



BritishRedCross

Acland Rec'd 1 4 APR 1919 *Searcher*
Names *Sarah (Miss)* (Mr., Mrs. or
Address: *Diplom House.*

First World War volunteers



In this module, learners will connect with the online archive of **VAD records** from WWI to reflect on different aspects of humanity shown by Voluntary Aid Detachment (VAD) volunteers during World War I and translate this into the actions of people today. They will also reflect on what they themselves can do to help others.

During World War I many people were separated from their loved ones by the fighting, and some would never return. For families waiting at home there was often great uncertainty about whether their relatives were alive or dead, injured or captured. Others had to leave their homes to flee the fighting. This module explores the humanity shown by VADs during WWI, the humanitarian

impact and consequences of conflict and how support can be shown for those affected. The module is in three parts:

- **Part one** considers the Missing and Wounded Service set up by the British Red Cross.
- **Part two** explores refugees during World War I and compares the situation with that of refugees today.
- **Part three** looks at how funds were raised for the Red Cross, how that money was spent and ways of fundraising today.

Learning objectives

In this module, learners will:

- Learn about the Missing and Wounded service and different aspects of this work, including how to communicate bad news sensitively.
- Consider the meaning of the word "humanity" and how this was shown by the VADs.
- Research places where the VADs supported refugees and the services they provided.
- Develop understanding of the difficulties refugees face today, and how they can help refugees to feel welcome.
- Examine how funds were raised to support the work of the VADs during WWI and consider how spending was prioritised.
- Compare fundraising methods from WWI with those of today, and think about how they could raise funds to support current charity appeals.



Activities summary

Part	Activity number	Activity title	Summary
1 Missing and wounded service	1.1	<u>Seeing a need and using an opportunity</u>	Use the online archive to research the “searchers”, who traced the missing and wounded during WWI.
	1.2	<u>The right volunteer</u>	Learners create a poster to recruit volunteers.
	1.3	<u>Showing humanity</u>	Explore the best way and words to communicate bad news sensitively.
	1.4	<u>A letter to Miss Mary Robinson</u>	Learners look at a real letter from WWI written by a Red Cross volunteer and consider the meaning of the word “humane”.
	1.5	<u>Family reunion today</u>	Explore the work that the Red Cross does today to reunite families separated by war.
	1.6	<u>Communicating bad news</u>	With new, modern methods of communication, what is the best way of communicating bad news in different situations?
2 Refugee service	2.1	<u>The VAD Refugee Service</u>	Learners use the online archive to research volunteers who were based around the world.
	2.2	<u>Mapping support for refugees</u>	Explore the work that VADs did to help refugees, and plot the different services on a map.
	2.3	<u>Modern-day refugees</u>	Research the situation for refugees nowadays – where do they come from and where do they go?
	2.4	<u>Welcoming refugees</u>	What could the learners do to help refugees feel welcome in their local area or school?
3 Fund-raising	3.1	<u>The costs of support</u>	Look at a Red Cross fundraising poster from WWI and the language used.
	3.2	<u>Gladly giving and carefully funding</u>	Explore the different means of raising funds and the decision process of how best to spend it.
	3.3	<u>Appealing to a common humanity</u>	Think about what motivates people to donate to charity, and consider how fundraising methods have changed since WWI.
	3.4	<u>Fundraise</u>	As a class, come up with some fun and creative ways of fundraising for the British Red Cross.

*Please note that core activities are in **red** and extension activities in **grey**.

Part 1:

Missing and wounded service

1.1 Seeing a need and using an opportunity

Core

In 1915, the British Red Cross asked VAD members to make enquiries at London hospitals because a large number of families did not know where their loved ones were during WWI. The VADs were given lists of missing officers and soldiers to search for and would send in their reports to British Red Cross headquarters. The service soon grew, and as it did people began to write in with requests to find missing relatives and loved ones. The VADs who took on this role became known as “searchers”.

Ask learners to find out about some of the people who did this work, by typing “searcher” into the Role/Duties line of the search box on the **VAD database**. They can discuss:

- How many hours a week did they volunteer for?
- Where were they based?
- Any other interesting information on the card; for example, some have notes on the volunteer’s “character”.

Ask learners to think about what it might have been like to be a searcher. Only certain volunteers were asked to do this role. What skills or qualities do learners think they might have needed to take on this particular role?

As a prompt, here are some ideas about what the role might have involved (you can display this in the PowerPoint):

- Searching for wounded personnel in hospitals where soldiers were taken for treatment.
- Tracing graves.



- Returning letters from the battlefields to people who had written them.
- Writing letters to relatives to tell them about the fate of their loved ones.
- Finding out which soldiers were prisoners of war and passing this information on to their families.

Considering the tasks of searchers, as a class mind-map ideas about what kind of person a searcher should be – ask the young people to think about skills *and* qualities that are both practical *and* emotional. Once they have done this, discuss how it might have felt for families to receive news both positive and negative about their loved ones. Considering this, are there any further skills or qualities they would now add to their mind-map?

Now create a skill/quality line with “Practical” at one end of the line and “Emotional” at the other end of the line (either draw this on the board and work on it as a whole class or split learners into small groups, each with a large piece of paper and marker pens). Ask learners to try and arrange the skills and qualities they have identified in the mind-mapping exercise on the line to show the balance of skills and qualities that a searcher would have needed. Some skills or qualities might be a mixture of practical and emotional, so learners can place these more centrally on the line if they choose.

Wounded are missing.
correct name.
no more information

gave his life so bravely

1.2 The right volunteer

Extension

Invite learners to imagine they are in charge of a VAD and need to recruit some extra volunteers to work as searchers in the missing and wounded service. Ask them to create a poster appealing for volunteers, thinking about the key qualities that they think would be needed. You can display the posters in the PowerPoint for inspiration (or print out [below](#)).

1.3 Showing humanity

Core

The war involved many thousands of people spread across large parts of Europe and around the world. Organising people in an era before modern communications was a great challenge. The Government, military and other services (including VADs) had many official forms and processes to follow. These were designed to make things easier. The job of telling people that a relative or loved one had been killed, badly injured or captured was a difficult thing to do. People began to question whether such an emotional task should be done with a form.

Display the following quotation:

"It was soon decided that official forms and methods should be discarded when writing to relatives waiting for information about 'the missing'. This was so that each enquirer felt that a personal interest was taken in his or her case."

Extract from [Missing and Wounded Service info sheet](#)

Ask learners what they think: What would be a better way to receive information about a loved one – on a typed form or in a handwritten letter?

The decision to provide a more personal approach for those receiving news of a relative was significant, as each letter responding to an enquiry was to be handwritten. During the war the department received 342,248 enquiries about missing people.

1.4 A letter to Miss Mary Robinson

Core

Print out or display this [letter](#) that was written in response to one enquiry and give learners time to read it.

Responding to each enquiry in this way was seen as being more humane. Ask learners what their understanding of the word "humane" is. (Synonyms might include: compassionate, kind, kindly, kind-hearted, considerate, understanding, sympathetic, tolerant, civilized, good, good-natured, gentle etc.)

Ask learners to read the [letter](#) again and this time look for evidence of "being humane" in the letter to Miss Mary Robinson.

- How do they imagine Mary would have felt when she received the letter?
- Which parts of the letter do they think might have helped her to cope with the news?

1.5 Family reunion today

Extension

Communications today are faster than in WWI. Despite this, in times of crisis such as conflict or natural disasters, people still go missing. The Red Cross continues to work to help families who are searching for loved ones.

Ask learners to research the work that the British Red Cross does today to help families who are searching for loved ones. They can find information [here](#) and [here](#).

Ask learners to look at one of the examples of missing people and find out more about why people might still go missing today. What might be the similarities and differences with this work that searchers did during WWI?

With reference to your enquiry for details of brother's death; we have just received the Chaplain of the 48th Casualty Clearing with the following information -
He says Pte Robinson, was admitted on Nov: 24th in the early morning; suffered severe wounds in the Chest. He died afterwards - at 5.45

With sincere sympathy.
Yours faithfully,
(Miss) G. de Stein

1.6 Communicating bad news

Extension

Ask learners to think about all of the modern forms of communication available today – landline, mobile phone, Skype, email, text, social media, etc.

How many different methods of communication can they think of that could be used to pass an important message to somebody? They can write down their ideas in pairs, or you can discuss them as a class.

Consider the following messages:

Sally was hurt in an accident involving a vehicle she was in and is in hospital with a broken leg and minor head injuries.

Krish has been missing for six weeks and has now been found in hospital, where he is injured but otherwise well.

Dan was last seen two weeks ago when he went out one evening.

Discuss or write down:

- Which of the communication methods you identified earlier in the activity would be most appropriate to use in these situations?
- Are some methods of communication more “humane” than others?
- Which would they consider to be the most humane and which the least?
- What phrases would you use to communicate? What would be the kindest things to say to someone who might feel distressed by the news?

Learners could write the communication in the format they have chosen, looking back at some of the phrases used in the [**letter to Miss Mary Robinson**](#).

The founder of the Red Cross, Henri Dunant, wrote messages from the battlefield back to soldiers’ loved ones in 1859. You can show this [**video**](#) (07:59mins) to give an introduction to how the Red Cross was founded. This was the beginning of its tracing service to track down missing people and is a service that every Red Cross and Red Crescent society provides today.

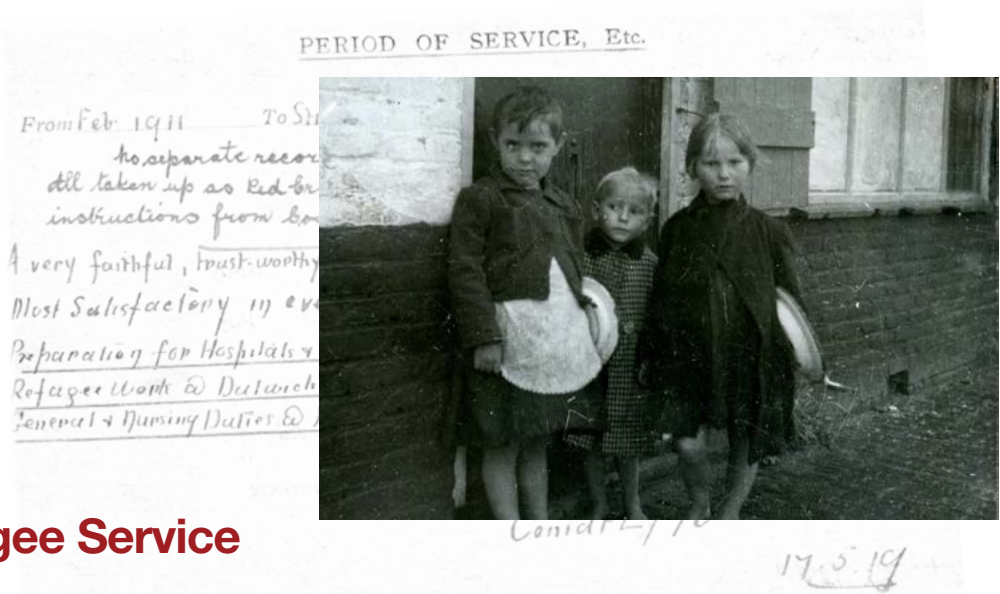
- Why do learners think it is so important to know what has happened to love ones who may have gone missing?
- How do they think it might feel to have loved ones who are missing?
- Why do learners think every Red Cross and Red Crescent society provides this service?



Part 2:

Refugee

service



2.1 The VAD Refugee Service

Core

Ask learners to discuss what they understand the term “refugee” to mean. You could write their ideas down or have a class discussion. Learners can compare their own definitions with this one:

“A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, has left their home country. As a result they are unable or unwilling to seek protection from, or return to, their home country.”

(Definition adapted from the definitions in the 1951 United Nations Convention Relating to the Status of Refugees.)

If learners have more questions about definitions relating to migration, you can find the terms in the British Red Cross [teaching resources Glossary](#).

Ask learners to now think about what someone who has had to flee their home might need, considering both their practical and the emotional needs.

Ask learners to visit the [VAD archive website](#) and search for the volunteers below (names in the PowerPoint), recording their name, where they volunteered and their role and (as in the table below).

Christian Names Vega
Permanent Address: Jaffa, Palestine

Volunteers

Gertrude Ashberry	Gwyneth Mabel Ashurst	Marion Alexander	Vega Baldensperger
Florence Acheson	Kate Eugenie Allwright	Alfred Samuel Balm	Nellie Cliftoy Barnard
Thomas Baird	Susan Bucknill	John Agar	Henry Anderson

(If the search results show more than one result for that name, they can pick the record that shows the most information.)

Example

Name	Where did they volunteer? (country, region, town, city etc)	What was their role?	How might this have helped refugees?
Gertrude Ashberry			
Thomas Baird			

Ask learners to see if they can find out what role this person did. There may not be a mention of refugee services, but instead the roles that the refugee service offered such as providing shelter or food, for example. Ask learners to think about how the services offered might have helped people who had been forced to migrate because of conflict (they can add this to the final column in the table).

Finally, ask learners to consider what they might be able to do to welcome someone to their school who has had to flee their home: what might they say; how might they act; what could they do?

2.2 Mapping support for refugees

Core

Ask learners to share the locations of the volunteers listed in activity 2.1. Display (on the PowerPoint) the list of some of the main countries where VADs offered refugee services:

- France
- Belgium
- Serbia
- Salonika (the city of Thessaloniki which had just become part of Greece)
- Mesopotamia (now mostly Iraq)
- Persia (now mostly Iran)
- Switzerland
- Egypt
- Palestine (now in Israel and Palestine)

Display or hand out copies of the First World War **map** showing where the British Red Cross was offering support. Ask learners to try and find each of the locations (above) where it is known refugee services were provided and circle the nearest Red Cross emblem on the map to mark them.

Learners can continue to build their refugee services map by designing symbols for the different types of support VADs gave to help refugees, and add them to the map in each of the locations marked with the emblem.

The different forms of support included the following:

- medical attention
- clean water
- food
- washing supplies
- clothing
- camp (shelter)
- boots
- bedding
- cocoa and milk

To investigate the support provided in each location, learners can use the document about refugee services available [here](#).

To finish their refugee services maps, learners can give it a title and include a key to show what the symbols mean. If they find any information about where the refugees came from, they could add arrows to their map to show this.

Looking at their completed maps and working with a partner, invite learners to think about some of the following questions (in the PowerPoint):

- Looking at your map, discuss where was most support needed for refugees.
- What sort of help was most in demand from the information you have researched?
- Which refugees had to travel the greatest distances?
- How do you think it would have felt to arrive in a British Red Cross refugee centre?
- How do you think the refugees might have been feeling when they arrived?
- How might the volunteers who supported refugees have felt?
- What learning can you take from this to understand how people from refugee backgrounds might feel today?



2.3 Modern-day refugees

Core

Show or ask learners to visit data.unhcr.org to see a world map showing the areas of greatest need for refugees today. They can explore the map by clicking on the information symbol to get information about refugees in that particular area/country.

They can select specific countries to find information about the number of people affected and where they have gone to seek asylum.

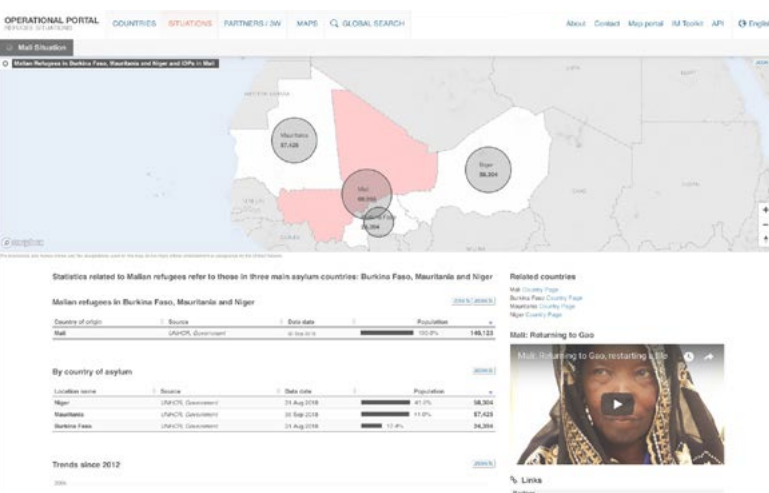
The map at the top shows the wider region affected. They can hover over the circles on the map to see the name of the country and the number of refugees living there.

Invite learners to look at several of the different refugee locations on the UNHCR map and then think about and discuss some of the following with others:

- Which region/s of the world are most refugees currently in?
- Where do most of the refugees go?
- Do refugees spread evenly in surrounding or nearby countries?
- Which countries/regions have the most refugees at the moment?

Compare this modern-day map to the map they have created on the refugee situation in WWI. Are there any similarities? Any differences?

(You could explore the topic of refugees and migration further through our other teaching resources [here](#).)



2.4 Welcoming refugees

Extension

Watch this [short film](#) (03.32mins) made by UNHCR about a Syrian family that was reunited after three years apart.

Using what they have learned about British Red Cross refugee services:

- What do learners think has been difficult about the family's experience?
- What kinds of emotions do they think might have been involved when they were separated? And now that they are reunited?
- How might their lives be different now?
- What kind of support might they need?

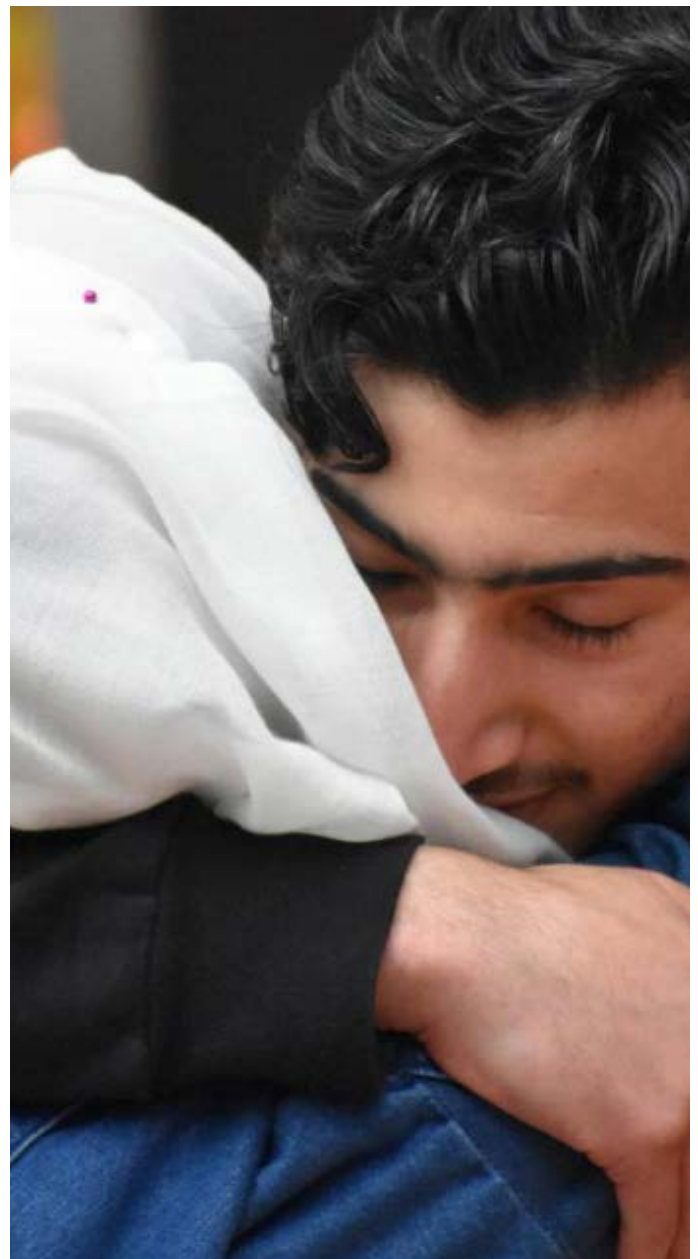


Image © UNHCR/ Chris Meizer

Part 3: Fundraising

ONE YEAR'S EXPENDITURE (1917) :	
£23,672,356.	
ABROAD.	
2,600 Motor Ambulances, cars, cycles, wagons & soup-kitchens sent abroad	
£1,460,000 for purchase and upkeep of Motors.	
4 Hospital Trains running in France, each carrying 450 wounded, have cost over £60,000 to build and run.	
£1,150,000 spent on general work in France and Belgium.	

3.1 The costs of support

Core

Display or hand out the **“Our Day” leaflet** published in WWI as part of the annual fundraising day of the British Red Cross and Order of St John. Ask learners to look carefully at the information on the leaflet and try to find out:

- How much did the Joint War Committee (both British Red Cross and the Order of St John) spend in one year?
- How much did one train for transporting the wounded cost?
- What is the most expensive item on the list?

Discuss in groups:

- What other things of interest can they find in the leaflet?
- Are there any things that surprised them?

If they read this leaflet during WWI, which items on the list would learners most want to give money for? For example: rest stations, hospitals, clothing, parcels of food to prisoners of war, facial injury hospitals, etc.

- Why do they think this leaflet does not ask for money directly?
- Do they think it is still effective in persuading readers to support the work of the British Red Cross?



3.2 Gladly giving and carefully funding

Core

People came up with many ways to support the work of the VADs. Some of these were very creative and made the most of what people had available at a time of war.

Working in pairs, invite learners to look at the documents about fundraising during WWI available [here](#). Ask them to:

- Try and identify five different methods of raising funds.
- Think about what was the most unusual method of raising funds.
- Consider which method of fundraising they think is most successful and why.

Display the (imagined) scenarios below and ask learners in groups to pick one (at least one group should cover each scenario):

You've received 4 million pounds from the Times newspaper fund.

The Lord Mayor's City of London Fund has raised money through the trade associations and presented you with a cheque for £750,000.

Christie's auction house has given you £84,383 from the sale of 41 pearl necklaces. The necklaces were made from 3,500 individual pearls sent in by members of the public to help raise money for the British Red Cross.

You have received £68,000 from an annual collection by many religious organisations.

2,600	
£1,460,000	
4	
£1,150,000	
£100,000	
£1,400,000	
Hospital Ship	
114	
24	
£45,000	
£77,000	
£20,000	
7	
18	
16	
£55,000	
£68,000	
£40,000	
£90,000	
£20,000	
£2,500,000	

Invite learners to imagine they are living at the time of World War I, and to put themselves in charge of deciding how to best spend the money raised to support the work of the VADs.

(They can look again at the **“Our Day” leaflet** to get an idea of the costs involved in different forms of support.)

Ask them to consider the following points:

- Thinking about the amount of money you have to spend, what would you prioritise and why?
- What influenced your decision?
- How do you hope the funds will help the people affected?

£77,000 on equipment and maintenance.
 £20,000 to erect, equip & maintain recreation & refreshment rooms in France.
 7 Rest Stations in France for wounded men *en route*, as well as 6 hostels for relatives visiting wounded, and rest homes for nurses.
 18 Store Depots for hospital necessities, etc.
 16 Branch Offices for Enquiries for Wounded and Missing.
 £55,000 spent on work in Italy.
 £68,000 spent on work in Serbia and Montenegro.



3.3 Appealing to a common humanity



Core

In 1914 the British Red Cross did not have TV adverts, film trailers or leaflets with colour photos to help with fundraising efforts. They appealed to the common humanity of people to want to help in whatever way they could.

As a group, consider:

- What motivates people to donate time, money or things to help raise funds?
- How important is language in fundraising? What type of language might be the most effective?

Display the examples of WWI fundraising posters in the PowerPoint (or print, **below**), and ask learners to consider the language and style of the posters.

- Ask them to note down some of the images or phrases that work best to highlight the challenges of a situation.

Now visit the British Red Cross **fundraising section** of the website. How are modern fundraising appeals different?

Ask learners to think about the language and look at the images used for each appeal.

- Which of these do they think would motivate people to donate and why?
- Is their choice the same as others'? Discuss any differences that there might be.
- Are the needs of people affected by crisis the same today as they were in WWI?
- Learners could create a table with “Modern day” in one column and “WWI” in the other and write out the needs of people then and now to consider comparisons.

Consider how the use of images and language has changed since the fundraising appeals used in WWI to support VADs.



3.4 Fundraise

Extension

Some of the ideas for raising funds during WWI were very creative.

As a class, come up with some interesting, fun and creative ways that might be used to raise funds for the British Red Cross today. Learners could look up one of services that the British Red Cross deliver and decide the best way to fundraise for the service; consider what the funds would be used for and what might motivate people to help. You could show this short [video](#) (2.04mins) on the work of the International Committee of the Red Cross.

In groups, learners could choose a service, map out their ideas for fundraising for it, and then choose one and design an action plan for how they would make this happen.

They could consider the different ways of giving, such as **time** (how much time might be needed for this service – a few hours? Does it have to be in person? Are there online options?);

talent (what are they good at or what skills could other people bring?); or **treasure** (what funds would be needed for the service to happen?)

They can draw up their action plan, thinking about the following (they could create a table with columns to fill out):

- **What** is the service you have chosen?
- **Why** do you think funds are needed for this service?
- What **tasks** need to be done to develop your fundraising idea? For example, do posters need to be made, an event set up, someone to send out emails or set up social media, etc.?
- **Who** will be responsible for what?
- What **resources** are needed to make this happen? Are there any materials or skills needed?
- How will you know the fundraising has been a **success**? What time, talent or treasure will you have raised to help the service?
- What **timeframe** do you need this to happen in?

Groups can then design a poster, TV advert or radio advert to get people to join in with their fundraising and present this to the rest of the class. After showing each presentation, ask the class what they think the service was, how the fundraising would happen and how people could get involved. They might want to link this to one of the current appeals [here](#) or a specific service [here](#).

Remind learners to use their earlier ideas about what motivates people to give, and about the language that is most effective in fundraising.



Module three: Supporting resources

1.2: The right volunteer



1.4 A letter to Miss Mary Robinson

Telephone No.: REGENT 651.
Telegrams: "NATIONALLY. CHARLES.

BRITISH RED CROSS
—AND—
ORDER OF ST. JOHN.

26. 12. 17. Miss Mary Robinson
6 Broad St.
Leek Staffs.

18, Carlton House Terrace, S.W.

DEAR MADAM,
P^{ER} S.W. Robinson 201841 S^{IR} A. & S. Mrs. (Myansold)

With reference to your enquiry for details of your brother's death; we have just received a reply from the Chaplain of the 48th Casualty Clearing Station with the following information.

He says P^{ER} Robinson was admitted into this Hospital on Nov: 24th in the early morning; suffering from severe wounds in the Chest. He died shortly afterwards - at 5.45 a.m. the same morning although he had every possible care & attention. He was conscious until nearly the end when he passed peacefully away.

He was buried in the British Military Cemetery near the Hospital - a wooden Cross marks his grave; with his name, Regiment & number engraved upon it.

I feel for you so deeply in your sorrow, that you must indeed be proud of your brother who

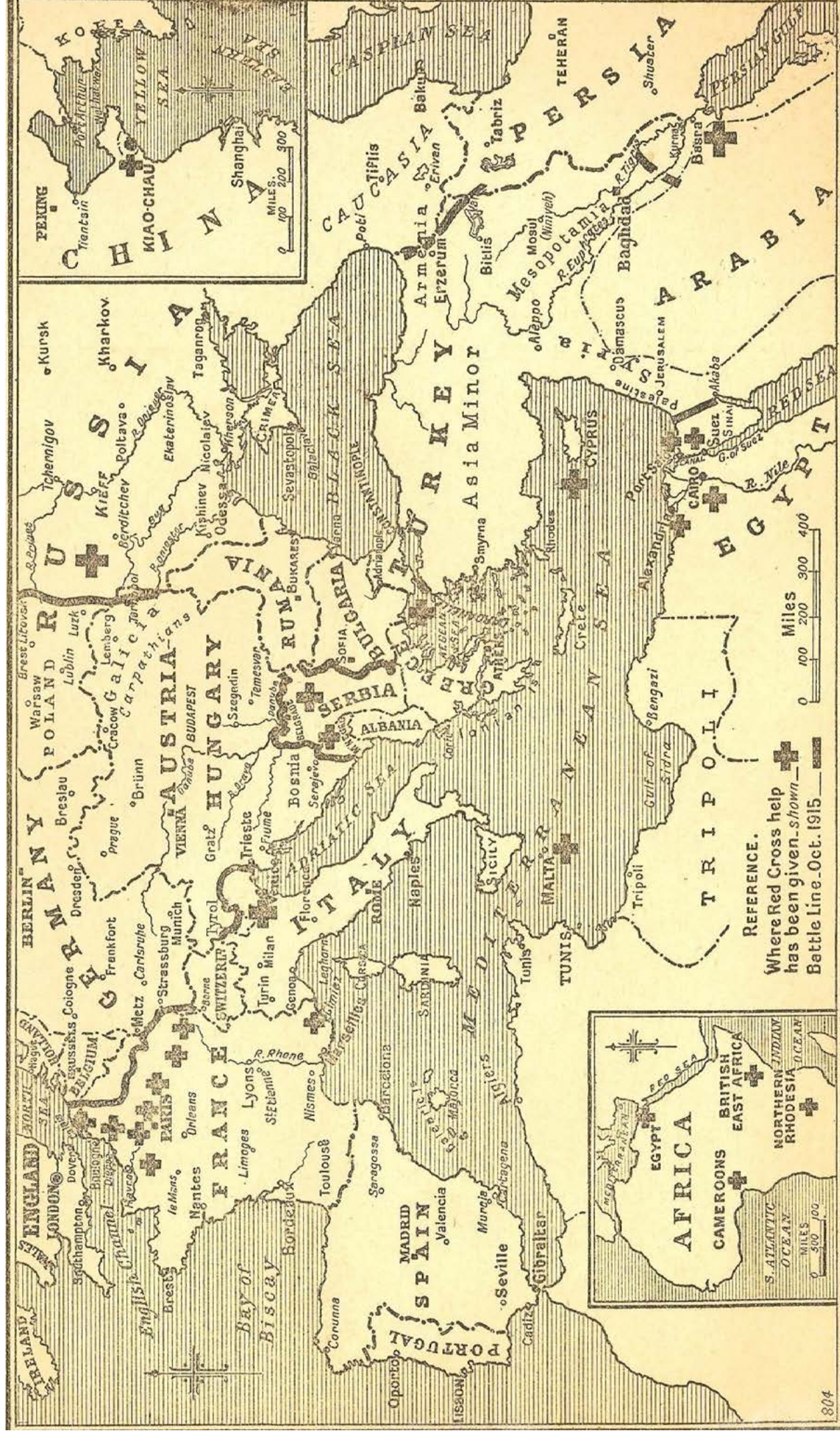
gave his life so bravely for his Country.

With sincere sympathy.

Yours faithfully,
(Miss) G. de Stein
for the Earl of Lucan

Acc 0506

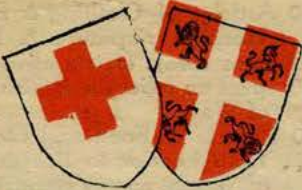
2.2 Mapping support for refugees



MAP SHOWING WHERE RED CROSS HELP HAS BEEN GIVEN ABROAD.

3.1 The costs of support

No. 14.



British Red Cross Society
— and —
Order of St. John of Jerusalem,
Headquarters—83, PALL MALL, LONDON, S.W.1.

OUR DAY, 1918

SOME FACTS

ABOUT

OUR WORK

ONE YEAR'S EXPENDITURE (1917) :
£3,672,356.

ABROAD.

2,600 Motor Ambulances, cars, cycles, wagons & soup-kitchens sent abroad
£1,460,000 for purchase and upkeep of Motors.
 4 Hospital Trains running in France, each carrying 450 wounded, have cost over £60,000 to build and run.
£1,150,000 spent on general work in France and Belgium.
£100,000 voted or paid to the French Red Cross Society.
£1,400,000 spent on work in Mesopotamia, India, Egypt, Salonika, Malta and Near East.
 Hospital Ship *Nabha* sent to Mesopotamia.
 114 Motor Launches sent to Mesopotamia, Egypt, East Africa, & Malta.
 24 Hospitals & Convalescent Homes in France, Egypt, Malta, Italy and Salonika.
£45,000 spent on building and equipping St. John Brigade Hospital, France (724 beds) and
£77,000 on equipment and maintenance.
£20,000 to erect, equip & maintain recreation & refreshment rooms in France.
 7 Rest Stations in France for wounded men *en route*, as well as 6 hostels for relatives visiting wounded, and rest homes for nurses.
 18 Store Depots for hospital necessities, etc.
 16 Branch Offices for Enquiries for Wounded and Missing.
£55,000 spent on work in Italy.
£68,000 spent on work in Serbia and Montenegro.
£40,000 spent on work in East Africa.
£90,000 spent on work in Roumania.
£20,000 spent on work in Russia.
£2,500,000 worth of Surgical Dressings, hospital equipment, necessities and comforts despatched, *mainly abroad.*

[TURN OVER,

3.3 Appealing to a common humanity

