**Successful Futures through Global Learning Conference Taster -**

**VE Day perspectives**

* a start point to travel the world and find out what was happening elsewhere on that day. Also looking at what the impact was on people more generally, those who had lost family and friends, those who had been made to go to war and so on
* We thought of the following perspectives- conscientious objectors, Windrush generation, soldiers from the Empire, people in occupied countries, people who are living in countries that were devastated by war, scientists of nuclear weapons, impact on biodiversity and regrowth, holocaust survivor relatives, refugees, women and the impact on equality
* Really interesting discussion about how young children have limited information when celebrating and the issue of children who may be escaping war torn countries and how, from their perspectives, celebrating a war may be traumatic or at the very least inappropriate
* children of the foundation phase and how friendship was key and that ensuring that children realised that friendship was important and that hopefully they would continue with this throughout childhood and adulthood. Children need to understand that children all over the world are respected and friendship is celebrated.
* We discussed stereotypes, how war affects different lives (refugees), conflict resolution, empathy and a deeper discussion about it affects everyone's lives
* If you were a reporter, depending on what ‘side’ you were on and from what country you were reporting from would give different perspectives and conflicted feelings
* Views of the opposition, people in Algeria. The views of the BAME soldiers who were invited over to join the war effort and have only recently had their contribution celebrated. As well as the views of conscientious objecter and those who would've preferred peace.
* Perspectives on women (how it affected them) how the war affected people of different classes, perspectives of people who fought from commonwealth countries around the world and their contribution, and their stories which is often not acknowledged. What is the perspective of people in Germany? Also talked about young people in Wales connecting with young people in other countries to learn about their perspectives
* How pupils can use the event and memories of the time to link to members of the older generation / dementia
* Our perspectives were: 1. What impact on those who were defeated, the anxiety caused and does it still impact? 2. What impact has it had on the development of racism in the current day. Does talking about Hitler being German engender an overall distrust of German people to this day? Important to remember that many people didn't have a choice but to fight. 3. What is the Jewish perspective in terms of losses and ongoing impact on their religion. This also applies to other religions and sectors of the community so exploring the impact on them and their perspective. 4. Have we built ingrained prejudices now and stereotypes. 5. It wasn't the whole world in the war, despite the name, so what else was happening at this time.
* it is a celebration around war which could be distressing & highly sensitive for some pupils e.g. refugees and asylum seekers in our classes. In West Wales, currently, there are male asylum seekers being housed locally. The EDL has mobilised and sent people to the local area to 'protect' the local community. Points for discussion with students could include the division of opinions and debate around this. Why have people through the ages needed to seek asylum? Gwrych Castle in N Wales was home to for discussion with students could include the division of opinions and debate around this. Why have people through the ages needed to seek asylum? Gwrych Castle in N Wales was home to children who arrived through 'Kindertransport' during WW2. Should we not welcome other people seeking asylum now? After WW2, we were celebrating joining Europe together but Brexit is now about making a split with Europe. This could be for student discussion