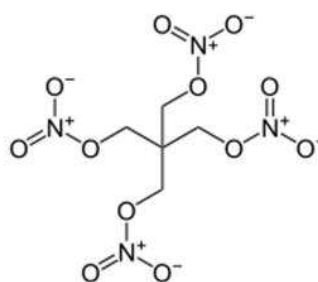


In addition to the practical demonstrations, Mr West also explained to us about Fritz Haber's contributions to the war effort. In the early years of the war, Haber dedicated all his work to the research into meeting Germany's wartime demands for chemical products and chemical synthetic substitutes. Due to the effort, he managed to create a process of oxidation of ammonia to create nitric acid which held the key to not only fertilizer and food production, but also to nitrates and other explosives essential to modern warfare today. The workshop as a whole was very interesting and everyone who took part thoroughly enjoyed it.



Explosive molecules



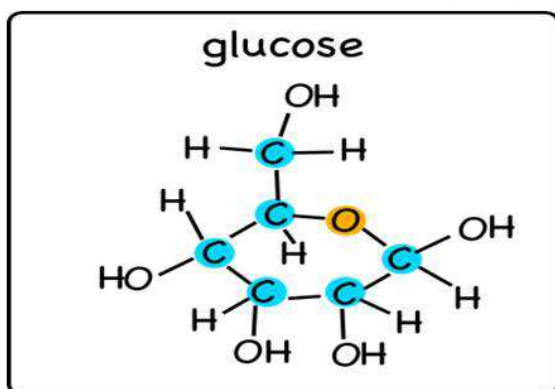
**TNT****nitroglycerine****C4****octanitrocubane****semtex**

Demo one

Hydrogen + oxygen $\rightarrow$ water



Demo two



Potassium chlorate

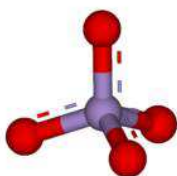
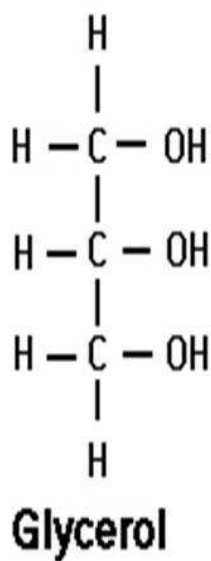
Warning! Strong oxidizer. Forms explosive mixtures with combustible materials. Explodes in contact with sulfuric acid. Mixtures of potassium chlorate and combustible materials will explode in contact with sulfuric acid.

 OXIDIZER

Stability:	7
Storage:	8



Demo three



permanganate



Demo four - thermite

iron oxide + aluminium



aluminium oxide + IRON



Fritz Haber - 1868-1934. Nobel prize winner in 1918 for his work on ammonia production

With the coming of World War I, Haber wholeheartedly devoted the resources of his research institute to meeting Germany's wartime demands for chemical products and synthetic substitutes. Most of his published work during this period concerned the refinement of ammonia synthesis. When coupled with German chemist [Wilhelm Ostwald](#)'s process for the oxidation of ammonia to [nitric acid](#), the combined process held the key not only to fertilizer and food production but also to the synthesis of nitrates and other explosives essential to modern warfare. Requests from the military for possible [tear gases](#) and other irritants led Haber to propose the use of [chlorine](#) gas as a chemical weapon, a suggestion first tried at Ypres, France, in April 1915. The use of gas-warfare agents rapidly increased on both sides of the conflict, and by 1916 Haber found himself acting as chief of Germany's Chemical Warfare Service. After the war, Haber was severely criticized and in some cases even ostracized for his involvement in the gas-warfare program. As for his role in ammonia synthesis, it was argued that the cutting off of Germany's access to natural nitrate deposits in northern [Chile](#) by the British Royal Navy would have ended the war within a few months had not the ammonia process given Germany the ability to make its own nitrates and explosives. These criticisms overlooked the positive role of the synthesis in fertilizer production and the fact that British, French, and American chemists were more than willing to develop poison-gas agents and explosives for their own governments.



Physical training

In dem Workshop Physical Training haben wir Fitnessuebungen an verschiedenen Stationen absolviert, mit denen schon Soldaten im 1. Weltkrieg trainiert haben um fit zu bleiben.

Eine der Uebungen bestand darin ueber Kaesten zu springen oder unter einer Matte her zu robben. So waren die Uebungen nicht nur anstrengend, sondern haben uns auch grossen Spass bereitet.

Obwohl wir nur einen kleinen Teil des Trainings der Truppen absolviert haben, wurde uns klar, dass die Truppen im 1. Weltkrieg hart trainieren mussten, zumal einige der Soldaten sich erst an diese koerperliche Anstrengung gewoehnen mussten.

Durant l'atelier d'entraînement physique nous avons réalisé différents exercices d'entraînement militaire pendant la Première Guerre Mondiale, variant des pompes aux abdominaux. Nous sommes par la suite allés sur la plage pour ramper sur le sable, tout de suite moins drôle ! Après un court footing, nous sommes retournés dans la salle. La plupart des gens trouvèrent cela facile même si certains travaux étaient durs. Même si nous n'avons pu faire que peu de choses nous avons pu percevoir l'endurance que les soldats devaient avoir pour participer à la guerre. Beaucoup d'entre eux étaient des jeunes garçons car il fallait être fort.

In the physical training workshop, we did exercises in different stations which were like the exercises soldiers in WWI would have done to keep fit.

We worked a variety of our muscles by doing exercises like sit-ups, pull-ups and press-ups. We also had to crawl under a mattress using our elbows and this was fun until we had to do this again on the sand. While on the beach, one person feigned injury and had to be carried for the rest of an exercise, and we all went back to the gym hall after a short run.



Most of us found these exercises to be relatively easy although some could be challenging, such as the exercise that required us to jump over three different obstacles. So while we were working, we were also having a lot of fun.

Even though we only did a small part of the physical training done by the troops in 1914, we could see that they would have had to have been quite fit to keep up with the amount of training that was necessary if they wanted to take part in the war. As there were also many recruits who were young boys, it is still clear to see that the work would have been demanding at first but these boys would have to get used to it as they needed to prove that they were fit enough to participate in the war.







Songs



1) Nous avons chanté :

- * Pack up your troubles
- * It's a long way to Tipperary
- * Die Wacht am Rhein
- * Quand Madelon

2) Notre chanson préférée est „*Pack up your troubles*“ car c'est une chanson joyeuse. On a envie de la chanter juste après l'avoir entendue puisqu'elle reste dans notre tête. On la mémorise très vite.

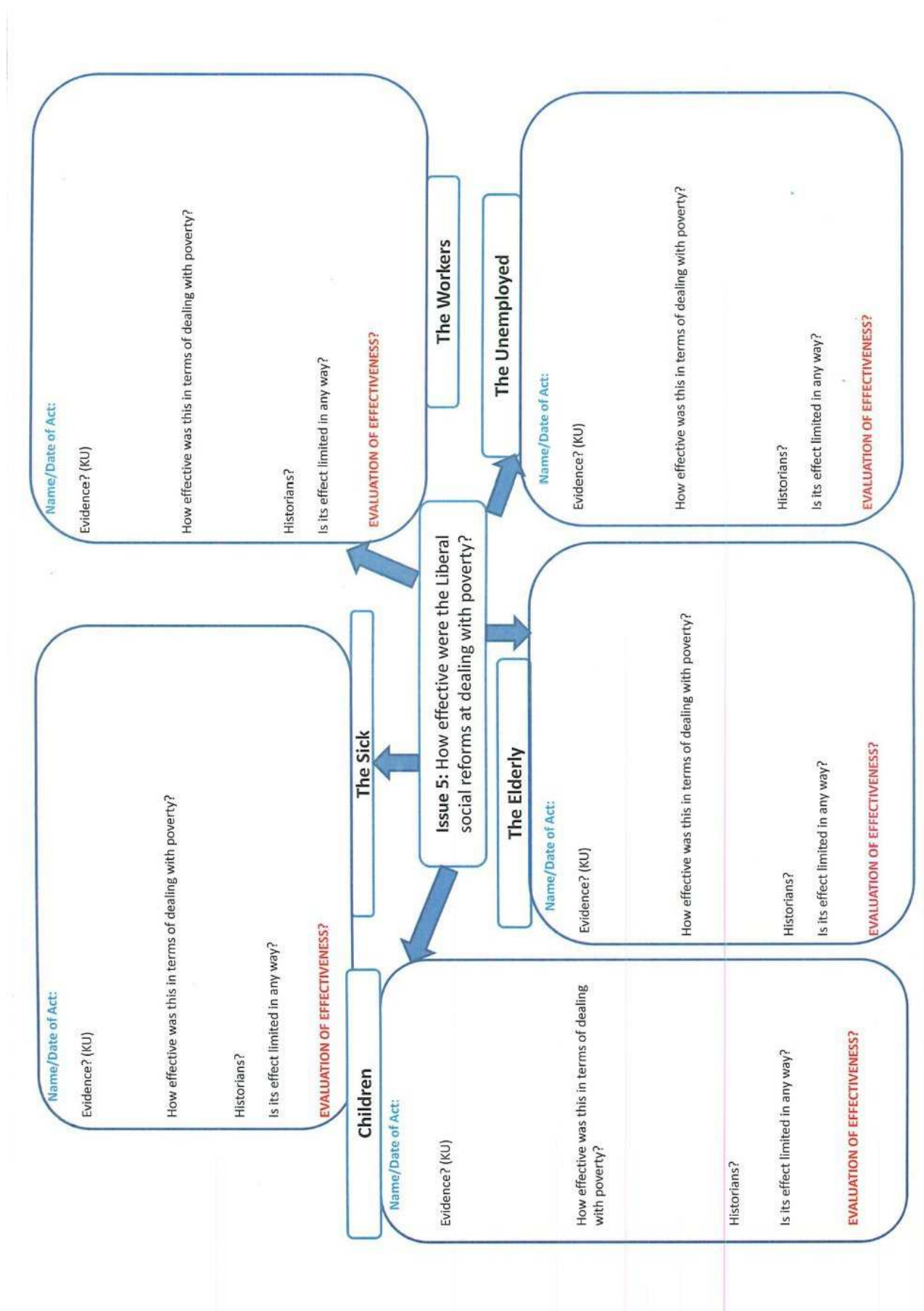
3) Le rôle de la musique est premièrement de rester positif, d'être heureux, ou d'éviter une dépression compte tenu des circonstances, des difficultés auxquelles les soldats étaient confrontés chaque jour. Deuxièmement, la musique les encourage et les reconforte alors que leurs proches leur manquent. Pour finir, la musique divertissait les soldats et les occupait de sorte qu'ils affrontent les horreurs de la guerre. De plus, la musique reste à jamais gravée dans leur mémoire.

4) Le fait de chanter des chansons est un moyen pour eux de se rappeler la raison pour laquelle ils souffrent de plus en plus chaque jour et pour laquelle ils sont au front. Ils peuvent donc se rappeler de leur pays, de leur famille et s'encourager mutuellement.



A group of students are seated around a large, round table in a conference room, engaged in a discussion or activity. They are looking at various papers and materials spread out on the table. The room has a patterned carpet and wood-paneled walls. Other students are visible in the background, also seated at tables, suggesting a larger event or conference.





Germany, Laura S.

Topic 1

PROPAGANDA

1. What do you think propaganda is?

Positiv aufgemachte Werbung um Hilfe
und Unterstützung für den Krieg zu
erhalten.

2. What is its purpose?

Krieg schön reden, Menschen für den Krieg begeistern,
Volk positiv zum Krieg stimmen

3. Each group has 6 sets of propaganda material:

1. Britain
2. France
3. Germany
4. Austro-Hungary
5. Allied States
6. United States

Examine these in detail and then discuss in your groups your reactions to them.

4. For each set of posters identify:

- a) The positive elements
- b) The negative elements

Positiv: Du hast selbst etwas großes geleistet
Stolz auf das Vaterland

Negativ: Hunger (Eat less bread)

5. How effective overall do you think the propaganda is on a scale of one to five

British	1	2	3	4	5
German	1	2	3	4	5
Auto-Hungarian	1	2	3	4	5
Allied States	1	2	3	4	5
United States	1	2	3	4	5

6. Individually select the 3 posters that have made the most impact on you.

1. United States - 3. Poster (Monster)
2. Great Britain 2. Poster (Daddy)
3. Germany 3. Poster (Der letzte Hieb)

Charlotte
Scotland

Topic 1

PROPAGANDA

1. What do you think propaganda is?

Propaganda is an image which is found within newspapers and posters outside your home. It gives people ideas.

2. What is its purpose?

It is to give a message to encourage people to have a positive outlook on the war. It could encourage people to join the army. To have a new view

3. Each group has 6 sets of propaganda material:

1. Britain
2. France
3. Germany
4. Austro-Hungary
5. Allied States
6. United States

Examine these in detail and then discuss in your groups your reactions to them.

4. For each set of posters identify:

- The positive elements
- The negative elements

Positive - It encourages people to join the army and become fit.

negative -

5. How effective overall do you think the propaganda is on a scale of one to five

British	1	2	3	4	5
German	1	2	3	4	5
Auto-Hungarian	1	2	3	4	5
Allied States	1	2	3	4	5
United States	1	2	3	4	5

6. Individually select the 3 posters that have made the most impact on you.

- "I want you for U.S army" effective because people would trust him.
- "Clemenceau (tiger)"
- "War bonds"

FRAWLE

Topic 1

PROPAGANDA

1. What do you think propaganda is?

A poster; a speech; a song; a text which encourage the population
to fight and stay strong during a wartime. Sometime it hides the
reality (and reality).

2. What is its purpose?

It permits to the government to send message to the population.
to convince people to act right.

3. Each group has 6 sets of propaganda material:

1. Britain
2. France
3. Germany
4. Austro-Hungary
5. Allied States
6. United States

Examine these in detail and then discuss in your groups your reactions to them.

4. For each set of posters identify:

- The positive elements
- The negative elements

⊕ it is a message of challenge for the population (ex: GB → "Will you fill it?")

Colorful

⊖ it lies to the population (not giving the right way know facts are).

5. How effective overall do you think the propaganda is on a scale of one to five

British	1	2	3	4	5
German	1	2	3	4	5
Auto-Hungarian	1	2	3	4	5
Allied States	1	2	3	4	5
United States	1	2	3	4	5

6. Individually select the 3 posters that have made the most impact on you.

1. GB: "Who's absent? Is it you?"

2. GB: "Daddy what did you do in the Great War?"

3. Germany: "Nein! Niemals!"

WOMEN AND CHILDREN

Before the First World War, women didn't have many rights. They were just housewives and their children went to school. But with the beginning of the WW1 it all changed.

In Germany, France and Great Britain, men had to leave home to fight at the Front and the women who were left behind had to do the jobs the men would normally have done. They worked as bus drivers, were employed in the textile industry and in agriculture. They worked in ordnance factories to supply the war effort with weapons. As women's wages were low, children had to help to supplement the families' incomes by doing easy work, e.g. shoe-shining.

But there are negative consequences:

- not everybody liked that women worked;
- women and children were killed by air raids and poison gas in cities like Paris or London far away from the front;
- soldiers acted against women and children (brutal sexual assaults or murder, or psychological tortures or beatings);
- food and produce shortage caused starvation;
- children couldn't attend school because they had to work or help their mothers.

There was also a cultural change. Women became more independent. They also decided to cut their hair or to wear to change their style of clothing..

Today, there are still many movements which are talking about feminism and development of women's rights.





Death in the First World War

In the First World War about 18-20 million people lost their lives. Every country and nation has its own traditions for dealing with the dead.

Examples of treatment:

Vikings	- they burnt the dead bodies on their ships
Egyptians	- they used oil to preserve the bodies, but first they had to take out all of the organs
Chinese	- the cliff coffin custom: they put the bodies of their dead in coffins and suspended them from mountain cliffs
Muslims	- must bury the dead within 24 hours
Jews	- must bury the dead within 24 hours
Hindus	- cremate the dead
Germans	- the dead are put into coffins and buried.

During WW1 death was everywhere. So one question was raised: How could we deal with all these dead bodies?



To begin with, some bodies were burned in order to stop contamination and disease. At first, anyone could burn dead bodies. During the war a job was created in order to take the bodies from the battlefield for cremation.

However, few of them were used for medical experiments due to the fact that there were many wounds on these bodies. (Medicine evolved a lot during this war). Many soldiers were also buried in mass graves, or on the battlefield where they were killed.

What's more, many who were found remained unidentified. For a long time during the War, reliable records of the dead were not kept. The British dead are buried in cemeteries near to where they fell. Those who have not been identified have 'Known unto God' written on their headstone. There are also memorials to soldiers who have not been found.

After the war, nations began to commemorate their fallen soldiers in order to not forget them; they placed identical head stones in cemeteries to show that we respected all the fallen soldiers.

In the United Kingdom, the Fallen are commemorated each year by two minutes of silence at 11am on the 11th November.

Anfangs hat jeder die toten Körper verbrannt doch während des Krieges wurden diese vom Schlachtfeld gebracht um sie zu verbrennen. Manche wurden in der Medizin verwendet, um Wunden zu heilen. Sehr viele Soldaten wurden in Massengräbern oder auf den Schlachtfeldern bestattet. Es gibt dennoch sehr viele, die nicht gefunden wurden. Um denen Ehre zu gewähren, von denen man nicht weiss, wer sie sind wurde auf Grabsteinen geschrieben: known unto god. Jedes Jahr am 11. November findet eine Gedenkfeier statt, um an die verstorbenen Soldaten zu erinnern.



Pendant la Première Guerre mondiale, qui a causé la mort de 20 millions de personnes, il a fallu s'occuper des millions de cadavres. Certains ont été brûlés pour les commémorer et pour éviter que les maladies se propagent dans la population. D'autre ont servi à faire évoluer la médecine qui a fait un bond considérable dans ses connaissances pendant cette guerre. Enfin, certains ont été enterrés. De nombreux soldats étaient méconnaissables lorsqu'ils étaient retrouvés, néanmoins des tombes sans nom où il était écrit "*known unto god*" leur ont été attribuées. Après la guerre, les nations ont commencé à commémorer leurs soldats. En France, il y a recueillement chaque année devant le monument aux morts érigé dans chaque commune du pays à l'occasion du 11 novembre, jour de l'armistice de la Grande Guerre.

War Surgery

What was it like to be a surgeon/medical auxiliary at the front?
What developments took place in medical expertise?

Their main role was to help the injured soldiers.

At this time medical equipment was not very reliable. It would have been hard to be a surgeon during the war because there were many patients and a single mistake could have led to their death.

The surgeons at the time knew that their tools had to be sterile to achieve the best possible results.

Many soldiers were gravely injured; they needed to be operated on in order for them to have a normal appearance again. It is the beginning of plastic surgery.

The intention of the workshop was to show us the conditions under which the surgeons had to work. We did mock surgery (with a fruit representing the patient) while having to follow all the procedures a surgeon would have done. It was not very easy but our patients remained intact. The workshop was interesting and fun and we gratefully thank the whole team.





Le rôle des infirmiers et médecins était d'aider les soldats blessés au combat. A cette époque les techniques médicales dont ils disposaient ne leur permettaient pas d'assurer le total rétablissement des soldats après leurs opérations. Ça devait être dur d'être un chirurgien pendant la guerre car les victimes étaient nombreuses et une seule erreur pouvait leur coûter la vie.

Tout au long de cette guerre, les méthodes d'opération ont évolué et des chirurgiens assistants ont commencé à aider les chirurgiens durant les opérations. Ils permettaient à celui qui opérait de travailler dans des conditions plus saines (avec moins de micro-organismes). C'est le début de l'asepsie, permettant de réduire les infections suite aux opérations.

Beaucoup de soldats ont été gravement blessés (notamment à la tête). Ils ont eu besoin d'être opérés pour leur redonner l'apparence qu'ils avaient avant d'être mutilés : c'est le début de la chirurgie plastique.

Le but de l'activité pratique était de nous montrer les conditions de travail des chirurgiens. Nous avons dû recoudre une plaie (sur un fruit représentant la peau et la chair du patient) sans oublier de nettoyer la plaie, nos mains et d'utiliser des instruments stériles. Ce n'était pas de tout repos ! Mais nos patients en sont ressortis intacts. Cet atelier fut intéressant et enrichissant tout en étant ludique. Merci à l'équipe encadrante !





Poetry – Themes

Grodek

The main theme in “Grodek” by Georg Trakl is warfare. It reflects on his experience on the Eastern Front and the first stanza reflects on the ending of the first day of battle. As the main theme is war, he pays particular attention to the range of sights and sounds surrounding him. These include both the mechanical and human noises which echo through the forest, in addition to the cries of men with “Broken Mouths.”

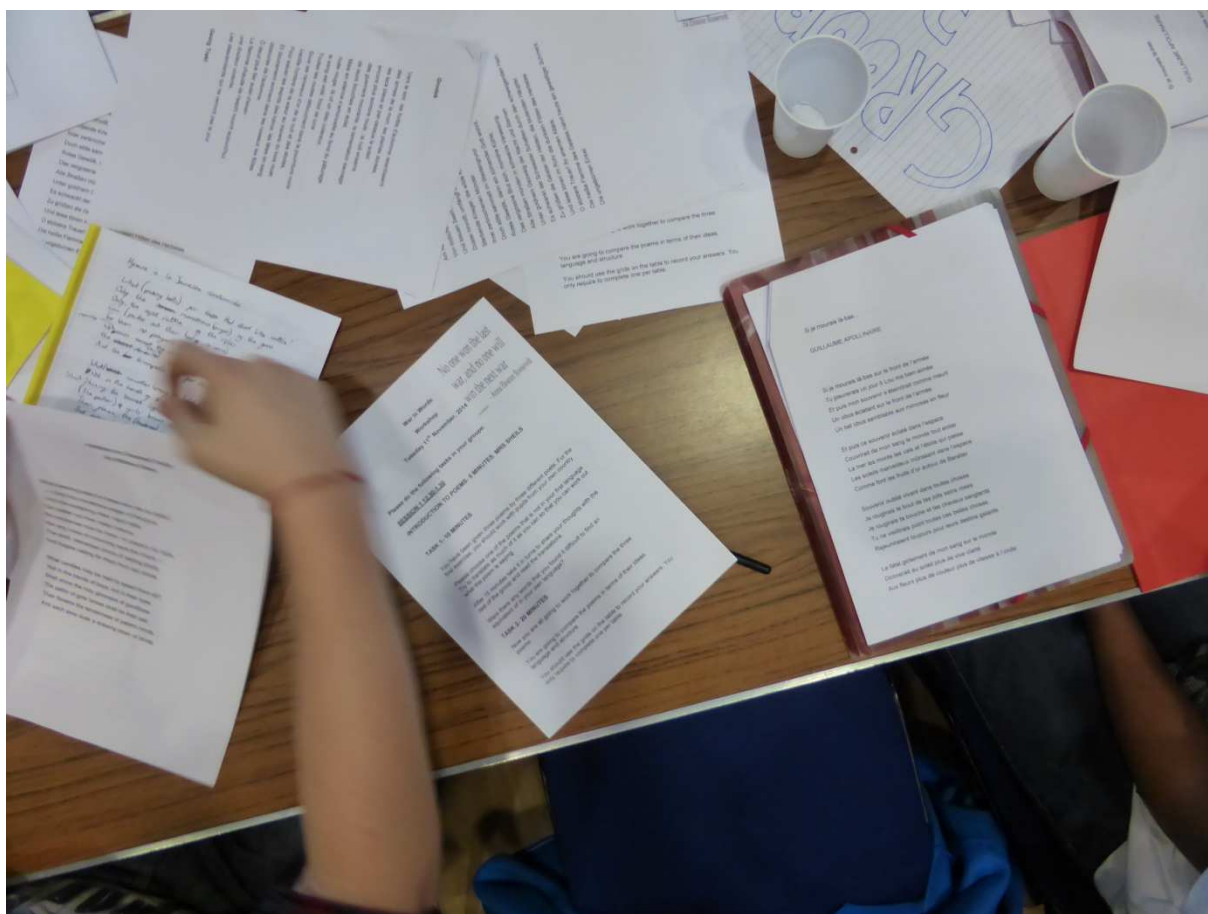
Anthem For Doomed Youth

The main theme in “Anthem For Doomed Youth” by Wilfred Owen deals with the main theme of warfare. Owen never seemed to name a country or particular battle which leads us to believe that this poem is not about a specific battle or individual losses, it is about the costs of the war: loss of life and the environment around us.

If I Were To Die Here

The main themes in Guillaume Apollinaire’s are dealing with the death of a loved one, moving on and the aftermath of war. The theme is strongly displayed throughout the poem with help from language, content and imagery. The poem is written in a very informal tone, with the writer using his lovers name “Lou” numerous times throughout.







Poems WW1 Conference

The End

In the end, my blood began to boil,
I felt the rifle in my hands recoil.
For the fallen I had no mercy.

C'est la fin, un télégramme, lourd de chagrin,
Arriva à mon nom ce matin.
Ma raison de vivre, ma famille, ne sont plus de ce monde,
Alors, pourquoi vivre ? Mieux vaut rejoindre les catacombes.

Am Ende des Weges angelangt,
der Krieg zu viel von mir verlangt.
Die letzten Kräfte wurden mir genommen.
So ist mein Lebenswille auf ewig zerronnen.

What would I have done?

If I was a soldier in World War 1,
What would I have done?
Aurais-je eu le courage de l'affronter ?
Sans hésiter, j'aurais déserté.
Ich könnte nie so mutig sein, wie sie damals waren,
Kämpfen für ihr Vaterland in ganzen vier Jahren.
Ils ont sacrifié leurs vies.
They fought for their country,
Heute bringt es ihnen zwar nicht mer viel.
Aber ihnen Respekt und Ehre zu erweisen, ist unser Ziel.

Waiting

Every night, my mother and I listen to the bombs,
Chaque matin on place les corps au fond des tombes,
Jeden Tag hoffe ich, dass mein Vater vor der Tür steht.
Aber meine Hoffnung geht.

Every night, I dream to get away from this nightmare.
Chaque matin, j'espère que mon rêve n'est pas une chimère.
Ich wünschte, ich würde, meine Ängste nur für einen Tag verlieren
Nevertheless, chaque matin, every day, jede Stunde,
every minute et chaque seconde, I wait.

December 1917

den 1. Dezember 1917

Ich weiss, ich werde meine Familie nicht wiedersehen
Dennoch muss ich an der Front stehen.
Bald ist Weihnachten - doch werde ich es nicht mehr erleben.
Ich gehe ohne diesen Segen.

December 11th 1917

Daddy promised he'd be home by Christmas;
I'm starting to lose hope.
Hours turn to days, days to weeks, and weeks to months.
But Mummy promised he'd be home soon.

Le 20 décembre 1917

A l'instant où je l'ai vu partir
J'ai su qu'il n'allait pas revenir.
La famille restera forte. Malgré la douleur
Il réussira à sauver notre honneur.

Remembrance

Pareils aux coquelicots, ces hommes reposent sous terre,
Man muss sich erinnern, um aus Fehlern zu lernen.
Je courais loin de cet endroit,
Je ne pouvais pas rester là-bas plus longtemps.
L'horreur et la terreur se devaient d'être revues,
Dans la rue on n'y croyait plus.

That is what I remember as the sea of red flows
in the light breeze of the cold November air, speaking
the unspoken words, bowing their heads as the petals weep.
Wir schreien, doch die Stimme fehlt,
Wir weinen, doch die Tränen sind fort,
Wir leben, doch es gibt kein Lesen.

Red blooms the poppy field, spilled is the blood of man.
We stand here en souvenir der Gewalt und
der Inhumanität dieser Zeit.



Wellington Commemorates WW1 with International Conference



Conference introduction



Poetry workshop with Mrs Sheils



World War 1 Songs



WW1 propaganda

Pupils at Wellington School had the exciting opportunity to be involved in an international conference from 10-13 November as part of the School's commemoration of the centenary of the outbreak of the 1914-18 War. Young people from four schools in Europe joined Wellington pupils for the 4 day event held at the Gables Hotel in Irvine: the overseas participants came from the Lycée Sainte-Agnès, Angers, and the Lycée Sainte-Marie, Cholet, in France; and from the Mallinckrodt-Gymnasium, Dortmund, and the Evangelisches Gymnasium, Nordhorn in Germany.

This conference, hosted by Wellington School, and coordinated by International Co-ordinator Mrs Coontz with a lot of help from staff across the school, was supported by a generous grant from UCAPE (Union for Cultural and Professional Advancement in Europe) and contributes to a five-year programme of activities being coordinated by the Lycée Sainte-Marie. The outcomes of the conference will be shared with their international project and Wellington pupils will have the opportunity to participate in a visit to the Somme later in the programme.

The conference aim was not only to commemorate the events of a hundred years ago but also to celebrate the fact that we are now allies and friends and to strengthen ties between our schools and countries. To help in the building of friendships, a wide variety of cross-curricular activities took place over the four-day period. The young people worked together through the week in a series of workshops on various aspects of the First World War ranging from history, literature, graphic art and song to ballistic engineering for the Western Front and the role of the Nobel Prize-winning Fritz Haber in the development of explosives. They also considered First World War propaganda and the tradition of commemoration in Scotland. Outside speakers including SAFFA, the Armed Forces Charity, were invited to talk to the participants.

Although the language of this event was English, the pupils used German, French and English in all combinations to get their points across in their discussions. As Mrs Coontz, said to them on the first evening: "The most important thing is to communicate. Don't keep quiet because you don't know the correct word in English - use any language that you are happy with." As the first evening's workshops progressed, the increasingly lively buzz from around the tables provided evidence of the success of this advice. At the end of the week the young participants combined their language skills to write a multilingual report. This report will eventually be published on the UCAPE website, a real reward for all those involved as they see their own activities described online.

The last UCAPE conference hosted by Wellington was in 2011, when the topic was Water, the conference language was French, and the participants came from France, Germany, Slovenia and Scotland. Wellington prepares pupils for the UCAPE European Diploma, a prestigious award requiring a cultural exchange of not less than 2 weeks to a European country where a student will practice a second language in an immersion setting.

For the visiting pupils, many of whom had not visited Scotland before, the week was not all work and no play! Everyone enjoyed the all-day excursion to Edinburgh; to the National War Museum, Edinburgh Castle and the Royal Mile with free time for shopping and sight-seeing. Early in the week the evening entertainment included a ceilidh with a group from Ayrshire Fiddle Orchestra providing live music, which undoubtedly helped people get to know each other better. Other leisure activities included a visit to LA Bowl bowling and Lazerquest, and plenty of opportunities to try some traditional Scottish food.

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Avis sur la conférence

Dans l'ensemble, cette conférence fut très appréciée et intéressante, même si certains ont parfois trouvé le temps long car certaines activités étaient ennuyantes pour eux. Cette conférence nous a apporté beaucoup d'informations complémentaires au sujet de la Première Guerre mondiale, sur la façon dont les différentes nations perçoivent cette partie de l'histoire du monde et, évidemment, sur la commémoration telle qu'elle se fait en Ecosse. A nous tous, cette semaine aura permis de faire de nouvelles rencontres, de nous ouvrir sur le monde et d'approfondir notre anglais tout en découvrant de nouvelles cultures.


28 novembre 2014

Cholet

En Écosse, les lycéens ont chanté la Madelon

Une délégation de Sainte-Marie a participé à un colloque sur la Première Guerre mondiale avec des jeunes Allemands et Écossais.

Pourquoi ? Comment ? Comment le lycée Sainte-Marie s'est-il retrouvé en Écosse ?

C'est l'une des étapes d'un ambitieux projet : accompagner, à travers les années, les commémorations de la guerre 14-18. Le lycée Sainte-Marie a suscité cette démarche en y associant d'autres établissements, notamment à travers l'Ucape (Union pour la culture et l'avenir professionnel en Europe). « La Wellington School, en Écosse, souhaitait organiser un événement international dont la langue serait l'anglais : le site s'imposait », raconte Jean-Paul Bossard, professeur d'histoire-géo qui a accompagné le projet avec Béatrice Breton, professeur d'anglais. Le lycée Sainte-Agnès d'Angers et deux établissements allemands se joignent aussi au programme. A Sainte-Marie, sur la base du volontariat, 11 élèves de différentes sections prennent date en toute fin d'année scolaire dernière.

Pourquoi les élèves ont-ils chanté Quand Madelon ?

Avant le séjour, du 10 au 13 novembre, il y a des recherches à effectuer. Elles vont des fleurs du souvenir, coquelicot britannique ou bleuet français, jusqu'aux chansons des tranchées. Comme l'emblématique chanson



Quand Madelon, que les élèves ont répétée pour la chanter en Écosse, accompagnés au piano ! Sur place, groupes de travail thématiques, conférences et cérémonies commémoratives se sont succédé. Avec de multiples satisfactions : culturelles (« C'était passionnant de voir les manuels d'histoire allemands, de comparer nos points de vue », souligne Clara ; linguistiques (« Les Allemands parlaient beaucoup mieux anglais que nous mais on se faisait comprendre », sourit Marine) ; amicales (« J'ai sympathisé avec un Allemand, moi qui fais de l'espagnol », raconte Florian).

Pourquoi ce n'est pas la fin de l'histoire ?

Parce que les élèves vont d'abord « remettre en ordre les actes du colloque », prévient Jean-Paul

Bossard. Et que le lycée va continuer à travailler sur la Grande guerre. En ligne de mire, « nous organiserons peut-être, en 2016, une rencontre d'ampleur à proximité des champs de bataille de la Somme », espère Jean-Paul Bossard. Avant cela, il y aura aussi l'étude « des conséquences de la Première Guerre mondiale sur le XXe siècle ». Cela se traduira notamment par le témoignage, devant les lycéens, d'un survivant des camps et d'un enfant juif caché pendant la guerre 39-45.





WELLINGTON SCHOOL UCAPE CONFERENCE

10-14 November 2014

CERTIFICATE OF ATTENDANCE

This is to certify that

.....
participated in an international conference at Wellington School,
Ayr, Scotland, together with students from France, Germany and
Scotland. The theme of the conference was
the joint Commemoration of World War One.

Signed:
(R.M Parlour, Headmaster)

Ayr, 14 November 2014



**UCAPE
WORLD WAR 1 CONFERENCE
10-14 NOVEMBER 2014**

MONDAY, 10 NOVEMBER	
18.00	Dinner at Gailes Hotel
19.15	Workshop 1 Propaganda in WW1
20.00	Workshop 2 Women and Children
20.30	Break
20.40	Workshop 3 A Comparison of WW1 as portrayed in French, German and Scottish Textbooks
21.15	End of Monday's programme
TUESDAY, 11 NOVEMBER	
07.30	Breakfast
08.15	Leave Hotel
08.45	Arrive at Wellington School
09.00	Talk from SAFFA (Armed Forces Charity)
10.00	The Tradition of Commemoration in Scotland - Mr Stovell
10.30	Morning Break
10.50	Return to Hall for Commemoration
11.30-12.30	Workshop 4 Fitness Training in 1914 - Mr Ness
12.30-13.30	Workshop 5 Poetry - Mrs Sheils
13.30-14.15	Lunch in Dining Room
14.15-14.55	Workshop 5 Continued
14.55 - 15.50	Workshop 6 WW1 Songs- Mr Haggerty
15.50-18.00	Free Time in Ayr
18.00	Dinner in Dining Room
19.00	Ceilidh
21.15	Bus leaves for hotel

WEDNESDAY, 12 NOVEMBER	
07.30	Breakfast
08.20	Leave for Edinburgh
10.30	Edinburgh Castle with visit to War Museum and Memorial - Mrs Malloch
13.00	Lunch in Edinburgh
14.00	Royal Mile and Free Time in Scotland's Capital
18.00	Dinner in Edinburgh - Bella Italia
19.30	Leave Edinburgh
21.30	Return to Hotel
THURSDAY, 13 NOVEMBER	
07.30	Breakfast
08.15	Leave Hotel
08.45	Arrive at School
09.05-10.55	Workshop 7 Group 1 Physics - Mr McPhee - Ballistic Engineering for the Western Front Group 2 Mr West Fritz Haber and Explosives (09.05-10.00) + Visit to Ayr's War Memorial (10.00-10.55) Group 3 Art - Mrs Gabriel
10.55	Morning Break
11.10-13.00	Workshop 8 Group 1 - Art - Mrs Gabriel Group 2 Physics - Mr McPhee - Ballistic Engineering for the Western Front Group 3 Mr West - Fritz Haber and Explosives + Mrs McIntyre and Mrs Ness - War Surgery
13.30	Lunch in Dining Room
14.00 - 15.50	Workshop 9 Group 1 14.00-14.55 The War Dead - Mrs Malloch + 14.55-15.50 Mrs McIntyre and Mrs Ness - War Surgery Group 2 Art - Mrs Gabriel Group 3 Physics - Mr McPhee - Ballistic Engineering for the Western Front
16.00	Workshop 10 - Writing up notes and findings in French, German and English. Sharing of experiences. Evaluations.
18.00	Dinner in Dining Room
19.30	LA Bowl Bowling and Lazerquest
20.30	Return to Hotel
FRIDAY, 14 NOVEMBER	
07.00	Breakfast
08.00	Bus leaves Hotel for airport



WELLINGTON SCHOOL



Actes du colloque, JP Bossard, 20 janvier 2015