



United Nations  
Educational, Scientific and  
Cultural Organization

MANUAL FOR TEACHERS

# Heritage for Peace and Reconciliation

*Safeguarding  
the Underwater Cultural Heritage  
of the First World War*





**Heritage for Peace and Reconciliation**  
*Safeguarding the Underwater Cultural Heritage of the First World War*  
**Manual for Teachers**

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The Protection of the  
Underwater Cultural Heritage

## MANUAL FOR TEACHERS

# Heritage for Peace and Reconciliation

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the Underwater Cultural Heritage  
of the First World War*

Cultural heritage is the physical traces of history. It is the silent witness of conflicts, wars and clashes between nations. The understanding of our shared heritage fosters mutual understanding, reconciliation and peace.

This **Teacher's Manual** is part of a package provided in support of the UNESCO educational project, 'Heritage for Peace and Reconciliation', which also includes films and a brochure. The Heritage for Peace and Reconciliation project will help educators to introduce the concepts of dialogue, peace and reconciliation into their curriculum through the understanding of cultural heritage. They may use the examples provided to prepare school projects, excursions or exhibitions, or to enrich everyday lessons. One important occasion to pursue activities and cooperative initiatives could be each year on 21 December, the UN's International Peace Day.

Choosing a concrete time period and a concrete type of heritage, this manual focuses on underwater cultural heritage from the First World War, socially one of the most devastating wars of the last century. One of the novelties of that war, which had a particularly great impact on the civil population, was the development of naval warfare, and in particular submarine warfare. This warfare has left an extensive submerged heritage. While these educational materials focus on the underwater cultural heritage from the First World War, the same approach can be adopted using examples of underwater cultural heritage from the Second World War, or other periods of time in which conflict involved large numbers of engagements at sea.

The project was agreed upon by all States Parties to the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage. The States wish to use the Centenary of the First World War to promote peace education, in particular through fostering the protection and understanding of submerged heritage. The wish was for peace education on the occasion of the Centenary of the First World War, especially fostering the protection and understanding of submerged heritage. They also wished to draw attention to the newly provided protection afforded to underwater cultural heritage from that period by the UNESCO 2001 Convention.

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## Introduction

From 2014 to 2018, UNESCO will commemorate the Centenary of the First World War. This will be a time to remind all generations of the need for peace, and to provide education on the impact of the war, particularly education derived from the understanding of First World War cultural heritage.

The ‘war at sea’ – including naval battles and U-boat activities – was an important and integral part of the First World War. The underwater cultural heritage from this war enables humanity to understand the devastating human consequences of war, and to encourage everyone to endeavour to preserve lasting peace. Heritage is the reminder of the need for reconciliation and understanding, and for all nations to live peacefully together.

During the Centenary of the First World War, schools and educational institutions will be encouraged to focus their attention on different aspects of the First World War. This may take many forms: a school visit to a maritime museum, a temporary exhibition on a particular aspect of the Great War, a visit to a site of commemoration, reading poetry concerning the Great War during language courses, an online virtual dive to a First World War shipwreck, etc., the list is not restricted. All of these activities help to increase the interest of the students and improve their understanding by providing opportunities to learn about the many faces of war, peace and reconciliation.

However, the moment so often experienced by every teacher may then arise. While it is one thing to participate in an enthusiastic or touching activity, it is quite another to shape these learning experiences into a workable, measurable and sustainable pedagogical project that also fits with desired final or cross-curricular outcomes.

This Teacher’s Manual presents the educational professional with tools to shape this process.

The main purposes of this publication are:

- to provide content on the topic of underwater cultural heritage in relation to the First World War, and to incorporate this topic into the course outline of lessons on human rights and responsibilities, the use and abuse of power, conflict resolution, intercultural understanding, awareness of cultural heritage, etc.
- to provide additional information on the pedagogical approach to peace and remembrance education

- to build confidence in teachers when covering topics about underwater cultural heritage and its importance for peace, remembrance and reconciliation
- to assist teachers in effectively integrating local initiatives on the Centenary of the First World War and underwater cultural heritage in the curriculum
- to furnish teachers with learning activities, examples of best practices, teaching suggestions and examples that stimulate both the commemoration of the First World War through the example of underwater cultural heritage, and innovative reflections on peace, reconciliation, human rights and tolerance today.

The manual consists of four chapters and three annexes. Every part is given a specific colour.

### First World War underwater cultural heritage and the UNESCO 2001 Convention

The first chapter provides background information on the underwater cultural heritage of the First World War and on the UNESCO Convention on the Protection of the Underwater Cultural Heritage. The maritime components of the First World War and the various threats from today's world to its heritage are also explained. It elaborates on the thematic cornerstones of the UNESCO Convention, such as heritage protection and cooperation between States. Finally, it establishes the connection between the subject of the Convention, submerged heritage, and reconciliation and peace education. Materials supporting this chapter are found in Annex II.

### Peace and heritage education: where to start?

The second chapter offers a framework to teachers who wish to organize a project. This chapter can be applied to underwater cultural heritage, but also to other domains of heritage and peace education. The items discussed in this chapter are: the reasons for a project, pedagogical goals, the teaching process and educational perspectives.

### Assessment points for peace education based on heritage

The third chapter provides advice that ensures that projects are of high quality. The assessment points are: (1) Knowledge and insight, (2) Empathy and solidarity, and (3) Reflection and action. Teaching tips, options and examples of best practices are offered and teaching limitations indicated.

## Educating towards a better future

This fourth chapter offers schools ten building blocks for working on heritage, peace education and reconciliation. The content is illustrated through tips and examples based on underwater cultural heritage.

## ANNEX I – UNESCO and peace education

Annex I relates the genesis and functioning of the United Nations and its specialized agency, UNESCO, in relation to the growing interest in peace education and heritage.

## ANNEX II – The underwater cultural heritage from the First World War

This annex contains data and background information concerning the underwater cultural heritage from the First World War. There is also an overview of the most important naval encounters, an overview of some important shipwrecks found *in situ*, and a list of museums with a selection of underwater cultural heritage traces from the First World War.

## ANNEX III – Example lesson plans

At the end of this manual, a series of lesson plans is included which could serve as an inspiration to develop further educational activities. Lesson plans show how certain schools have shaped their pedagogical processes.



## I. First World War underwater cultural heritage and the UNESCO 2001 Convention

'Since war begins in the minds of men and women, it is in the minds of men and women that the defenses of peace must be constructed', UNESCO's constitution says. Protecting and sharing our heritage is key to fostering mutual understanding and a more perfect knowledge of each other's lives. Our history and our heritage are part of who we are. They are major components of our identities, and provide ways of defining ourselves as social groups in interaction with other groups and with the environment. By remembering and understanding our past, we acquire guidance for the future. History and the heritage left by it influence how we evolve and how we pass on knowledge to future generations. They provide a basis for tradition, value and mutual respect.

The Centenary of the First World War provides a unique opportunity to base peace and reconciliation education on heritage, especially the unique underwater cultural heritage of that period.

### The world's heritage at the heart of the way to peace

Today's world faces the challenge of uniting peoples to share in a peaceful coexistence on an unprecedented scale. The world's cultural heritage is the traces of not only the most beautiful, but also the most tragic events of human history, understanding and sharing this heritage can serve as a strong uniting force.

The idea of establishing an international movement for the protection of humanity's common heritage was first mentioned after the First World War, under the auspices of the League of Nations. It was later inscribed in the mandate of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

In the 1960s, UNESCO organized an international campaign to help Egypt and Sudan rescue the Nubian temples from the impending flood that would be caused by the construction of the Aswan High Dam on the Nile River. The campaign mobilized the international community concerning cultural heritage and the world's shared responsibility for preserving it.

A significant step towards heritage preservation was the Convention on the Protection of World Cultural and Natural Heritage, adopted by the General Conference of

UNESCO in 1972, better known as the World Heritage Convention. Its Heritage List includes, as of 2014, 1,007 cultural and natural heritage sites of outstanding universal value, located on land and underwater. In addition, UNESCO has begun designating masterpieces of the Oral and Intangible Heritage of Humanity, and has created an Intangible Heritage List. This initiative will help preserve traditional and popular culture.

The underwater cultural heritage of the world is specifically protected by the UNESCO Convention on the Protection of the Underwater Cultural Heritage, adopted in 2001 by the UNESCO General Conference.<sup>1</sup>

The protection of all forms of heritage helps us to better understand the various aspects of history, and in this way leads to peace and understanding. Some heritage sites have themselves played a part in war and the following calls for peace, such as the concentration camp at Auschwitz-Birkenau, the peace dome in Hiroshima, the bridge at Mostar in Bosnia and Herzegovina or the sunken fleet at Bikini Atoll. Other elements of heritage are part of both nature and humanity's most beautiful creations. Heritage constitutes the indispensable ingredient of identity and development for each individual, every society and for the world as a whole.

A large part of our shared heritage, the remnants of human actions, habitats and encounters, is found in locations which, today, are covered by seas, rivers or lakes. Naval conflicts led to the sinking of vessels and fleets, leaving important, comprehensive and untouched testimonies to our past lying in the deep.

## First World War underwater cultural heritage

The Centenary of the First World War provides a new impetus to understand and protect the underwater cultural heritage of that war. It also highlights the unique position and importance of the UNESCO Convention on the Protection of the Underwater Cultural Heritage. The Convention states that 'all traces of human existence having a cultural, historical or archaeological character which have been partially or totally under water, periodically or continuously, for at least 100 years' are to be considered underwater cultural heritage. As such, over the course of the First World War centenary period, 2014–2018, all shipwrecks resulting from events occurring during the First World War will fall under the protection of the Convention.

1 The Convention came into force on 2 January 2009 and celebrated its 10th anniversary at the end of 2011 with a scientific conference in Brussels. At present, in September 2014, 49 States have ratified the Convention and a growing number of States are considering joining this Convention.

## *Did the First World War have an important maritime component?*

Despite the fact that the majority of First World War battles were fought on land, the war at sea was significant, especially due to the social impact of submarine warfare.

During the period of the ‘race to the sea’ (*course à la mer*) at the beginning of the War, both sides increased the size of their fleets, and an attempt by the British to block the submarine ports at Zeebrugge and Oostende led to the Westhoek flooding. A large number of important naval actions took place around the world, such as the Battles of Coronel and of the Falkland Islands at the end of 1914, the Gallipoli Campaign in 1915, which aimed to maintain the connection with the Black Sea or to capture Istanbul, and the Battle of Jutland in 1916.

Most important, however, was the impact of the unrestricted submarine warfare that occurred between the British and German Empires in the English Channel, and in the waters off Australia. As a result of food and medicine shortages, famine and illness plagued the ships and the civilian population on land. Eventually, such conditions led to the mutiny of the Imperial Fleet in Kiel and the ensuing breakdown of the German Monarchy.

## *What submerged heritage remains from the First World War?*

A short overview of submerged heritage from the First World War is attached as an Annex to this manual. However, it should not be considered comprehensive, as many sites have yet to be registered and researched.



Canakkale Seddulbahir  
Barge II  
© Harun Özdas

The Gallipoli Campaign (Çanakkale Savaşı) took place on the Gallipoli peninsula, part of the Ottoman Empire (now Gelibolu in modern-day Turkey), between 25 April 1915 and 9 January 1916. A joint British and French operation was mounted to capture the Ottoman capital of Constantinople (now Istanbul) and secure a sea route to Russia. The attempt to land troops from transport ships failed, with heavy casualties on both sides. The campaign was considered one of the greatest victories of the Turks and viewed as a major failure by the Allies.

A modern-day Turkish-Australian project ‘Beneath Gallipoli’ recently surveyed Suvla Bay, the location of one of

the major scenes of the battle, and revealed that the sea has preserved perhaps the best archaeological sites related to the campaign. Under the waves, they found relics, including many battleships, as well as the evocative remains of the steel barges used to supply the troops and to carry the dead and wounded off the beaches.

### *Is this submerged heritage under threat?*

Despite the huge naval participation in the First World War, the maritime component of the First World War archaeological heritage is at risk of being forgotten, and its vestiges are threatened, as they are left unprotected. This is mainly the result of the low level of public awareness of this heritage, as a result of its location at the bottom of the ocean. Furthermore, as a result of ignorance, and sometimes in the pursuit of profit, this heritage is often treated carelessly. Shipwrecks are scrapped and destroyed without registration, research or consultation with the concerned Flag State. Low-irradiation metals and supposed valuable cargoes attract treasure hunters who, in the process of obtaining the material, destroy not only archaeological contexts, but also war graves.

Moreover, many sport divers visit war wrecks within the framework of what we might euphemistically call 'souvenir hunting'. An understanding of the historical significance of these sites and the need to respect them is still lacking among large parts of the population. The impact of souvenir hunting is also due to the fact that First World War wrecks are easier to find than those of more ancient vessels, which are often buried deep under layers of sediment, or deteriorated to the point of being unrecognizable.

In this way, the collective memory of not only the First World War but of both World Wars (as sites from the Second World War and other twentieth-century conflicts share this fate) is gradually being erased. Now that the last eyewitnesses to the First World War have disappeared, the importance of heritage as a physical reference point has increased, as it is the last direct witness of this crucial phase in world history.

Fortunately, more and more countries that were involved in the First and Second World Wars have joined the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage, and thus are proactively engaged in protecting submerged heritage. Nevertheless, it is also crucial to illustrate the historical and educational value of these sites and to raise public awareness about their significance, particularly among young people. The message these sites contain is not only of importance to scientists, but to all humanity.

*For more information see the Annex to this Manual.*

## *The protection under the 2001 Convention*

The main purpose of the UNESCO Convention on the Protection of the Underwater Cultural Heritage is to protect this heritage for the benefit of humanity. The Convention contains ethical principles, regulations on State cooperation, and rules for legal protection. Its Annex contains scientific guidelines for archaeology. The Convention strongly encourages education and access to sites.

The Convention considers that the first and foremost threat to submerged archaeological sites are pillagers and specialized salvage companies that track down and recover archaeological ‘treasures’ to sell for profit. In doing so, such groups consciously ignore the fact that this heritage belongs to humanity’s collective memory and should be ‘experienced’ by everyone. Today, it is estimated that 98 % of the sea bed is accessible to activities ranging from petty souvenir hunting to large-scale salvage activities that target sites with up to 750,000 artefacts. These activities make the universal adherence of States to the Convention increasingly urgent. The Convention prohibits the sale, illegal dissemination and commercial exploitation of underwater cultural heritage, and establishes sanctions and measures for seizure.

Furthermore, the Convention encompasses provisions on activities that, while not specifically targeting cultural heritage, indirectly have an impact on it. According to the Convention, States Parties will undertake, according to their means, to protect heritage against these kinds of activities and to mitigate any impact. Although not enumerated, protective measures may include prohibiting or limiting dredging activities, the recovery of minerals, construction works or the use of trawl nets around heritage sites. For example, due to the impact of trawling nets that have dragged at the hull, the wreck of the *Lusitania* is not as well-preserved as that of the *Titanic*.

The protective measures referred to by the Convention apply to the cultural heritage present in areas under the jurisdiction of the concerned State Party. However, they also extend to all waters worldwide through each State Party’s jurisdiction with respect to its own citizens and flag vessels, and are reinforced through cooperation with other States.

In addition to protection, State cooperation is a central idea of the UNESCO Convention. Ratification allows States to join a ‘club’ of States, all of which are committed to the protection of underwater cultural heritage and wish to support each other in that pursuit. This cooperation can take different forms, including State cooperation to protect sites in international waters. For a State to enter into formal cooperation with another State in international waters with the assistance of the Director-General

of UNESCO, a ‘verifiable link’ to the underwater cultural heritage concerned must be demonstrated. States are generally encouraged to enter into bilateral agreements.

The last, but not least important, pillar of the Convention is that of guidance in scientific research.

As the Convention highlights, the first option in underwater cultural heritage protection is to preserve heritage in its original location. If such *in situ* protection is impossible or undesirable, underwater cultural heritage can be recovered in the interest of science or the public, but never in the interest of treasure hunting or commerce. Any intervention directed at underwater cultural heritage, whether for pure documentation or recovery, should comply with the Rules which have been added in the Annex to the Convention. These Rules do not differ substantially from terrestrial archaeological research standards, but rather provide a reference text. Accordingly, they are highly esteemed by archaeologists.

The Convention does not regulate ownership or change jurisdiction at sea, but it is fully applicable to the wrecks of State Vessels, involving many wrecks from the First World War.

States Parties to the Convention meet at least bi-annually, and the Convention has a twelve member expert Scientific and Technical Advisory Body that assists Member States in implementing the Convention.

More information concerning the 2001 Convention can be found on the UNESCO website: [www.unesco.org/en/underwater-cultural-heritage](http://www.unesco.org/en/underwater-cultural-heritage).

## The message of First World War underwater cultural heritage for education

Underwater cultural heritage from the First World War has, to date, been barely visible, barely researched and barely understood. Written naval history on the First World War tells us of battles, strategies, technologies and power, but the wreck sites, which also hold the remains of thousands who fell in battle, tell us a tragically different tale. Many of the wrecks are grave sites. By telling us about the human tragedy of war in every single tale, these reports and the heritage sites stand as a call for peace and reconciliation. The way history is taught in schools has been established over many years in each of the countries involved in the First World War. The historical narrative

of the underwater cultural heritage of the war, however, is fairly new. It provides the opportunity for a fresh approach and the possibility to deepen cultural understanding, stimulating opportunities for peace education and dialogue.

The human story of our underwater cultural heritage allows nations to step back from past victories and defeats. The understanding of war and its effect on people and heritage can help foster peace and reconciliation. By sharing their First World War underwater cultural heritage, those nations that were involved can embrace a shared part of their identities. Tolerating, respecting and showing compassion for different cultures, including those of former enemies, is a way of fostering peace.

Underwater cultural heritage from the First World War creates the opportunity for a more inclusive perspective in education about the world, giving recognition to other cultures and experiences.<sup>2</sup>



Barge at Gallipoli © Mark Spencer

2 UNESCO's 'Guidelines on Intercultural Education', emphasize that intercultural education is a dynamic concept that focuses on the evolving relationships between cultural groups and 'the possibility of generating shared cultural expressions through dialogue and mutual respect'. UNESCO Guidelines on Intercultural Education, (<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>).

“I like underwater cultural heritage because it protects memories for everybody and nobody can come and claim a shipwreck, because it’s everyone’s.

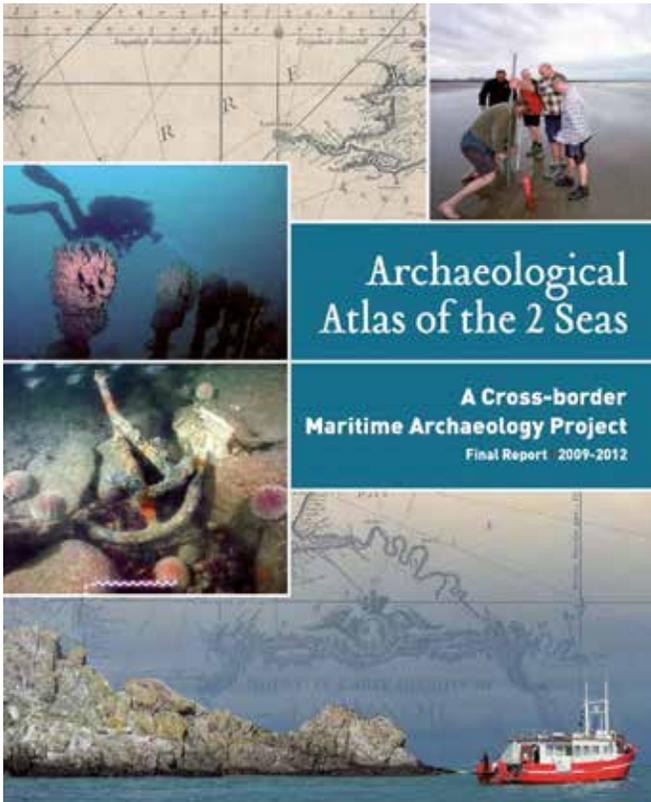
*Jonathan, 12*

### tp Teaching practice

- ▶ The students know about maritime history and the basics of underwater archaeology, and demonstrate the ability to integrate, synthesize and apply this information to arrive at reasoned conclusions.

*The ‘Mystery Shipwreck’ – A maritime school project across borders*

The sea links peoples and nations, and the interpretation of maritime events allows us to learn from our collective past so we can build a stronger future. The international initiative ‘Atlas of the 2 Seas’ has created an online database of the shipwrecks it has



Cover of the final report of the ‘Atlas of the 2 seas project’ which contains a detailed description of the ‘The Mystery Shipwreck’ – A maritime school project across borders.

[http://www.maritimearchaeologytrust.org/uploads/publications/FINAL%20REPORT%20A2S%20Project\\_EN\\_LD.pdf](http://www.maritimearchaeologytrust.org/uploads/publications/FINAL%20REPORT%20A2S%20Project_EN_LD.pdf)

investigated. It can be used to build new relationships between schools across the European Union.

Between 2009 and 2012, archaeologists from France, Great Britain, Belgium and the Netherlands studied over 150 underwater archaeological sites and collected data from both primary sources and national archives.

In three of the participating countries, one school cooperated with the project: the Toynbee School in Hampshire, England; the Collège Diwan in Guissény, France; and the Sint-Bernarduscollege in Nieuwpoort, Belgium. The sixty-two students and nine teachers involved received an introduction to maritime history and archaeology, and discovered how underwater cultural heritage fits into traditional school courses and national curricula.

Via *e-twinning*, the three schools worked together on the interactive project, ‘Mystery Shipwreck’. The project started out with a scenario in which an anomaly had been discovered on the sea bed during geophysical research. Next, divers were called in to investigate the anomaly. From that moment on, the students took on the roles of maritime archaeologists, starting with a virtual dive. Through guided sessions, and with the help of educational materials, the students were able to participate in what would become an incredibly interesting archaeological and historical quest. The project was imbedded in the school curriculum differently in each of the three participating countries. In Great Britain and Belgium, the project took place during after-school sessions or lunch breaks. In France, the project was part of Breton language classes.

Eventually, the students identified the ‘mysterious shipwreck’ as a Belgian steamship, built and launched in England in 1911. On 12 March 1918, it had been chartered by the French government and was leaving Calais heading in the direction of Bristol. The ship was armed with one cannon and had 25 people on board, including at least 12 Belgians, 3 Russians, 2 Dutchmen, 2 Britons, a Swede and a Norwegian. On 13 March 1918, around 2.00 a.m., the ship was torpedoed by a German U-boat. The crew abandoned ship, but only 13 survived: 11 sailors died due to the explosion, drowned or succumbed to hypothermia. While the survivors were in the lifeboats, they managed to catch a glimpse of the German submarine, which submerged again at about 2.30 a.m. The history of the shipwreck – the name of which will not be given here because of possible follow-up projects – clearly demonstrates a common inheritance of the war, being the result of the shared maritime history of the participating countries..

In the words of just some of the teachers:

*'The project illustrated the common history of England, France and Belgium; a topic which we want to develop further in our school'* – French teacher

*'I think this is a great opportunity to engage the students and also have lots of cross-curricular links in school'* – English teacher

*'A very positive experience, definitely worth participating in'* – Belgian teacher

For more information:

[www.atlas2seas.eu/](http://www.atlas2seas.eu/)

<http://schools.maritimearchaeologytrust.org/a2smysterywreckworkshop>

<http://schools.maritimearchaeologytrust.org/maritimebus>

## Teaching about underwater cultural heritage: remembrance and peace



One day the director of a school receives an odd request: 'Would the school be interested in having an old plaque bearing the names of eight former students who died at sea during the First World War?'

The plaque had been saved from the dump by a member of the local history society.

It was at the beginning of a project in which several students conducted a search of documentation on the lives of those who had died. Their search brought them into contact with dramatic events from that period.

The presentation of their project was used to launch an annual reflection on peace building.

Shipwrecks, coastal installations, memorials and shelters are among the many tangible traces of the First World War. Together with museums, traditions and written personal testimonies, they form the last bridge between past and present, as there are no longer

any direct eyewitnesses. They serve as a reminder of dramatic moments from the past to future generations. However, heritage is more than purely the material relics of the past. It is something that is part of our identity. It becomes part of our distinctiveness and informs our relationship to the present world. Thus, the national or international community has come to see it as inherently significant. Value is assigned to heritage sites by many actors, including local communities, associations, youth, heritage workers, artists, journalists and politicians.

Education plays an important role in our perception and appreciation of heritage, but also in our response to it. Education affects all future citizens. At school, children learn more than simply reading and maths. They also learn about peace, respect and tolerance. They learn to work together. They learn about their past, who they are and how this relates to the world they live in. In addition to giving each individual child a future, education contributes to building the future of the country and of the international community. History, heritage and the past play an important role in ensuring a safe and peaceful future.

! A specific characteristic of remembrance education based on heritage is its starting point – the memory of the past. Ultimately, however, the goal is what is important. We do not study the past merely to know or understand it. The study of the past primarily concerns what we can learn from it in order to improve the future.

Underwater cultural heritage from the First World War offers a unique testimony to the past. Because it has remained largely invisible to date, and because it has been rarely studied, it provides the opportunity to integrate scientific discovery and educational curiosity with educational messages on peace. Many of the shipwrecks are burial sites that house the bodies of countless soldiers who were wrenched away from their loved ones, frozen in time in the icy depths. They are the final resting places of young soldiers who once cherished dreams of a future filled with hope. Thus, this underwater cultural heritage is a historical testimony we should respect. The remains hidden by the sea are not only archaeological sites, preserving the traces of daily life on board and glimpses into the society of the past, they also present living messages and historical lessons directed to our time. By interpreting their meaning in a historical context, students can be encouraged to reflect critically on both the significance of the archaeological site, and war and peace in general. The awareness that the study of war raises in the minds of people also gives them an understanding of the value of peace.



Students at work during a peace project on underwater cultural heritage.  
© Istvan Leel-Össy, courtesy of Muncipal Education Antwerp

We can teach remembrance education based on heritage from three perspectives:

- (1) Knowledge and insight**
- (2) Empathy and solidarity**
- (3) Reflection and action**

These three perspectives can be seen as objectives and educational platforms.

‘Knowledge and insight’ are fundamental to a good start. When we explore aspects of the First World War and underwater cultural heritage with students, we do this according to the correct neutral attitude to historical and scientific information. Without knowledge and insight, ‘empathy and solidarity’ and ‘reflection and action’ remain meaningless, and there is a risk that we will surrender to a mythical or nationalist approach to the past.

Nevertheless, we cannot manage with knowledge and insight alone. If we only ask about the facts, the past will remain something that happened beyond the students’ lives, in a distant bygone era. ‘Empathy and solidarity’ enable us to question the past

according to human potential or impossibilities. This question is anthropological in nature, and is relevant at all times.

Without opportunities to apply what we learn through ‘reflection and action’, ‘knowledge and insight’ and ‘empathy and solidarity’ remain superficial. In other words, we need to focus the educational process on the world in which we live and on contemporary society, either at the national or global level. We must maintain a view of a better future. Looking to the past, what building blocks do we need for peace? We have devoted a separate section to this question in this publication.

“Imagine that there were no shipwrecks, how would we spread the message of peace without any examples?

*Catarina, 12*



Anchors given to the Strandingsmuseum by local fishermen. Collection of Strandingsmuseum St George, Denmark © Dirk Timmermans, courtesy of UNA/Flanders.



## II. Peace and heritage education: where to start?

‘Guess what’, says Brenda, while emphatically waving a leaflet, ‘the cultural centre is launching a new temporary exhibition on the First World War. Did you know that two ships were sunk by a German U-Boat just off our coast?’

‘You can always count on Brenda for the latest trivia’, jokes John. Turning to the rest of the teacher’s lounge he adds, ‘that’s why we no longer have to read the newspaper, we have Brenda.’

Brenda is not taken aback by the remark. ‘Well, it’s not an ordinary exhibition. For instance, they have fragments of the diaries of some of the seamen. They tell stories about daily life, suffering, loss and anxiety. It’s deeply moving. And there’s a strong interactive component, you can even take a virtual dive on one of the wrecks.’

Hugo interjects, ‘And what’s the point of that?’

‘I presume historical criticism’, says John. ‘The description of a shipwreck may not always be a pure, unaltered reflection of a historical time period. Many external factors before, during and after the sinking can subject the shipwreck and its story to various alterations.’

‘OK professor’, says Laura, attracted by the conversation. ‘But you’re a history teacher. I’m just a sports teacher, and I talk to my students on the way to the playing field. They don’t care about what happened a hundred years ago. What interests them is how they interact with each other today. Bullying, for instance, that worries them. They can become quite emotional about the incidents in our school from just a few weeks ago.’

‘Yes, but that is what it is all about’, Brenda responds. ‘This is an opportunity to learn from history about how a community responds to conflict. You can even discuss ideas about the difference between bullying and other forms of social conflict with your students.’

‘OK’, Hugo says, ‘I get the point. But is there something in it for me? You know ... maths.’

‘Yes Hugo’, they answer in unison, ‘we would be nothing without the mother of all sciences!’

This was an ordinary conversation in a teacher's lounge that could be the beginning of an amazing project for the school. Suppose Brenda contacted the education department of the local museum, and convinced her colleagues that it was to the benefit of the students and the whole school to engage in an interdisciplinary project on peace education based on the example of underwater cultural heritage.

As Hugo, the maths teacher, later told a journalist from the local newspaper: 'In the beginning I was sceptical, but suddenly there was the insight that maths provides tools that can be used to solve problems in our world. Problem-solving is an important part of mathematics pedagogy.'

**!** During the centenary, the teaching community will be challenged to pay attention to these different aspects of the First World War. They will feel more inclined to focus on peace education. However, peace education requires specific knowledge – knowledge to implement projects that will be successful and have a sound basis. In this chapter, we offer a framework which can help in this regard. While it is not the only possibility, it is intended to offer initial guidance.

### **Framework for a project on peace education based on heritage understanding:**

1. Legitimation: what is the motive for the project?
2. Teaching objective: what do we wish to accomplish?
3. Teaching project: how can we achieve our objective(s)?
  - a) Knowledge: what knowledge should we transmit?
  - b) Attitude: what values should we transmit?
  - c) Skills: what skills should we teach?
4. Perspectives: what positive perspectives can we offer?

### **Legitimation**

Before starting a project, the teachers must first identify why the project is needed, and in what way a focus on heritage may be useful. The answer to that question will differ from school to school. In one example, the school decided to legitimize the project in response to several incidents that had to do with bullying. A temporary exhibition on a local First World War incident was the underlying reason to turn to history to learn about how a community responds to conflict.

The themes that present themselves and the way in which they can be handled are situational and differ from school to school, from neighbourhood to neighbourhood,

and from community to community. A school with underprivileged children in a metropolitan area has different interests from a school in a wealthy residential neighbourhood. Moreover, many differences arise in a single school, including differences in population and background. It is, of course, also important whether a region has a connection to the sea or maritime traditions.

Thus, to begin the project means first asking questions: How is the class composed? What do students and parents consider important? What kind of values do our youth consider important, and how does this relate to our values? How do we decide which project we want to set up? What connections does the region have to underwater cultural heritage, or to the First World War?



The 'Non-Violence' (or 'Knotted Gun') sculpture by Swedish artist Carl Fredrik Reuterswärd on display at the UN Visitors' Plaza. © Rick Bajornas/UN Photo

## The Teaching Objective

The teaching objective answers the question: 'What do we want to accomplish?' After we define the starting point (i.e. the legitimation or reason), we focus on the destination. By organizing a project on underwater cultural heritage and the First World War, we not only want to teach respect for heritage, but also to reflect on how to create a better society based on understanding and sharing this heritage. As an end result of

the project, the teacher hopes to improve society and the attitude that young people have to their future.

A school does not have to stand alone in answering this question. Throughout this teacher's manual, there are a number of examples and references.

! By acknowledging the heritage from the First and Second World Wars, the teaching community hopes to encourage people to respect each other and to seek reconciliation, regardless of national origin or social background. Exploring and reflecting on shipwrecks from the First World War will encompass various fields of education such as, history, geography, science, ethics and more. It can thus be included in the curriculum as an interdisciplinary field of activity.

## The Teaching Project

Once the aim is identified, the next question is how to proceed. The verb 'to learn' has many meanings: knowing, recognizing, experiencing, discovering and responding. Teaching theory recognizes three learning levels:

- **Knowledge and insight** are connected with the verb 'TO KNOW'
- **Skill** is connected with the verb 'TO BE ABLE TO'
- **Attitude**, or manner, is connected with the verb 'TO WANT'

### *Knowledge and insight: what knowledge should we transmit?*

Various issues are important to peace education. For the present project, it is important to transmit neutral information about the past, its heritage and its cultural significance. However, it is also crucial to transmit the results of this history, such as international treaties, the development of the United Nations and the power that sharing heritage offers for reconciliation. Thus, students can also discuss conflict prevention, heritage, culture and diversity, international law, the United Nations, as well as peace and reconciliation.

! Explore what children know through a classic conversation.

## Understanding what happened

A team of British divers was overjoyed after discovering a British First World War submarine, *J6*, which had lain hidden on the sea bed off the northern coast of the UK for 93 years. However, the find was tinged with sadness, when they uncovered the tragic secrets that lay within the wreck. *J6* was sunk by another British ship in a friendly fire incident on 15 October 1918, only a month before the end of the war. The sub had left Blyth, when it was spotted by an armed Q ship, *Cymric*. Mistaking *J6* for a German vessel, it opened fire and sank it, killing 15 sailors. Because the event was classified for 75 years, the story was only revealed recently.

Diver Steven Slater said: 'We were quite shocked at such a major discovery that history had forgotten about. The first thing was elation, and then it hit home what happened. Submarines are worse because you're swimming past and thinking some of the guys are still in there'.

The divers treated the submarine with the utmost respect by not going inside and not taking anything from it.

## Skills: what skills should we teach?

More and more schools are realizing that skills play an important role in education. Peace education involves many skills:

- Communication, including the ability to listen and reflect
- Collaboration
- Imagination, empathy and forgiveness
- Critical thinking and the ability to solve problems
- Mediating, negotiating and solving conflicts
- Patience and self-control
- Responsibility and civic responsibility
- Leadership and vision



Make sure that you incorporate enough skills in a learning process.

### *Manner or attitude: which values should we transmit?*

Whether purposefully or accidentally, teachers teach norms and values to their students; for example, concerning the way people interact, in how school rules are applied and enforced, and in relation to the learning method applied. The following values and attitudes are important to peace education:

- Self-respect and tolerance
- Respect for human dignity and diversity
- Capability to empathize
- Non-violent attitude and openness to reconciliation
- Social responsibility, solidarity and openness to the world
- Respect for culture and heritage

 Which values do you want to transmit and how can you transmit those values in school?

### Positive perspectives

In the context of preventing the deterioration of existing problems through peace education, we run the risk of negatively formulating education goals. This is a teaching limitation that is especially present when we teach about war and peace. When we seek to avoid or improve a situation, we put the inhumane and problematic aspects of our global society in the spotlight.

This issue is most visible, for example, in relation to concepts such as ‘anti-discrimination education’ or ‘anti-racist education’. The ‘anti’ character is, in a certain sense, logical from a social legitimation point of view, but it entails teaching limitations due to its moral undertone and the negative basis from which the project originates. We must, therefore, question whether people can learn to contribute to a more humane society when only studying the inhumane events of our history and the present.

The teaching process is meant to challenge children to ask themselves questions about history and current events. It is not meant to raise fears or apprehensions. It is thus of the utmost importance to highlight the positive initiatives and results which have occurred in the wake of negative historical events such as the First World War, and to offer perspectives on how to improve the current world situation. Every problem, big or small, has a positive solution. Thinking about these perspectives is an integral part of the teaching process.

Cultural and natural heritage, for example, is inherently positive. It encompasses sites and places people care about and connect to emotionally. So it is often a wise approach to begin an education project by looking at a heritage site.

! Determine your objectives from a positive perspective. Make sure you stick to these positive goals during the process, and adjust where necessary.

*The UN Security Council stresses reconciliation during the debate on 'War and the Search for Lasting Peace'*

UN News Centre, 29 January 2014 – A halt to fighting does not necessarily end a conflict, [a] top United Nations political official told the Security Council today, detailing ways in which the Organization is taking a more systematic approach to reconciliation, particularly in the aftermath of conflicts within States. 'As we have seen repeatedly, fighting that ends without reconciliation – especially fighting inside States – is fighting that can, and often does, resume', said Under-Secretary-General for Political Affairs Jeffrey Feltman.



Jeffrey Feltman, Under-Secretary-General for Political Affairs, briefs the Security Council. © Mark Garten/ UN Photo

He told the Council that while the UN has time-tested formulas for separating armies, tending to the needy, enacting political roadmaps and rebuilding actual roads and ministries, 'we have reflected less on our ability to repair trust in societies and foster genuine reconciliation'. As such, the world body and its main institutions need to consider: 'How can we mend shattered social fabrics so that people look in their adversary's eyes once again and see the human being rather than the enemy?'

Mr Feltman is among the more than 50 scheduled speakers participating in the Security Council's thematic debate on 'War, its lessons, and the search for a permanent peace'.

He stressed that reconciliation, which can be encouraged and enabled by the international community, has to come from internal processes, and noted the importance of establishing a UN repository of comparative knowledge and experience on reconciliation. He added that the responsibility for reconciliation rests with national actors, as well as assistance from the international community.

'Leaders need to set the example, not just in ceasing war-time rhetoric and ending the intentional promotion of grievances, but also by deeds of genuine cooperation and honest examination of their own roles in conflict', Mr Feltman said.

Turning to the role of youth, who in a post-war environment often grow up to be more extreme than their parents, he stressed the importance of working with parents and teachers to develop a history curriculum that encompasses different interpretations of conflicts.

'This could form the beginning of developing a shared narrative and establishing points of convergence in people's experiences and thinking', Mr Feltman said.

He highlighted the conflicts in the Central African Republic (CAR), South Sudan and Syria, where the urgently needed physical end to war will not produce lasting peace and security. Among positive examples, Mr Feltman commended the recent completion of the National Dialogue in Yemen, which was part of the country's political transition agreement. He noted that reconciliation cannot substitute for justice, but that the reverse is also true, as examples from the former Yugoslavia and Rwanda show that international tribunals cannot substitute for national reconciliation.

### *Suggested student exercise*

Have your students discuss reconciliation using examples such as those of the sinking of the *Lusitania* and *Gustloff*, or of the destruction of Coventry, Dresden or Hiroshima.

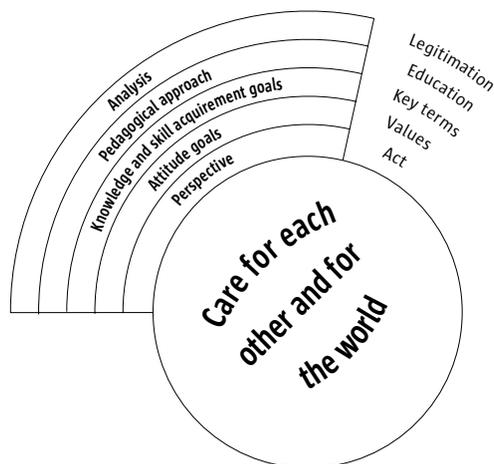
How important is reconciliation to peace building and peace preservation? Is reconciliation possible? What is reconciliation and how do society and individuals respond to the question of reconciliation?

What does the Centenary of the First World War mean in this regard? Why do we commemorate it 100 years later? Does the commemoration change our understanding of the present or the future, or even our appreciation of the past?

## Model Project Plan

In the table below you will find a model (Chart 1) with which you can visualize your project plan.

**Chart 1**



To set up the project, the school team should begin with a thorough **Analysis** or realistic assessment of the school and the **Legitimation**. Which types of learning will the school focus on in the next few years? Which issues should the school address and how will it address issues in one or multiple projects? What are the motivations for the students?

In exploring an underwater archaeological site from the First World War through different classes, and the reflection on this lesser known aspect of the past, students are stimulated to reflect on the possibilities we have today to work for a peaceful world. Nevertheless, the teacher must keep in mind that all projects do have their limitations. It is a challenge to motivate students to discuss history and peace. However, through dialogue and an atmosphere of active participation, one can quickly find topics that young participants can relate to. The topics students are interested in will not necessarily correspond with the topics the teacher has in mind. A simple survey about what topics pupils currently think and care about can tell us a lot about how youngsters feel about a peaceful future.

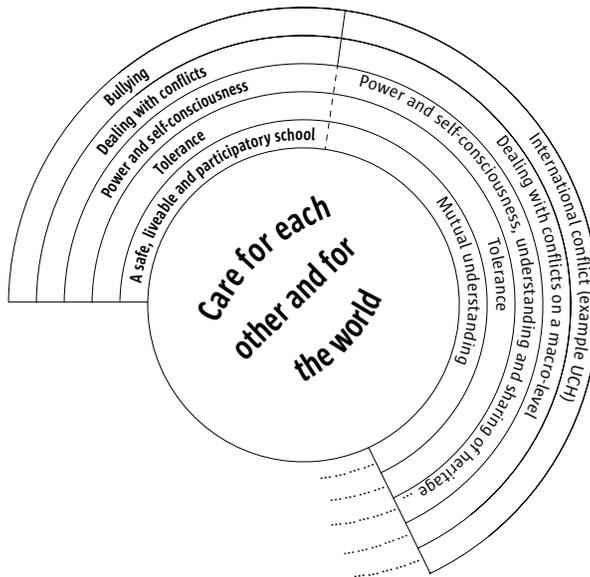
Once the legitimation of the project has been identified, the **Pedagogical Approach** will determine the planning and methods of the teaching project. At this point, the school team will be confronted with a lot of questions. These questions force us to think about the **Key Terms** and the underlying **Values** of the teaching project.

Into which courses do we want to integrate the project? Can it be integrated into a global school project? Which NGOs deal with these specific themes and does their approach match the pedagogical policies of our school? What end goals do we wish to achieve? Which key concepts do we want to work on? Are there other projects in our school concerning the same key concepts? The topic of heritage preservation evokes discussions about values. How do we deal with these values at school or in class, both implicitly and explicitly? Are there intercultural differences regarding the perception of these values?

Above all, it is important to offer a positive **Perspective** that respects the different values that may be assigned to the preservation of heritage sites.

As mentioned above, peace education always starts with questions: questions for the students, for the teachers and for the school. Even though the focal points (the legitimation) of the various types of peace education may differ, the closer we get to the core of the pedagogical process, the more we can observe connections to other themes. The boundaries between the different types of peace and heritage education fade away, and more and more overlapping points can be observed. Some of the knowledge and skill objectives identified are also treated in other fields of education.

**Chart 2**



We recommend keeping the chosen legitimation in mind, but also to keep an eye on congruencies and the way in which key concepts are reflected in the school curricu-

lum. In this respect, we can also take into account the school's 'hidden curriculum', a term that refers to the values, habits, opinions and ideologies present in the school, which have an impact on the students.

In this way, teachers will be able to successfully establish policies on peace and heritage education within the school. Peace and heritage education then becomes a transversal or pan-curricular framework which runs throughout the different classes and interdisciplinary organizations. This common peace curriculum makes it possible to turn children into citizens who are able to participate in democratic debates and are aware of social challenges. This serves not only to build their historical knowledge, but also to make them better able to interpret contemporary problems and conflict areas – close to home, or even in school, or elsewhere – and place them in a human, social and historical context.



Students from the Holstebro Gymnasium exploring a model submarine during an educational session. The model was built in 1920 by Erich Schmulde and survived the bombing of Stettin (Poland) during the Second World War. © Tommy Bay/ Strandingsmuseum St George

“Peace means love, friendship, caring and protecting. It is rare that people take the time to be peaceful.  
*Catarina, Portugal, 12*”



### III. Assessment points for peace education based on heritage

This chapter provides additional details on how to arrange an educational encounter with underwater cultural heritage from the First World War. This same approach can also be used with examples from the extensive ship and aircraft wrecks from the Second World War and other conflicts.

For each point, there is a brief explanation of what is meant by (1) knowledge and insight, (2) empathy and commitment and (3) reflection and action. Teaching limitations are acknowledged, and several teaching options and teaching tips are provided for each point. For the sake of clarity, the three parts are presented separately. In practice, however, they are never strictly separated.

*‘Remembrance education means working on an attitude of active respect in current society based on the collective remembrance of human suffering which was caused by human behaviour such as war, intolerance or exploitation and which cannot be forgotten.’*

Remembrance education, as described by the Special Committee for Remembrance Education, commissioned by the Flemish Department of Education.



Tyne cot cemetery © Westtoer

The Special Committee for Remembrance Education developed the ‘Touchstones for Remembrance Education’, a guideline on teaching activities concerning both World Wars and more recent conflicts. This document inspired the government of West Flanders not only to concretize the ‘touchstones’, but to unite all initiatives around the First World War into a provincial network called ‘War and Peace in Flanders Fields’. West Flanders is the westernmost province of the Flemish Region, located in



War Balloon, steamer ship (cargo) © Nicolas Job

the centre of what was the western front in Flanders, Belgium. This network is supported by partners in the ‘Flanders Field’ region, with museums, associations, local committees, etc. in the area. In the lead up to the Centenary of the First World War the network is focusing on the topic ‘Learning from the War’. It is important that the story of the War is adjusted to a justified remembrance and a

peace message. The assessment points in this manual are, among other things, inspired by the initiatives mentioned above.

For more information:

<http://www.herinneringseducatie.be/toetssteen/>



## Knowledge and insight

### *Insight into the historical context of underwater cultural heritage*

#### Pedagogical approach

Knowledge is indispensable for peace education based on heritage. Indeed, peace education aims to help learners gain insight into a specific historical context; that is, a context that is economically, politically, socially and culturally determined, and in which several processes, mechanisms and strategies can be identified. It also seeks to provide information about the heritage resulting from a specific period and its significance.

## tl Teaching limitation

Information about the past is not always historically correct or fully available.<sup>1</sup> On the contrary, the stories that people, or even books, tell are often slanted. It is therefore important to pay attention to the reliability of the sources. Think about who the source was, and where and why the information was recorded.

Language can also be misleading: be sure to use the right word in the right place! ‘Germany’ and ‘England’ were not involved in the battles of the First World War. The parties involved were the German Empire and the British Empire (including their former colonies in Africa and Asia).

Many problems are associated with the process of updating history. This does not mean, however, that historical projects should avoid current relevance. Perhaps the most important message of any historical project is that history does not offer unequivocal and ready-made answers. In this regard, we must certainly not forget the role of propaganda and biased information. History is often the story written by the winner. In this context, the contribution of underwater archaeology can be decisive, and can illustrate this distortion of factual sources.

## tt Teaching tip

### **The *Lusitania***

One of the worst sea disasters, and the disaster with perhaps the greatest historical influence in the First World War, was the sinking of RMS *Lusitania*, which is often cited as the second most well-known shipwrecks after the *Titanic*. The *Lusitania* was a British ocean liner that was briefly the world’s biggest ship. At the outbreak of war in 1914, it was used as an armed cruiser, but proved unsuitable and was allowed to resume passenger services on the condition that it carried government cargoes.

The German Empire had declared the seas around Great Britain, which then still included Ireland, to be an unrestricted war zone, and passengers in the US had been specifically warned not to sail aboard the *Lusitania*. The German embassy in Washington even distributed a notice warning passengers that the ship was to enter a war zone.

1 For a more detailed example, go to Annex II (Underwater Cultural Heritage from the First World War) – The endangered heritage of Jutland – project on submarines by Innes McCartney.

On the afternoon of 7 May 1915, the *Lusitania* was torpedoed by a German U-boat 11 miles off the southern coast of Ireland, and sank with a loss of 1,198 lives. The loss of 128 US citizens who were on board was one of the many reasons that contributed to the US declaration of war on the German Empire in 1917.

### *Suggested student exercise*

Civilians, including families and children, died in the sinking of the *Lusitania* without having any involvement in the war or its strategies.

- Describe the last voyage of the *Lusitania*, the situation at the time and the warning that had been received.
- Was it right to transport ammunition on the passenger ship and to allow the ship to travel despite the explicit warning?
- What was the situation of the passengers?
- Compare the situation to the two later Baralong incidents.
- Compare this situation with situations in war today and our responses to them.

### Teaching tip

Underwater cultural heritage gives us the opportunity to engage the students in an exercise in historical criticism.

The description of a shipwreck and the type of life that the close community of its crew had, may not always be a pure, unaltered reflection of a historical time period, but rather that of a concrete environment and circumstances. Many external factors before, during and after the sinking can subject the understanding of the shipwreck and its story to various alterations. Therefore, conclusions about historical events based on underwater archaeological sites, or on our interpretations of the past based on shipwrecks should, as in any testimony to an event, be treated with care.<sup>2</sup>

For example, it is possible that certain goods were thrown overboard in an attempt to reduce the weight and improve the stability of a ship in view of a catastrophic sinking. These objects might not be found anywhere near the shipwreck. In other cases, such as the *Lusitania*, wrecks have also been deliberately altered after their sinking.

2 Martin Gibbs, 2006, 'Cultural Site Formation Progress in Maritime Archaeology: Disaster Response, Salvage and Muckelroy 30 Years On', *The International Journal of Nautical Archaeology*.

The actual incident of sinking is often an unusually unnerving experience, in which people may not think rationally. Studies indicate that few sailors are capable of responding to such disasters in ways that are fast or efficient. Decisions taken at the time are not always rational and can influence the situation and environment in which the shipwreck will eventually be discovered. After the accident takes place, natural phenomena such as tides and storms can also have a negative impact on shipwreck preservation.

In addition, the testimonies of survivors are often greatly influenced by the traumatizing character of the experience they had to go through. Telling the story of the catastrophe can take



RMS Titanic, photographed in June 2004. The wreck of RMS Titanic is located about 370 miles (600 km) south-southeast of the coast of Newfoundland, lying at a depth of about 12,500 feet (3,800 m). © NOAA



© Frank Leloire, association ANGES, [www.plongee-anges.com](http://www.plongee-anges.com)

many forms. Sometimes it merely serves a therapeutic purpose, at other times it can serve as a justification of the decisions made, or even a cry for attention. In this way, the narrative can even take on mythical proportions. Most myths about the *Titanic*, for example, seem to live on in people's memories in a particularly persistent way.

Reflecting on the recreation of the facts of an event constitutes an interesting class exercise, showing how our view of the past can be disturbed by various incidents and coincidences. Much information can be acquired through local or national heritage agencies.

## to Teaching option

Historical feature films or documentaries on the First World War are a common medium used in education. A growing number of teachers regard the media as an important source of knowledge, insight and awareness. This trend, however, is accompanied by an ever-louder call for the development of ‘historical-cinematic literacy’ in children. Such skills are expected to help them adopt a conscious and critical attitude towards the medium, as well as towards the relationship between fact and fiction. For example, a Hollywood film, especially if relating conflict events, will often not reflect the historical truth.

For more information on Media Education:

UNESCO: *Media and Information Literacy* [Online] Available:

<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/> [Accessed 24 September 2014]



Headquarters  
Archives Open on  
UNESCO-Declared  
A/V Heritage Day.  
© Ryan Brown/UN  
Photo

“ I like underwater cultural heritage because it makes people think back about the past and ask themselves: why is this ship on the bottom of the ocean?

*Roberto, El Salvador, 12*

## Processes and mechanisms

### pa Pedagogical approach

War processes and propaganda strategies do not occur in a historical vacuum. They are partly determined and shaped by the context in which they appear. Throughout history, they have taken different shapes and forms. Present processes may have similarities with past mechanisms, but they will also inevitably differ from them as a result of the change in context. The past will never repeat itself in exactly the same way. Pupils must be given the opportunity not only to acquire an in-depth understanding of the historical context, but also to see the similarities and differences, and to identify possible relationships.

### tl Teaching limitation

When studying the First World War, we can get lost in a series of dates and details. Try to keep your story as simple as possible, focusing on the processes and mechanisms that have current value. For example, what was the impact of propaganda on the recruitment of mariners? What influence does propaganda have in political contexts today? How was the sinking of ships related in the different media?

### tt Teaching tip

The First World War was, from the beginning, a war of propaganda. With the rise of the mass media at the end of the nineteenth century, it became clear to many politicians that influencing the masses could be of great importance in the development of the war. The main medium was the written press, alongside posters, government reports, films and newsreels.



An interesting activity for secondary schools might be to have students compare First World War posters from different countries, as well as consider the relationship between news on naval conflicts, including the sinking of ships, and these propaganda

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Reports in the United States after the sinking of Lusitania. Washington Post, 31 May 1915

posters. A simple search on Google provides various propaganda posters from the First World War. Small groups of students should choose posters and analyse the content. The American Social History Project Center for Media and Learning provides an inspiring Poster Analysis Worksheet.<sup>3</sup>

**tp Teaching practice**

- ▶ Students should develop the technical skills and the ability to organize visual elements necessary to communicate about underwater cultural heritage from the First World War.

The Cadix Municipal Secondary School is an art and design school located near the port of Antwerp in a neighbourhood named after the Spanish port city of Cadiz. Under the influence of the local dialect, the neighbourhood’s name was later changed to Cadix. With this maritime link in mind, the school did not need much persuasion to start a project on peace education based on underwater cultural heritage and the First World War. During several general education classes, the subject was discussed and analysed in a historical context. It included a reflection on the messages students wanted to share with their peers. They also challenged fellow students in the photogra-

3 American Social History Project – Center for Media and Learning, ‘Propaganda Poster Analysis Worksheet’ [Online] Available: <http://herb.ashp.cuny.edu/items/show/1827> (Accessed 30 April 2014).

phy and graphic design departments to promote and convey their peace messages by creating a set of contemporary ‘propaganda’ posters.



3 posters created by the Art department of the Municipal Secondary School Cadix © Municipal Schools of the City of Antwerp – Photo by Jan Landau

### tt Teaching tip

In the publication, *The Great War and the Sea*,<sup>4</sup> Alfons Staelens recounts his experience of the Great War as an eight-year-old child in a Belgian coastal village. Going to school was not a certainty, as teachers had fled or were fighting on the front lines. Children were forced to keep the dykes free of sand – and then there was the famine. Children often gathered mussels clandestinely on the breakwaters in order to at least have something to eat.

Even today, many children are victims of a war somewhere in the world. Students can collect examples. How do we address this today? Do we have tools to provide better protection for children in war?

### to Teaching option

Some children have experienced war first hand. They have fled from war zones and found refuge in a host country. Some of them have difficulty talking about it. Psychological assistance for children who have experienced armed conflict is one of the

4 P. Deschoolmeester, 2013, 'Sea Feeling', *The Great War and the Sea*. Special issue 36, November, p. 103, Oostende: Vliz.

basic rights specified in the UN Convention on the Rights of the Child (Article 39).<sup>5</sup> Educators who teach on topics relating the past to the present should consider the experiences of these children. In some cases, it can be helpful to involve the experiences of these children in class.

### Teaching practice

- ▶ The students recognize and articulate the ethical and social issues embedded in the school's own First World War history.

The Royal IBIS School in Bredene, near the Belgian coastal town of Ostend, is a unique school, and not just because of its characteristic marine-styled uniform. It was founded by Prince Albert of Belgium in 1906 to provide education and training for orphans who were raised in a fishing-industry environment. Over the years, this boarding school has developed into a safe haven and stimulating learning environment for 6 to 16 year olds coming from socially challenging backgrounds. Surrounded by water, with modern infrastructure and within walking distance of the beach, the IBIS offers both a home and an education (either primary education or maritime secondary education) to a maximum of 110 boys.

For more information:

[www.ibisschool.be](http://www.ibisschool.be)

When the First World War broke out, the school decided that it was not safe for the children to stay in Flanders. On 13 October 1914 – the day before the Germans captured Ostend – the IBIS staff, together with 20 schoolboys who had stayed behind, embarked on *IBIS V* (0.75) and *IBIS VI* (0.76), two Belgian steam trawlers sailing to Milford Haven in Wales, Great Britain. There, the staff and students found refuge at the local secondary school. Throughout the entire War, Milford Haven would remain the most important refuge for IBIS.

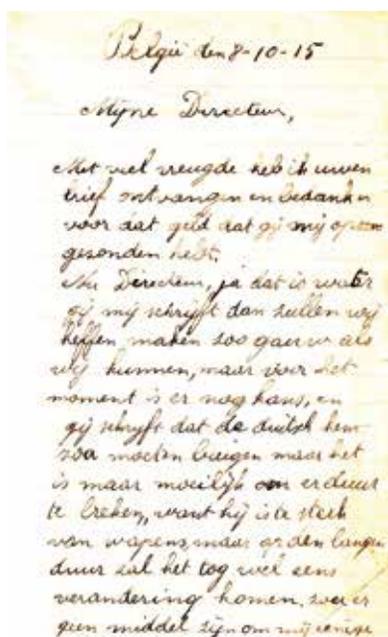
In December 1918, *IBIS VI* was the first fishing vessel to dock at the port of Ostend after the War. The ship was escorted by the military, and stocked with fish as a gift from the Belgian ship-owners at Milford Haven to the hungry people of Ostend.

5 Article 39: States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.



Students of the 'Royal IBIS School' pay homage to Bernard De Koninck.  
© Royal IBIS School

The vast IBIS archives include about 30 letters written by one of the school's former students, Bernard De Koninck. As orphans, both Bernard and his brother were admitted to IBIS in 1907. After his training, Bernard became a navigator. In 1915 he volunteered for the army. During the War, he wrote letters to the person whom he considered to be the only 'family member' he still had left, the IBIS school principal. Bernard died in battle in September 1918. Every year, the school organizes a memorial service at his grave and connects this with a peace concert. IBIS also plans to organize a student exchange with the school in Wales in which the 20 schoolboys found a refuge during the War.



### Letter fragment

*Belgium, 8 October 1915*

*Dearest principal,*

*I was very happy with your letter, and wish to thank you for the money you sent me. Now principal, what you write is true: we will make it even as soon as we can. You write that the Germans will have to give in soon, but it is very hard to break through their defence – their weapons are incredibly strong. But in the long term things will probably change ...*



We need to protect shipwrecks and sunken cities because they have existed and haven't necessarily disappeared. Why get rid of them when they have literally decided to stay?

*Ayan, France, 12*

### *History versus collective memory*

#### Pedagogical approach

Ideally, the historical truth should largely coincide with what has reached us through collective memory. However, this is not necessarily always the case. History should ideally be based on a neutral analysis and interpretation of sources and facts. Collective memory, by contrast, is influenced by different factors: political, social, ideological, etc. The consequence may be that collective memory only considers those historical facts that serve a certain social or political purpose. From this perspective, it is interesting to examine how a certain subject is remembered at present and what reasons underpin this. This awareness-raising process plays an important part in remembrance education based on cultural heritage.

#### Teaching limitation

The quest to discover the experiences and the routines of previous generations has enriched our historical awareness. However, any given fact can be read in multiple ways, because the past is polyphonic. Historical research should not accept the partiality of the contemporary, but transcend it!

#### Teaching tip

Possible locations to take your students on a quest for traces of the War related to underwater cultural heritage include commemorative sites, museums where underwater cultural heritage is displayed, a naval war cemetery or relevant statues and monuments. Such visits can be particularly valuable if the following points are kept in mind:

- Know what to expect: make sure you visit the place in advance and try to view it through the eyes of a young person.
- Determine in advance what you would like to achieve with the students by visiting this place.

- Make your students aware of the exceptional nature of these places of remembrance. Be careful not to create unrealistic expectations. Before visiting, students sometimes have the impression that they will undergo an intense catharsis, only to be 'disappointed' by the reality.
- Be aware that commemorative sites never tell just one story; rather, countless collective memories come together in such places. Emphasize neutrality, the positive message of past events and reconciliation. Give the children the opportunity to take into account all sides of the story.

### The Jutland wreck example

One telling example is the sunken remains of the Battle of Jutland, Denmark. The battle was fought between the two most powerful navies of the time. Numerous ships sank in the clash, and with them, their crews and cargoes. A lot has been said about this battle's political importance, strategic significance and the tons of metal that sank. The victory and the losses were used as propaganda and in reports at home. However, few stories about the battle tell of the extent of human sacrifice. Who were those who died on these ships? How did they feel to be out at sea in a fierce and deadly encounter?

Underwater archaeologists have visited the sunken ships that took part in this battle. While diving on these wrecks, they discovered young soldiers' bodies still wearing uniforms and shoes. What had been numbers and strategies became dead men, some of them adolescents who had left home never to return.

**!** The Strandingsmuseum, Thorsminde, Jutland in Denmark, presents the history of the west coast of Jutland, including historic events and those of everyday life. Its collections also encompass artefacts from the shipwrecks of the Battle of Jutland.

The museum has different relics from the SM-U20, the submarine which torpedoed RMS Lusitania on 7 May 1915. The submarine beached at Vrist just north of Thorsminde on 4 November 1916, led astray by the currents and unable to navigate in a dense fog. The Germans sent ships to rescue the U-boat, but the attempt failed and the crew were forced to abandon the U-boat. During the incident, a local Danish rescue team asked the commander, Walther Schwieger, if he needed assistance, but he



Strandingsmuseum St George, Thorsminde, Denmark © Dirk Timmermans, courtesy of UNA/Flanders

refused. On the coast, the rumour about the wrecked German U-boat quickly spread – and a journalist from a town close by reported ‘that there were no cars or bicycles left in town, because people wanted to see for themselves “the shark of the seas”, stranded on their sand banks’. Around midday the German commander signalled to the approximately 500 people on the beach that they should leave the scene, and they slowly retreated, hiding behind the dunes. The Germans then attempted to destroy the U-boat with explosives, and small pieces of debris scattered the beach – fortunately no one was hit.

After the War, the wreck was still on the beach, and it was now the task of the Danish authorities to ensure that the U-boat and its armaments could no longer be used for warfare. In 1925, a second attempt was made to blow up the wreck, this time by the Danish authorities. From 1954, we have records of divers excavating valuable metals from the wreck on the sea bed, while a local diving club made a condition report on the wreck in 1993, which revealed that important artefacts were lying on the sea bed, including two diesel engines. Today the wreck lies approximately 400 yards from the coast and is considered to be threatened by the natural environment (erosion) and human activity. The wreck is not yet protected by Danish Law, which provides pro-

tection when wrecks are within 24 nautical miles of the coast but only when they are over 100 years old.

### Teaching tip

Could you identify Lusitania Avenue, Georg-von-Trapp-Strasse, Jellicoe Avenue, Langsdorff Strasse and Langsdorff Drive or Ajax Avenue on a map? What do these street names have to do with the war at sea? Both World Wars have left traces around the world. Sometimes a street name, a plaque on a house, or a postcard, will refer to an event from the past. Local traces of history make a direct appeal to the students in their everyday life, with the larger stories and the general lines of history from the World Wars reduced to students' immediate surroundings. Every day they walk or cycle past these sites.

A few options:

- Are there squares or streets in my city that refer to the First World War and to its maritime events? Has the municipal government gone to the trouble to include a reference on a sign to the person or people after whom the square or street is named? Many towns and municipalities do not have even cursory information, and the students could inquire at the town hall. Another idea would be to design an alternative street map with your class or school. Which names would you select and why?
- You could also go in search of the local history of your school. Many schools have rich histories or were assigned different purposes during the wars. KA Pitzemburg, for example, is a UNESCO Associated school from the town of Mechelen, Belgium. The school was founded in 1831 and, as a result, consciously experienced the two World Wars. The school still has certain relics which demonstrate this, such as plaques made to remember victims. The school is investigating its archives in order to find 'forgotten' stories. Many townspeople fled the war, organizing a refugee route to England. With its history in mind, the school wants to focus on their 'colony' in England and how the refugees crossed the Channel.

 Teaching practice**Archaeology and the First World War – Planning an Exhibition: A partnership between the Maritime Archaeology Programme, University of Southern Denmark, and the Strandingsmuseum St George**

- ▶ The students know about the history and the impact of the naval aspect of the War. They know how museums work and contribute to a new exhibition concept through innovative thinking.

*A project about peace education and cultural heritage*

With the First World War centenary approaching, Strandingsmuseum St George is planning an exhibition focusing on the maritime archaeology of the First World War. The aim of the exhibition is to communicate the history and impact of the naval component of the war in the North Sea, and to create an awareness of the importance of the related



Students from the Holstebro Gymnasium working on peace education and cultural heritage at the Strandingsmuseum St George. The object is a A 88 mm Deck gun with carved barrel of the U20 submarine. © Tommy Bay / Strandingsmuseum St George. Denmark

submerged cultural heritage for our knowledge and understanding of the past, as well as the present. The latter aspect is particularly relevant in relation to peace education.

In order to realize the exhibition concept, Strandingsmuseum St George is cooperating with the Maritime Archaeology Programme at the University of Southern Denmark, which is based in Esbjerg. The exhibition project was the topic of an academic course in the spring semester of 2014. The intended outcome of the course is a full concept for an exhibition, which will be put together at the museum. In addition, the students will prepare a guidebook in several languages and related outreach material for different age groups.

*Participation of students is at the heart of the museum concept*

Involving students of a related discipline in the design and creation of a ‘real’ museum exhibition has several advantages and benefits for both the museum and the participating students. By making the students into ‘storytellers’ – responsible for communicating knowledge to other people – it was thought that the museum would



Youth at work. Typical contact mine from the First World War found on the beach at the coast of Jutland. © Tommy Bay/Strandingsmuseum St George. Denmark

have a better chance of reaching students in the 15 to 25-year-old age group. This is an audience to which it is traditionally difficult to appeal. The basis of the project is that fresh minds produce fresh and new ideas and unconventional approaches to the design of the exhibition. The students benefit from the project, not only by learning about the difficulties involved in designing an exhibition and getting points across to the public, but also by becoming aware of the importance of communicating the reasons for safeguarding our submerged cultural heritage. The question about the importance and usefulness of maritime archaeology in relation to the remains from the First World War led to heated discussions in the course.

### *Reference frameworks*

#### Pedagogical approach

Remembrance education based on heritage allows pupils to gain insight into aspects such as documents, image creation, interpretation, subjectivity, the role of the media and propaganda. Indeed, human behaviour is conditioned by the knowledge people have at any given point in time. It is important to keep students' immediate surroundings in mind, and to be aware, as a teacher, of the fact that learners are not always familiar with certain historical concepts or terminology.

#### Teaching limitation

Each story about the World Wars and underwater cultural heritage influences students in a different way. Accordingly, not all stories can be used in the classroom. Stories that can be used for education should fit within a teaching rubric, in which instructional value is determined by educational objectives, along with the type of students participating.

#### **The Europeana 1914–1918 project**

Europeana 1914–1918, using both untold stories and official histories of the First World War, joins resources from libraries and archives across the globe with memories and memorabilia from families throughout Europe.

For more Information:

Europeana 1914-1918 [Online] Available: <http://www.europeana1914-1918.eu/en>  
[15 Aug. 2014]

## to Teaching option

The following key words can help in the assessment of reference frameworks for human stories in relation to underwater cultural heritage:

- *Familiarity*: A useable story is one that is familiar to the students. The students can place themselves in the situation of the story, which resonates with their own experiences.
- *Conceivability*: Familiar stories are also conceivable for students. While many stories may contain incomprehensible and inconceivable elements, it is important for these stories to be recounted in a conceivable manner. It is important to illustrate how people cope with inhumane things in a humane manner. It is the human story behind the war at sea, regardless of how difficult it was in some situations.
- *Diversity*: In addition to providing historical background, a useable story shows a multifaceted image of people. This means that stories that focus purely on sensational effects and the heroism of the war are unsuitable for use in educational settings. Although these stories might be exciting, they play on sentimentality, and rarely lead to the type of involvement we have in mind.
- *Challenging character*: A useable story is also a story that is not yet completely finished. A story with cut-and-paste answers is less enlightening than a story that stimulates students to ask questions.

## tt Teaching tip

It is not easy to comprehend how innocent children and citizens, who had nothing to do with the First World War, died when the ocean liner RMS *Lusitania* sank in the Irish Sea on its way from New York to Liverpool. In the late afternoon of 7 May 1914, a German U-boat torpedoed the *Lusitania* about 11 miles off the southern coast of Ireland. The ship sank in 18 minutes, and 1,198 men, women and children lost their lives. The eyewitness accounts of survivors reflect the human story behind this war tragedy (see <http://www.rmslusitania.info/>).<sup>6</sup>

- See and compare similar stories from the sinking of the *Gustloff*, *Centaur* or *Laconia*.

6 *The Lusitania Resource* [Online] Available: <http://www.rmslusitania.info> (Accessed 30 September 2014).

### *Suggested student exercise*

With this information, we can begin to work on an educational project that teaches students that behind every account there is someone who personally experienced the event. This can be achieved by leading students on a search for a connection between the individual's personal experience and the broader connection to the time. Several approaches are possible. The following are a few examples:

- Have the students make a list of the eyewitnesses and their accounts of the sinking of the *Lusitania* (including, e.g. age, occupation, sex, reason for travelling).
- Which countries did the people come from? Where were they going?
- Comparison of the birth dates of the passengers reveals how anyone – without distinction – could become a victim of the war. For example, Chrissie Aitken was 16 when she boarded the ship. Annie Adams was 46.
- How many men, women and children were on board?

These investigations produce lists with similarities and differences, and provide a foundation for further exploration of the subject and the background of the war.

In a second phase, teachers can ask students to reflect upon the testimonies. Ask each student to adopt one account and share his or her experience with classmates. The following approaches can be used to start the conversation:

- Which accounts do you remember? What have you learned about how people responded to the disaster? Did it make an impression on the rest of their lives?
- Were you personally affected by one of these stories?
- Is it important to preserve these memories and the shipwrecks themselves? Why?

- Suppose that you were going to re-enact what happened for the class. Which person would you choose? Which objects could you use?
- Talk about how the conflict between countries impacted on individuals and on the influence (or not) of these individuals on the events and the conflict.

### SS *Mendi*

The ship SS *Mendi* transported black labourers from South Africa to France. Since the white minority government did not allow the black labourers to serve in combatant roles, they were recruited only as labourers. On 20 February 1917, the *Mendi* collided with another ship off the Isle of Wight, UK and sank, killing 649 of the passengers and crew.

The Reverend Isaac Wauchope Dyobha, an elderly clergyman and prominent member of South Africa's educated black elite, was on board. Dyobha's obituary reads:

'That night was pitch-black in the sea fog and the lights were ineffective. At dawn on the 21st a thunderous crash was heard as the *Mendi* was rammed by another ship, truly gigantic. They could not see each other. The *Mendi* was pierced in the side, and a huge fissure was opened through which the water poured in, eliminating all hope of saving her. The other ship struggled to rescue those who were drowning, but the confusion of darkness and war hampered the effort.'

'Reader, observe the frantic thrashing of people trying to save themselves! Danger of this sort was something new: they had no experience of it! Some woke befuddled by sleep and had no idea where to head for safety! It's said there were too few lifeboats for the crowds on board. Then in an instant the ship went down like a stone! Reader, please observe your boys sucked down into a watery expanse without beginning or end! See them clutch at each other, ignorant of their actions! See them filling that boat there, more weight than it can bear, so that now all the dozens in it are engulfed by the sea! Never forget, reader, the cold of that country, and in water too! Think of the groups in that cold, their manly arms failing, their bodies sinking from sight! Never forget, reader, that the young men of your country worked wonders in that crisis, wonders in rescuing large numbers of white men who were their superiors, and lost their own lives in saving others!'

Oral history tells that Dyobha spoke loudly to the crowd with his arms raised to reassure them, showing himself to be of immense courage. 'Be quiet and calm, my

countrymen. What is happening now is what you came to do ... you are going to die, but that is what you came to do. Brothers, we are drilling the death drill. I, a Xhosa, say you are my brothers ... Swazis, Pondos, Basotho ... so let us die like brothers. We are the sons of Africa. Raise your war-cries, brothers, for though they made us leave our assegais in the kraal, our voices are left with our bodies. Let us die like brothers.'

The terrible moments of the sinking were described by a survivor. 'I hear the warning hoots of our steamer and, standing on the deck, I see two boats being lowered into the sea alongside. I feel the heavy list of the ship as the water begins to fill her, and she turns slowly on her side, so that we cannot stand on the deck. I hear the shout, "All overboard! She's sinking!" and every man who can do so jumps ...'

The wreck of the *Mendi*, which rests upright on the sea bed about 11 nautical miles south-west of St Catherine's Point on the Isle of Wight, is an important physical reminder of this event and of the wider story of the service of black South Africans and labourers from many other countries in the First World War. The wreck was first identified in 1974.



I like underwater cultural heritage because it preserves ancient ruins. It is nice to know about the past; how they lived, dressed and how they thought. How would we know these things if there was no history left?

*Kyle, Italy, 12*

### 'Hopeful' stories

#### Pedagogical approach

The value of remembrance and heritage education is greatly increased if attention is paid to stories of hope. Although people have waged war throughout history, people have also been making peace throughout history. For example, the Universal Declaration of Human Rights, established on 10 December 1948, after the suffering of both World Wars, is a milestone in history. It remains a crucial reference framework for evaluating and condemning present-day crimes against humanity.

## Teaching limitation

Do not focus only on problems. Major problems alone do not provide a good starting point for stimulating participants to become curious or to cultivate solidarity among students. We advise you to be cautious, particularly with younger children. It is important to provide perspective in the teaching process (see also the section ‘Peace and heritage education: where to start?’).

### **Empathy in times of war through an the example of a shipwreck**

The *Transylvania* was an English ship torpedoed by the German submarine *U-63* on 4 May 1917. Within 40 minutes, the *Transylvania* was completely submerged, resulting in the tragic death of 10 crew members, 29 army officers and 373 soldiers. Amazingly, 2,708 passengers managed to survive. The majority were rescued by Japanese lifeboats and local Ligurian fishermen, some of whom later received a medal of honour from the British government for their compassionate assistance. Having seen the attack from the shore, they showed great courage and empathy for their fellow human beings and immediately jumped into their boats and braved strong winds to save as many lives as possible. With injured, bloody hands, they headed towards the harbours of Noli and Finale Ligure.

After the sinking, an enormous wave of solidarity for the ships’ victims swept over Italy. The injured were housed in overcrowded local hospitals, local monasteries and in the homes of Ligurian inhabitants who opened their doors and welcomed in the English victims despite their meagre financial resources. The language barrier did not prevent close friendships from forming and, at the time, a number of the local Ligurians had never had face-to-face contact with foreigners.

During the 1930s, and throughout the Second World War, Great Britain was an official enemy of these Italian and Japanese rescuers. However, despite these political factors and the horrible reality of war, the close bonds that had formed during the tragedy could not be broken. Even today, the *Transylvania* catastrophe conjures up strong emotions in the region. The experiences and stories from the tragedy are passed down from generation to generation and have obtained quasi-mythical status.

It is not only the brave rescue, subsequent care for the injured and long-lasting friendships that carry a message of peace and reconciliation among peoples that were once enemies. The subsequent discovery and preservation of the wreck of the *Transylvania* is also a source of reconciliation, providing physical evidence through which we re-

member the tragedy. On 8 October 2011, carabinieri from Genoa discovered the *Transylvania* off the coast of the Ligurian island of Bergeggi, close to Savona, Italy, at a depth of 630 metres. The wreck has become home to a rare white coral.

Following the discovery of the wreck, a commemoration was held in memory of the victims in Finalborgo, Italy. The event was attended by Italian, English, Japanese and German military and government representatives. It was accompanied by haunting trumpet music and described as festive, yet was overwhelmingly emotional. It is hard to imagine a better example of the power of reconciliation than this one provided by underwater cultural heritage.

### Teaching tip

#### *The wreck of USS Arizona at Pearl Harbor – A Story of Reconciliation*

The traces of past wars and battles can become the setting for reconciliation. One of the most powerful examples is the sunken battleship USS *Arizona* at Pearl Harbor, Hawaii, USA. Struck by aerial bombs during the Japanese attack on 7 December 1941, the *Arizona* exploded, killing 1,177 of its crew. It was the single greatest loss of life in that brief surprise attack that brought the United States into the Second World War. Half submerged and burning for two days, the wreck of the *Arizona* became a much photographed symbol for a nation calling for revenge. The image was used to spur troops into action during America's subsequent war in the Pacific, with the slogan 'Remember Pearl Harbor!'

The wreck was too badly damaged to be raised, and after the war its battered hulk became the basis for a monument and memorial that has since been visited by millions. As time has passed, despite the powerful passions of the time and lingering American anger over the Japanese surprise attack, the *Arizona* and its memorial have become a place for reconciliation. Japanese visitors have come to pay their respects, including veterans of the war and families of Japanese soldiers and sailors who also lost their lives in the war.

James Delgado, Director of Maritime Heritage for NOAA,<sup>7</sup> USA, explains his experience of reconciliation related to the *Arizona*:

7 National Oceanographic and Atmospheric Administration.

'For me, the most powerful moment of reconciliation I personally witnessed was during the 50th anniversary of the attack on 7 December 1991. As one of the archaeologists who had worked on the sunken *Arizona*, I participated in interviews with American and Japanese veterans of the battle who had come together in Hawaii for what was to be the last great gathering of those who had fought in the skies and seas on that day five decades earlier. I saw old men remembering they had all once been young, fighting for their respective countries, not necessarily ideologies, losing friends and comrades on that terrible day and in the years of brutal combat that followed. I saw them reminiscing, sharing stories and sadness, autographing each other's copies of the history books, and standing together as flowers were dropped into the dark waters that swirl over the rusting wreckage of USS *Arizona*.'

### *Suggested student exercise*

- Discuss with your students the importance of the World Wars and their aftermath in fostering peace movements (even if countered by nationalist movements).
- Could the First World War be understood as a moment in history when the world became global and international? Have students describe the history of peace movements and their point of origin.
- What value does reconciliation have in this sense and what is true reconciliation in a war? In our everyday life?
- What role does heritage play in reconciliation?

### Teaching tip

For students in the higher years of secondary school, Universal Human Rights offer an opportunity to view society in a positive light. Here are several assignments in this regard.

1. Imagine the following. A group of historians is building a giant cellar. In this cellar, they bring together all kinds of objects, including books, tools, drawings and other objects that provide a picture of our current way of life. The historians hope that people in the future will open the cellar and gain an image of the way we live.

The class is now asked to bring things into the cellar that say something about the way in which people today cope with fundamental human rights.

- What would you bring to the cellar?
- Why did you choose these objects?

- Are there objects on which you can all agree?
- What would they mean to people in the future?

2. History is often reduced to a list of wars and violations of human rights. Hegel even declared that ‘Periods of happiness are blank pages in history’.

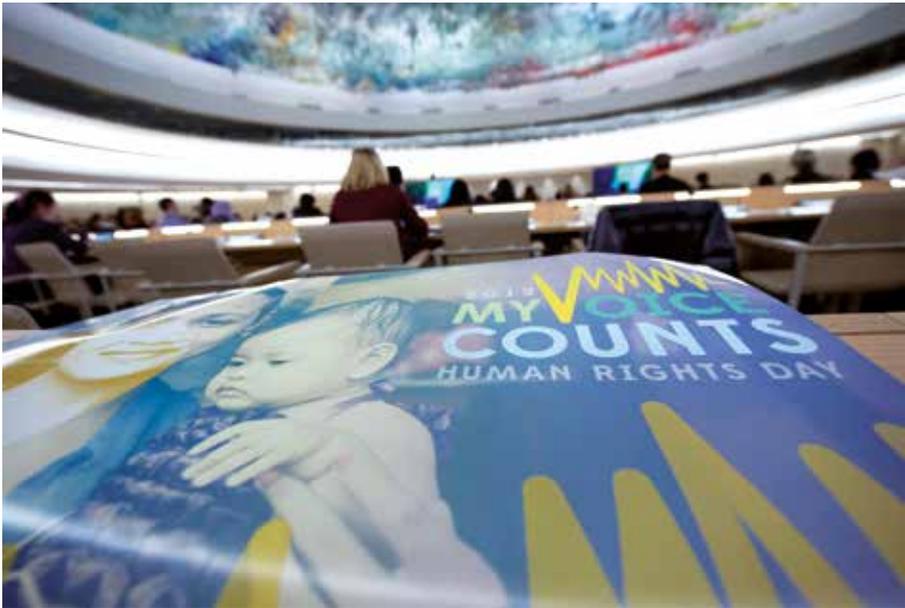
Try to find examples from history and from the present which could be used to construct a history of peace. Find examples of both individual actions and institutional initiatives.



Ornamental cast-iron gates of the Peace Palace, bearing classical depictions of the Charter ideals of the United Nations. © UNA/Flanders

3. Collect reports from the media (e.g. newspapers, television and the internet) that have to do with human rights. Consider topics such as refugees, freedom of expression, the activities of the United Nations, discrimination, asylum seekers, war (including civil war) and human rights. With the class, choose two reports and attempt to answer the following questions:

- Which human rights are addressed in the report?
- Are solutions mentioned in the report, or does it merely outline the problems?
- What instruments do we have for doing something about this?
- Is there any potential heritage that could result from these issues?
- Could the report contain solutions for present and future generations?



A close-up of one of the promotional posters at the celebration of Human Rights Day 2012, on the theme, 'My Voice Counts', in the UN's Human Rights Council chamber, in Geneva, Switzerland. © Jean-Marc Ferré / UN Photo

“History needs to be preserved, on land and under the sea. Without history we have no past. Without any past, we have no future.

*Hugo, England, 12*

## Empathy and solidarity

### *Antidote to indifference*

#### Pedagogical approach

Remembrance and peace education stimulate historical empathy. Using primary sources and heritage sites is essential in this context. Indeed, the aim is to portray the people involved, as much as possible, as human beings rather than statistics. Understanding the dreams, ideas, feelings and plans of others is an effective antidote to aloofness and indifference.

### Teaching limitation

Becoming acquainted with the human story behind the underwater cultural heritage from the World Wars requires the active involvement of students. They must learn to put themselves in another person's place. In doing so, they can make comparisons to themselves and their way of life. However, this is useful only to the extent that students do not completely identify with the other person. While putting themselves in another person's place, they should remain themselves, while the other remains the other. Students must recognize that people have different values, interpretations and beliefs. They must recognize that differing perspectives are both normal and meaningful.

### Teaching option

The First World War is often viewed as a multinational conflict between large and powerful states. However, the Great War was also an era characterized by an unprecedented blend of diverse cultures and beliefs. Citizens and soldiers from distant colonies, forced labourers, refugees and displaced people; for many, the conflict represented more than just a radical change of surroundings, but also a confrontation with other social and cultural practices. The First World War is rarely approached from this perspective. Nevertheless, it offers countless exciting educational questions. What form did these contacts between people of different origins take? Were these encounters embedded within a logic of war, or did they transcend the war? How were the encounters experienced by the people of the time? What remained of these contacts after the war? For example, look at the wrecks of the *Mendi* and the *Athos*. From which countries did their passengers come?

### Teaching tip

In many countries, the commemoration of the First World War will receive a considerable amount of attention. In addition to commemorating the victims, we should use this moment to demonstrate the importance of peace and democracy. Whether we want it to be so or not, war and peace form part of a nation's identity. New citizens and immigrants are thus also eager to be involved in this national past. However, this does not necessarily happen, as a country's own war history has both similarities to and differences from those of the home countries of new inhabitants. The experiences of the parents, grandparents and great-grandparents of native people are not always the same as those of immigrants. The major role that we ascribe to the First World War is therefore not shared to the same extent in all countries and all population groups.

Other wars, revolutions, liberations from dictatorships and decolonization might play a more prominent role in the historical experience of immigrants. However, there is often a link between the World Wars and these events. For example, the wars that took place in former Yugoslavia in the 1990s were at least partially rooted in conflicts that had been present as early as the 1940s.

A global perspective on history broadens understanding, which is necessary in the multicultural societies and period of globalization in which we live. It is particularly necessary for schools in metropolitan settings with children from many cultures. Although this certainly does not mean that we should forget our own national history of war, such history is often so strongly anchored in our society that broadening the perspective is out of the question. It is a challenge to find the right balance between national and international history.



Gelibolu Anafartalar French Destroyer © HARUN OZDAS

The study of the underwater cultural heritage of the First World War provides opportunities for integrating this international perspective into lessons. Battles at sea have taken place around the globe. The following are a few examples: Jutland in Denmark (May 1916), Lake Tanganyika (December 1915), the Falkland Islands (December

1914), Papeete, Tahiti (September 1914), Gallipoli, Turkey (April 1915 and January 1916), Otranto, Italy (May 1917), and Oostende and Zeebrugge on the North Sea (April 1918). A short overview of these battles can be found in Annex II of this publication.

### Teaching practice

- ▶ The students demonstrate the ability to integrate, synthesize and apply various types of historical information to arrive at reasoned conclusions. The students integrate the historical information into an ‘infotainment show’ using different artistic media.

Sint-Jozef-Klein-Seminarie from the town of Sint-Niklaas in Flanders is integrating the underwater cultural heritage theme into a teacher-and-pupil based infotainment show as part of an already running, long-term project on the first World War.

Several basic aspects of the First World War will be discussed in a 100-minute creative, informative show: new weapons, neutrality, the Christmas Truce, shell shock, propaganda, etc. The students will make several contributions to this show on a voluntary basis: by making a short film, doing book presentations, theatre, putting war poems to music and performing them live with an occasional band, presenting documents (letters, diaries) from their grandparents, etc. The underlying objective is the promotion of peace. The underwater cultural heritage aspect will be realized by focusing on the flooding of the Yser plain and the story of Gallipoli, as well as special contributions made by pupils with a Turkish background.

Additionally, all courses will look at the First World War from a subject-specific perspective. The maritime archaeology aspect will feature in science lessons (e.g. site protection, artefact preservation, corrosion, biological processes, etc.).

## *The good, the bad and a lot in between*

### Pedagogical approach

‘Historical empathy’ reveals itself in different ways, according to the perspective taken. Thus, we can talk about concern for the fate of victims, empathy with bystanders and gaining awareness of the motives of perpetrators. Or are the perpetrators sometimes also the victims?

### tl Teaching limitation

Those who label everyone a victim might do so to avoid think about contemporary forms of exclusion, violence and deprivation. If everyone is a victim, there are no perpetrators. A victim can be a potential perpetrator and vice versa.

### to Teaching option

In many cases, students have primarily encountered stories of the heroic side of the War (e.g. through films). In these contexts, it is usually clear who the good and the bad are. While war films could be described as being about 'real' men, real wars are about everyone. It is useful to consider the other side of war in the course of the lesson. War lives on in our heads. We could say that wars only have losers. Soldiers lose their friends. Civilians mourn the loss of family members. Survivors must go on living with the pain, fear and sorrow that they have experienced. It is difficult to identify with the pain and sorrow of others. The difficulty of this is apparent from the laborious attempts at reconciliation after armed conflict.

In many cases, the pain and sorrow of a war or conflict will live on in the second generation. The children of the losers are burdened with the fact that their parents were 'in the wrong'. Children of people who suffered greatly during the war are sometimes



Former child soldiers handed over to UNICEF care. © UN Photo

faced with the inability of their parents to talk about it. The importance of trauma processing after the events of war is being increasingly recognized. One well-known example is the South African Truth and Reconciliation Commission, inspired by the Anglican Archbishop Desmond Tutu.

Even today, UN organizations such as UNESCO are working daily to provide children with assistance in processing their traumatic experiences.

For more information:

[www.unicef.org](http://www.unicef.org)

### **tt** Teaching tip

During times of war, many people fear that something will happen to them, their children or their loved ones. Nevertheless, it would be an injustice to see them only as victims. There are many examples of people who do not surrender, and who stand up for themselves and others. They commit themselves to education and health care or establish networks of solidarity, often spanning ethnic and cultural boundaries. This is often the work of women. Nevertheless, women are often exclusively assigned the role of victim. Very few monuments have been established or books written about their work.

For more information:

[www.unwomen.org](http://www.unwomen.org)



Anti-War  
Demonstration  
© UN Photo

## Past and present

### pa Pedagogical approach

Students often attempt to put themselves in the position of someone else based on their own context, situation and emotional experience. Making the past topical (i.e. encouraging pupils to imagine themselves in a situation in the past) must always occur in a well-considered and conscious manner. It must be rooted in knowledge and insight into a historical context and into processes and mechanisms.

### tl Teaching limitation

When becoming acquainted with the past, we often come across two approaches: one that has a deficit perspective and the other a differential perspective.

- In a deficit perspective, we proceed from the present, assuming that the people of today are more civilized and humane than were the people of the past.
- From the differential perspective, we ascertain that life in the past was different from life today, without claiming that life was therefore worse and that situations are now much better.

Neither of these views is useful to educators if taken to the extreme. Having students discover that people have improved over time provides no answers to the questions we face today. On the other hand, there is little hope if we approach history as a completely opaque cycle of events in which all we can do is wait and endure.

In contrast to these approaches, remembrance education assumes that people today are able to learn from the events of the past, but this does not mean they are necessarily capable of creating a better society.

### to Teaching option

During the period 2014–2018, attention will be paid to the effects of the two World Wars in many places throughout the world. Local authorities often organize special projects around historical events which had a major impact. Local history makes a direct appeal to the students. In these events, great stories and the general timeline of the history of the World War are reduced to ‘ordinary’ and familiar stories. Students are generally very interested in their immediate environment because they are confronted with it each day. This creates special educational opportunities

for schools to work with the local government to develop a project that extends beyond the school.



I agree to remember wars, but I don't want more wars,  
we don't need them!

*Eleanor, England, 12*



### Teaching practice

#### **The First World War Centenary – Peace education for children – An example of a school-transcending project**

- ▶ The children learn about, discover and discuss the critical situation in their city during the First World War and its heritage. The children explore links with contemporary issues, such as refugees, and focus on the need for peace: both on a small scale, for example how to keep peace in the classroom and in your family, and on a large scale.

##### *City project in Antwerp engaging schools to make a bridge to the future*

The Peace Centre of the City and the Province of Antwerp are responsible for the First World War Centenary programme for the City of Antwerp. Children and peace education have a priority position in this programme.

##### *New Experience Trail for Children: Bridge to the Future*

The Peace Centre developed an adventure experience trail for school children and scout groups aged 10 to 12, giving them the opportunity to take part in an interactive workshop about various aspects of war and peace. The aim was for them to learn about, discover and discuss the critical situation in Antwerp during the First World War when thousands of people had to escape the city using a temporary bridge across the River Scheldt. Throughout the trail, children could explore contemporary issues, such as refugees from Syria and Iraq, and focus on the need for peace, both on a small scale, for example how to keep peace in the classroom and in your family, and on a large scale, for example the European Union.

##### *Crossing the Bridge*

The objectives of the experience trail were to teach the history of Antwerp during the First World War, deepen understanding of peace and to encourage the building of cultural bridges. Participating classes also received a ticket for the Peace Parade, inviting

them to cross the temporary bridge that the Belgian and Dutch engineer battalions reconstructed in October 2014. Thousands of children crossed the bridge in this Peace Parade during the special opening event. This Peace Bridge is a strong symbol of the connection between past, present and future.

#### *Peace Bridge 3-5 October 2014*

The reconstruction of the temporary bridge across the River Scheldt from 3 to 5 October 2014 was the highlight of the *Antwerp '14-'18* commemoration programme. In 1914, the Belgian army built a pontoon bridge across the Scheldt at the same location, near the historical centre of Antwerp. The bridge allowed the army to supply the *National Réduit* of Antwerp, as well as providing for a quick evacuation. Thousands of people used the bridge to escape the city, among them King Albert I and Winston Churchill. One hundred years later, from 3 to 5 October 2014, 100,000 people had the opportunity to walk across the Peace Bridge from the right to the left bank.



Pontoon bridge 1914 © Vredescentrum Antwerpen



Pontoon bridge 2014 The Belgian and Dutch engineer battalions reconstructed the bridge (28 Sept 2013) to test technical and safety issues. © Jimmy Kets/Vredescentrum Antwerpen

Have a look at this Time Lapse video of the reconstruction of the bridge:

<http://vimeo.com/75696891>

Time Lapse exercise bridge

## Focus on freedom of choice

### pa Pedagogical approach

Connection with historical events also begins with attention to individual freedom of choice. What dilemmas were these individuals faced with? Do you find dilemmas in your own life as well? What would you choose to do in those circumstances? Attention must be paid to individual freedom of choice, despite the circumstances.

### tl Teaching limitation

To what extent can you empathize with the situation, life experiences and the thoughts of others (e.g. that of a young soldier on a warship)? How can you grasp the thoughts, feelings and expectations of someone else, particularly if they have a different perspective, perhaps one that contradicts yours?

In addition, each story has several different sides. While it may be tempting to generalize complex diversity – suggesting that anyone would have done the same – this position ignores the possibility of making independent choices.

### to Teaching option

You can learn to choose! If children learn early to understand the process of making a choice, they will be able to use this skill throughout their lives. For this reason, learning to choose is often implicit, although it is sometimes explicitly included, in the exit qualifications of curricula in many countries.



Pins badges with education rights messages at the Youth Fair held on Malala Day at UN headquarters in New York. © Devra Berkowitz/UN Photo.

Those who have never learned how to make a choice, or to consider good or bad choices, are at risk of making the wrong choices at important moments. Choosing is a skill. It requires people to understand themselves and the world. Learning to choose is a skill that can be developed.

Secondary schools could learn a great deal from early childhood education. In many countries, preschool children choose their own activities from several possibilities offered by their teachers. In this way, children discover what they like, and they learn to choose things that correspond to their own interests and capabilities. Preschool children are likely to choose activities for which they are ready at a given time. Learning to make choices independently has considerable value in and of itself. It is also important later in life, as it is always necessary to make new choices. This can sometimes occur hundreds of times each day: what to eat, what to buy, when to sleep, which television programmes to watch. In addition, however, everyone sometimes makes choices of greater importance: which job to pursue, where to live, where to pursue higher education. It is the job of a school to train students to become people capable of making autonomous choices.

During war and other extreme circumstances, choices are obviously more limited than they are in times of peace. Nevertheless, people continue to make choices. One exciting school project could be to work with the students to examine stories from the War and its naval events focusing on the minor and major choices that people made.



I am sorry for the people that have to fight in war because sometimes they have no choice.

*Declan, England, 13*

### *Treat emotions with caution*



#### **pa** Pedagogical approach

Dealing with past atrocities is highly emotional. Here, evoking emotions is not the goal, but a step towards understanding, reflection and action. Merely confronting students with shocking images or sad stories, without further explanation, has little or no educational value.



War does not determine who is right, only who is left.

*Bertrand Russell*

### Teaching limitation

At first, students often feel uneasy when studying topics such as the First World War. This uncertainty is a fundamental moment in the learning process because it raises questions, and provides an impetus for determining an attitude. Emotions are thus the beginning of involvement. We can also say that confronting facts, past human behaviour and the present causes a fracture in our thinking. This uncertainty should not cause despair and lead to unprocessed emotions because this would impede the learning process. It should be openly addressed.



Military Cemetery, Houthulst, Belgium © Westtoer

### Teaching tip

Research shows that we need to be careful about visual content that predominantly shows war, violence and death involving children. Deterrence rarely leads to desirable behaviour. Rather than being instructive, engaging the children or stimulating positive behaviour, such images may merely evoke fear, indifference or even fascination.

Fear can lead to a feeling of despair and powerlessness. Indifference is often expressed through cynical jokes, but it should also be seen as a shield behind which an emotionally shocked child hides. Fascination for violence can, in some circumstances, get in the way of any feelings of empathy. In such cases, acts of violence are perceived as unreal, or sometimes even as pleasant and entertaining.

Moreover, exhibiting extreme brutality and crimes against humanity from the past can make current, apparently minor cruelties, seem less serious. Insight into the reasons for such human behaviour is required.

In order to give students an idea of what victims of war and violence experience, use testimonies or stories that are connected to the children's own environment. The example below is of a 19-year-old British second lieutenant who wrote a letter to a friend, another soldier aged 17, about the naval battle of Jutland in Denmark. The testimony tells us a great deal about the mixed emotions of young soldiers, nearly children themselves, when they are faced with the real, difficult side of the war. It stands in stark contrast to the propaganda, whose main purpose was to convince young men to take part in the war. The young man is inwardly tormented by both aspects of the war.

Introducing students to testimonies written by young people who were their age at the time enables them to become involved in those events and to reflect on the impact of



Students making a showcase about life on board on one of the German warships during the battle of Jutland. © Tommy Bay/Strandingsmuseum St George. Denmark.

propaganda on them then and now. For example, think of the countless examples of young war volunteers in today's conflicts in various places in the world.

A letter, which recounts the naval battle of Jutland, illustrates just how little the young soldiers entering the war actually knew and understood about the dangers of battle and the damage caused to others. In this case it was the 19-year-old British second lieutenant and his friend, aged 17, who were the unsuspecting children thrown into a war that they barely understood:

'I have been intending to write and tell you all about the 31st, but couldn't find your address and could only remember the number. I'm so awfully sorry you weren't in. It was rather terrible but a wonderful experience, and I wouldn't have missed it for anything, but, by Jove! it is not a thing one wants to make a habit of. I must say it's very different from what I expected. I expected to be excited but was not a bit. It's hard to express what we did feel like, but you know the sort of feeling one has when one goes in to bat at cricket and rather a lot depends upon you doing well and you're waiting for the first ball. Well, it's very much the same as that – do you know what I mean? A sort of tense feeling waiting for the unknown to happen, and not quite knowing what to expect. One does not feel the slightest bit frightened, and the idea that there's a chance of you and your ship being scuppered does not really enter one's head. There are too many other things to think about ... One expected to be surprised any minute – and eventually we were. We suddenly found ourselves within 1,000 yards of two or three big Hun cruisers. They switched on their searchlights and started firing like nothing on earth. Then they put their searchlights on us, but for some extraordinary reason did not fire on us. As, of course, we were going full speed, we'd lost them in a moment, but I must say that I, and I think everybody else, thought that was the end; but one does not feel afraid or panicky. I think I felt rather cooler than at any other time. I asked lots of people afterwards what they felt like and they all said the same thing. It all happens in a few seconds, one hasn't got time to think, but never in all my life have I been so thankful to see daylight again – and I don't think I ever want to see another night like that – it's such an awful strain; one does not notice it at the time, but it's the reaction afterwards.'

The Jutland battle was fought on 31 May and 1 June 1916 in the North Sea near Jutland, Denmark. (<http://www.firstworldwar.com/diaries/jutland.htm> – *The Jutland battle by two who took part in it*, London, Bukrup. Mathieson & Sprague, 1916).



The tower from SM-U20, the submarine that torpedoed RMS Lusitania on the 7 May 1915. Collection of the Strandingsmuseum St George Thorsminde, Denmark. © Dirk Timmermans, Courtesy of UNA/Flanders.

“Imagine someone you knew was on a ship that sank. It isn’t something nice to think about, but it did happen. Several people died in wars and shipwrecks. We don’t want that to happen again.

*Niamh, Ireland, 12*

### *Commemoration ceremonies*

#### **pa** Pedagogical approach

Commemoration ceremonies have a special place in this context. Commemoration and reflection on past events, recognition of past suffering, paying tribute to victims and respect for the grieving and mourning of the next of kin suppose a form of empathy. At the same time, however, one should be aware of the complex character of commemorations and the historical evolutions they have undergone. One should also watch out for the political, social, ideological, economic or cultural message they intend to convey; for example, the glorification of peace versus the glorification of the military.

## Teaching limitation

Schools are often involved in commemorative events. Some of these events are on the school's own initiative, while others are held at the request of a municipality or local government. We consider the preparation for, participation in and processing of these events as an enlightening activity, bringing students into contact with aspects of the First World War. Moreover, through active participation, students can encounter customs and rituals concerning the remembrance.

It could also be helpful, however, to view commemoration from a critical distance. In many cases, the philosophy of commemoration differs from one country to another. Differences may even exist within the same region, depending upon the organizing body. The following questions should be addressed when including commemoration in a teaching project: Who is commemorating? What is being commemorated? Why is this being commemorated? Are there underlying motives that might not be evident at first sight? What is the message that this commemoration is intended to convey?



Lone Tree Cemetery, Belgium © Westtoer

## Teaching tip

The teacher is responsible for working with the students to prepare for a commemoration. For example, they can assist in the search for the meaning of concepts such as 'war commemorations', 'never forgetting', 'remembrance', the 'commemoration of internalized experiences' or the call for heritage protection. The First World War is commemorated in different ways in different traditions. They bear different messages

concerning matters such as heroism, patriotism, sorrow or a message of peace. It is valuable to help the students discover the diversity of war commemorations.

The focus may then shift to the *how* of commemoration. Why are flags flown at half-mast on official buildings? What is the meaning of a flag? Why do we place flowers or wreaths at monuments or tombs? Are people trying to say that they are thinking of the dead or that life is as beautiful as the flowers? Does this apply even if there is great sorrow?

Do not restrict your attention to the substantive aspects, but also consider the formal aspects of the commemoration ritual. Depending upon the youth culture, children sometimes need commemorative moments to be structured in very different ways. It is important to devote attention to this matter. For example, discuss different ways in which people can express their feelings.



Red poppies at the HMS Vindictive memorial in Ostend. Red poppies have become a symbol of remembrance of soldiers who have died during wartime. The poem that inspired the use of poppy as remembrance symbol, was written in May 1915 by John McCrae, who was stationed at Ypres

© Dirk Timmermans, courtesy of UNA Flanders

## Commemorating the First World War and Underwater Cultural Heritage

On the occasion of the Centenary of the First World War, and to call attention to the threat to underwater cultural heritage from that conflict, UNESCO called on all vessels at sea to commemorate the occasion by flying the ship's flags or ensigns at half-mast on 28 June 2014. Ships in harbour were encouraged to sound their horns in remembrance at 7 p.m. on the same day, signalling the hour that the first shot was fired in the conflict. These symbolic acts were suggested as a call for peace and reconciliation, to remember the victims who perished in the War and to remind us of the need to protect the underwater cultural heritage from that period.

In addition, divers were also encouraged to visit underwater cultural heritage from the First World War in a responsible and respectful way, once again calling for the commemoration and protection of the shipwrecks.

### Teaching tip

When schools are involved in commemorative ceremonies, teachers usually encounter local authorities or local organizations responsible for the event. Not everyone is attentive to the presence or involvement of youth. In some cases, students are present but not involved. We recommend that the teachers and students consult with the organizations involved in advance and offer suggestions for youth involvement. It is quite important for the students to feel that they are being included. For example, students could recite a poem, give a brief report of a peace project that has been addressed at school, or sing a song. Finally, if students will be performing a task, it is important to rehearse ahead of time.



Harboøre cemetery, Jutland, Denmark. The graves of two German and one British soldier found on the Danish coast. It is known that the soldier buried in the middle died during an air raid on Ostende, Belgium. © Dirk Timmermans, courtesy of UNA/Flanders

## tp Teaching practice

- ▶ The children know about important historical issues and heritage in their region. They are capable of linking facts about the past to present and future issues.

Madonna and St Julien are two primary schools located in the centre of ‘Flanders Fields’<sup>8</sup>, Belgium. Due to their close proximity, it was inevitable that both schools would work on projects dealing with First World War heritage. Passing on knowledge about heritage to future generations was the main objective. As a result, the children started guided tours for adults and children from different schools, and shared the knowledge they had gained on heritage.

Both schools want to remember the First World War in the context of ‘Peace Wakes’. Information remains important, but facts about the past are linked to present and future issues (e.g. refugees, the use of chemical weapons).

Both schools use exchange programmes to develop their peace project. Students of the schools share their knowledge of the past relative to their own environment with Walloon peers during *in situ* visits to their immediate environment. In a second phase of the peace project, their experiences will be extended to contemporary conflict.

“ I think it is important to remember wars, but not to remember victory. You should remember how wars have brought destruction, and feel sorry for the brave people who died.

*Hugo, England, 12*

## Caution with re-enactment

## pa Pedagogical approach

If empathy leads to identification and/or re-enactment (acting out historical situations and events), caution is called for. In re-enactments, a particular event or action is often isolated from its context. As a result, it is likely that various aspects or goals

8 ‘Flanders Fields’ is a common English denomination of the First World War battlefields in the province of West Flanders, Belgium.

of remembrance education (knowledge, attitudes, reflection and action) will remain only partially or even completely unachieved. Moreover, the risk of stereotypical representation will increase.

### Teaching limitation

One important teaching limitation with regard to re-enactment is that it is sometimes more about the present than the past. We have previously argued the importance of not neglecting the proper historical context. In many cases, re-enactments offer a nostalgic or romanticized view of the past. There is also a genuine risk that certain gaps or inaccuracies in historical knowledge will be filled by imagination. Re-enactments focus exclusively on reliving an event such as a battle. War and peace, however, entail much more than the clash of weapons. Finally, a moral question must be raised: Is it possible to re-enact the true suffering and the true horror of war violence in an 'authentic' manner? The pain and sorrow of those who have experienced war first hand is often highly individual; it is not possible to compare it, let alone re-enact it. This is evidenced in fragments of journals written by sailors on board ships and soldiers in the trenches.

### Teaching option

Living history becomes more credible if it is understood as a play, with a script and direction. For the spectator, it is clear that it is a performance and that the actors are staging events from the past. We are thus well aware that it is an interpretation of history. War should, however, not turn into a game, and the appropriate approach should be respected.

### Teaching tip

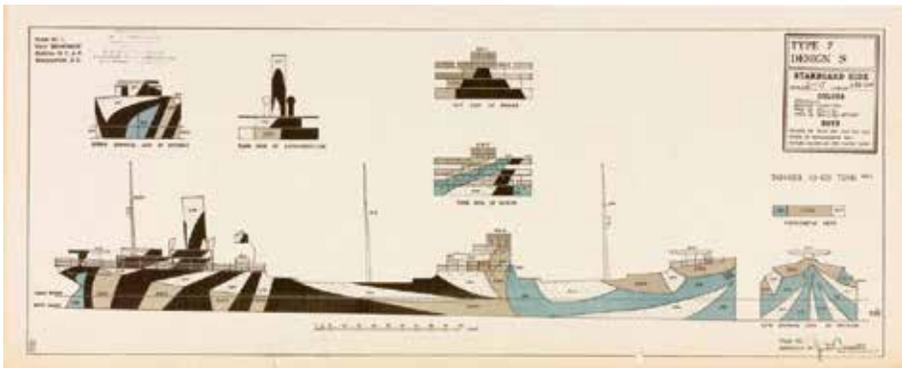
#### *Razzle dazzle*

The British called it 'Dazzle painting', the Americans 'Razzle Dazzle'. This type of camouflage was used by both the British and the American Navy during the two World Wars. Dazzle ships were painted with cubist geometric patterns. This 'war cubism', however, was not intended to be an artistic statement. During the World Wars, the commanders of German submarines had to target their torpedoes manually. The 'dazzle' camouflage was used in order to hinder the enemy in their attempts to estimate the distance, speed and direction of the targeted vessel; similar to zebras, whose stripe patterns distract their predators. This type of painted camouflage was first used during the First World War.



Example of a Dazzle Ship © Courtesy of the Fleet Library at Rhode Island School of Design, Providence, Rhode Island; Digital Photography by Erik Gould

Moreover, every ship had a unique pattern, so that it became impossible for the enemy to quickly distinguish different classes of ships. Even large passenger ships were painted this way. Artists were asked to design the diverse patterns. Eyewitnesses to such convoys of camouflaged ships testified to the unique and confusing sight. After the World Wars, the technique died out because of the increasing use of air forces, for which these ships were easy targets. Also, the military had never been keen on the non-military designs of their warships.



Example of a Dazzle Ship © Courtesy of the Fleet Library at Rhode Island School of Design, Providence, Rhode Island; Digital Photography by Erik Gould

Later on, the art scene began to show interest in the technique. The bold designs and bright colours captured people's imagination. Rumour has it that Pablo Picasso claimed the concept to be an invention of the cubist movement!

In 2009, the concept inspired the Rhode Island School of Design to exhibit a few designs by Maurice L. Freedman, under the title 'Bedazzled'. Freedman was the district

*camoufleur* in Florida during the First World War. After the war, he studied at the Rhode Island School of Design, and later in life he donated his original photographs and plans to the school.

For more information:

<http://dazzle.risd.edu>

### Teaching tip

The students of the Karel de Grote-Hogeschool University College in Belgium worked in an active and creative manner with new media in their commemoration of the First World War.

To this end, they sought to collaborate with the photographer Jimmy Kets, who was also preparing a photographic exhibition for the commemoration. The artist gave creative suggestions to the students, who became active and inventive in working with new media in this context. As expressed by the photographer: ‘It is sometimes much more effective to conceal than it is to display. In some cases, an image will remain interesting longer if you do not show everything.’

War and peace, remembrance, polyphony – the students translated the different facets of the First World War. Which memories remain? What testimonies are available in physical, narrative, graphic or other form? What unique perspective might be useful for working with media based on the various lesson topics?

“ I wish that I could snap my fingers and war would stop! When I think of war I think of how it would feel if I was there.

*Jonathan, England, 12*

### Reflection and action

The First and Second World Wars were two of the most destructive conflicts in recent history. They have, however, also been turning points in how we perceive war, and thus might lead to lasting peace in the future. For instance, the wars led to the founding of the first international organizations whose mandate was the creation of lasting peace.

Today, UNESCO, the United Nations specialized agency for educational, scientific and cultural issues, carries the task of building peace in its mandate. In the constitution of UNESCO, the Governments of the States Parties declared on behalf of their people that they believed that ‘since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.’ The wide diffusion of culture and the education of humanity for justice, liberty and peace were considered indispensable to the dignity of all human beings.

From these values, we focus the educational process on a better understanding of today’s world and the future life choices of students. This implies, among other things, respecting democratic principles, valuing social and cultural diversity and accepting responsibility.

However, a visit to a historical site of underwater cultural heritage, or the viewing of a film or documentary, is not an antidote to extremist thinking or a disrespectful attitude. What is more, if pupils are confronted with a discourse that is too moralistic, there is a risk that it will be counterproductive. It is important that pupils do not simply swallow well-intended lessons, but actively search for topics to learn about. They should not be told what they have to think, but that they have to think for themselves.

The next section will explain how to achieve these objectives.

“ My dream is that one day there will be no more wars, that there will be gender and colour equality and that everyone will be able to receive an education, free of charge.

*Freya, Ireland, 12*



## IV. Educating towards a better future

'Peace is the way', said Mahatma Gandhi. This statement sounds straightforward, and almost too simple. However, every day we experience that it is actually not that simple at all. Dealing with life in a peaceful way is, apparently, something we need to teach ourselves and our children. How can we do this? How do we organize this learning process and determine its shape and content? What place do forgiveness and reconciliation have? How important is heritage understanding in this issue? Education attempts to provide an answer to these questions.



A primary school student erases the blackboard in his classroom, in Harare, Ehtiopia. © Eskinder Debebe/UN Photo

Over the last few decades, the emphasis on peace education has systematically increased. Our goal is to raise children so that they become peaceful and concerned cosmopolitan citizens, who can participate in events at a local, national and international level. To this end, we try to provide them with the necessary knowledge, values and skills. If peace is a house where people can live safely and comfortably, what building blocks should we use to construct it? In this section, we provide a list of experiences and ideas that produce concrete points of interest, such as teaching tips – through the example of underwater cultural heritage – and teaching reflections on peace, reconciliation, human rights and tolerance today.

## Building blocks for peace education based on heritage

“On this International Day of Peace, let us pledge to teach our children the value of tolerance and mutual respect. Let us invest in the schools and teachers that will build a fair and inclusive world that embraces diversity. Let us fight for peace and defend it with all our might.

*Ban Ki-moon, UN Secretary-General  
on International Peace Day, 21 September 2013*

### *Me, myself and others*

#### *Building block:*

*We help children understand the enrichment brought by cultural diversity, and teach them to put themselves in the position of people who think differently, behave differently, or are different. We teach them that everyone has his or her own talents and flaws, and teach them values such as solidarity and equality.*

Approximately 7.2 billion people live on this planet, and everybody is different. Respecting yourself and others begins by accepting cultural diversity without additional value judgements. While some differences are clearly visible from the outside – gender, ethnicity, age – others, such as wishes, needs, expectations, sexual preference, personality and level of education, are less visible. Every person is a unique combination of these different characteristics. We may sometimes be inclined to rank these characteristics on different scales. It is still the case that men are placed above women, children are treated as inferior to adults, people with a disability have more difficulty earning their place in society than those without, some people believe they belong to a superior race, etc. In contrast, a non-violent attitude focuses instead on equality and solidarity.

When we approach diversity positively, we create an atmosphere where everyone feels safe and comfortable. In the long term, emphasizing the diversity of human characteristics will lead to a balance between people who participate in society – immigrant and indigenous, disabled and non-disabled, men and women, and those with a higher education and those without.

“The surest way to corrupt a youth is to instruct him to hold in higher esteem those who think alike than those who think differently.

*Friedrich Nietzsche*

### tt Teaching tip

#### *Different windows to the world*

No child enters school as a ‘blank canvas’. Every child’s home life is different and every child has different life experiences, feelings, interests, strengths and peculiarities. Beginning in kindergarten, children will experience many developments in their lives. They tell stories about their experiences, which opens up a window into their world and serves as a rich source of exchange. Insight into these experiences can form the basis of mutual recognition, acceptance, respect and friendship. Moreover, these stories provide a wealth of inspirational material about daily life, as well as about the similarities and differences between people. When teachers offer their pupils the opportunity, these stories will emerge spontaneously.

### to Teaching option



Dish with floral lozenge motif from the Belitung shipwreck, ArtScience Museum, Singapore, Photographed by Jacklee, wikicommons.  
[http://commons.wikimedia.org/wiki/Category:Ceramics\\_recovered\\_from\\_the\\_Belitung\\_shipwreck](http://commons.wikimedia.org/wiki/Category:Ceramics_recovered_from_the_Belitung_shipwreck)

#### Exchange of Diversity – an example from underwater cultural heritage

In a ninth-century shipwreck found by treasure hunters off Indonesia, later called the Belitung wreck, a number of Chinese plates were recovered. Prior to the Belitung find, historians thought that in the Tang period, China traded primarily through the land Silk Road of Central Asia, even though ancient records told of Persian fleets sailing the Southeast Asian seas. The Belitung *dhow* confirms that a huge volume of trade took place along a Maritime Silk route.

Stacked in the *dhow*, hundreds of tall stoneware jars each held more than a hundred nested bowls. Among them were three plates with floral lozenge motifs surrounded by sprigs of foliage. They are believed to be the earliest known complete Chinese blue-and-white ceramics. They demonstrate that the Chinese potters were already experimenting with imported cobalt blue from Iraq, which they applied as underglaze painting decoration some 500 years earlier than the famous blue-and-white porcelain of the fourteenth century. Until the *dhow*'s discovery, cobalt-blue pigments had been found only in the Middle East.

Interestingly enough, the wreck dates from the time when imported Chinese wares transformed Middle-Eastern ceramic traditions. White porcelain from China was imported and imitated by Mesopotamian potters using pale calcareous earthenware bodies, and glazes made from tin oxide. Green and white-glazed Chinese stoneware was also copied. Chinese forms and ornaments influenced the Islamic ceramics, most notably the white-ware bowl-form with a bi-disc foot, and the broad and abstract styles of glaze decoration used on polychrome stoneware from sites such as Changsha in south China.

Stoneware from the Changsha kilns made up the bulk of the ceramic cargo from the ninth-century Belitung wreck – showing that while the Mesopotamian potters imitated this Chinese porcelain, the Chinese potters used the cobalt brought by the ships from Mesopotamia.

Clearly, the maritime world influenced both traditions and this underwater cultural heritage offers us a different window to that world.



Peace is honesty and relaxation. It's living in harmony  
and grace with everything else around you.

*Laura, Denmark, 12*

## *Respect and connectedness*

*Building block:*

*We help children develop a profound feeling of respect for others and other cultures by creating various experiences of connectedness, as well as by stimulating the children's ability to empathize.*

Without respect, a peaceful society is impossible. Moreover, respect not only refers to our attitude towards other humans. Heritage destruction, leaving litter, destroying or damaging other people's belongings, shouting loudly, insulting others, excessive noise-making and bullying a classmate are only a few examples of the forms of disrespectful behaviour often expressed by children (and adults).

Research shows that in the case of disrespectful behaviour the bond between perpetrator and victim is limited, and in some cases non-existent. The perpetrator's world-view does not include the experiences, emotions or perceptions which connect them to their victim. Therefore, the culprit is not capable of empathetic feelings and will not be held back by feelings of guilt, shame or regret.

In other words, it is important for children to have experiences of connectedness, which stimulate their ability to empathize and offer them the opportunity for personal growth, so that they develop a respectful attitude towards their surroundings. Anyone who feels connected to their environment or heritage will have a more loving and peaceful approach to life. They will respect and appreciate others and, as a consequence, take care of them.



*Youth at work on underwater heritage* © Tommy Bay/Strandingsmuseum St George, Denmark

## Teaching option

### *Learning to connect*

A child who learns to care for heritage will care about his or her predecessors' achievements; and a child who feels part of a group will also appreciate and protect cultural heritage, both tangible and intangible. This may occur at a local level, for example, caring about ancient buildings or volunteering in a preservation campaign, or at a global level, for example, having concern for the preservation of heritage important to all humanity.

### **Develop empathy**

The UK-based Nautical Archaeology Society has established an 'Adopt a Wreck' scheme. It encourages the public to actively record, in a non-intrusive way, underwater cultural heritage sites they visit. Everyone who has adopted a site and cares for it is encouraged to apply for the annual Adopt a Wreck Award. While the title suggests a shipwreck, this is not a requirement. On land, there are a variety of harbour works and buildings with nautical connections, coastal habitations, hulks and other material of archaeological interest that may be subject to protection. Over 120 sites have been adopted by the public thus far, both in the UK and overseas.

For more information:

[www.nauticalarchaeology.org/content/adopt-wreck-scheme](http://www.nauticalarchaeology.org/content/adopt-wreck-scheme)

 Peace is like a meadow, with the sun shining, people smiling, they are friends with the rabbits and the birds and the trees and all other people too.

*Natasha, 12*

## *Rights and obligations, liberties and responsibilities*

### *Building block:*

*We help children discover that rights and obligations are necessary to ensure a healthy society for everyone, and that rights and obligations require active partici-*

*pation, responsibility and citizenship. We teach them to investigate the boundaries of freedom.*

A society needs rules and agreements, otherwise it degenerates into chaos. Those rules and agreements translate into rights and obligations. They are based on behaviour that we consider to be honest and just, and that ensures that we can live together in a dignified, respectful, safe and comfortable way.

Rights and obligations support and protect people, but they also mean that people have responsibilities. They invoke feelings of solidarity and citizenship, and call for consideration and tolerance. Children can sometimes demand their rights, unaware that they must give something in return.

### Teaching option

*Raise awareness about rights and obligations.*

In order to make children aware of their rights and obligations, we can present examples from everyday life, such as cultural heritage sites or museums – they should be linked to the maritime context of the First World War. If there were no rules and everyone could take a piece of the site home, then there would eventually be nothing left for others.

### Teaching tip

*How self-evident are our rights?*

Those born after the Second World War often do not realize that fundamental human rights make a major part of their life possible. This can be illustrated in a simple exercise. Ask your pupils (or other adults) about the things they did the day before, and discuss which fundamental right they used in order to do them. A whole series of rights will be mentioned. In the morning, people read the paper or listen to the radio (right to freedom of expression). People take public transportation to school or work (right to freedom of movement, right to education, right to work). During religion or ethics classes, a spirited discussion arises about a social or ethical issue (right to freedom of thought, conscience or religion, right to freedom of expression). During a lunch break, there is a meeting of the student council (right to freedom of assembly), and so on. We often take these rights for granted, but in many countries, some or all of these rights either do not exist, or are frequently violated, for some or all of the population.



A wide view of the Human Rights Council Chamber during the high-level segment of the Council's 19th session, 29 February 2012, Geneva, Switzerland. © Jean-Marc Ferré/UN Photo

### *The right to individual treasure?*

Due to stormy conditions, the coast of Florida is especially rich in ancient shipwrecks. Some of the wrecks contain a varied and rich cargo because they transported precious minerals from the Spanish colonies of America to Spain. As such, these wrecks provide a picture of everyday life of the time and could become unique tourist attractions, provided responsible access is ensured and they are not destroyed.

However, since treasure hunting has been legal in Florida since the 1960s, whole fleets of wrecks have been destroyed and their cargo sold on the market. Many sites have already disappeared. Even if it is clear that they contain no treasure, the wrecks are torn apart for the entertainment of amateur treasure hunters, hunting in areas they have labelled the 'gold coast' and the 'treasure-coast'.

'Treasure hunting is one of the few industries left that allows people to use their strength and wits to earn whatever profit they can find for themselves', one treasure hunter said in a 2010 interview. 'The ocean doesn't care who you are or what you have. If you're smart enough to find the treasure, you can hit it big.'

In 1990, Peter Throckmorton, pioneer underwater archaeologist, wrote in his well-known article, 'The economics of treasure hunting with real life comparisons', that:

What had been a relatively gentle weekend hobby as practiced in the Keys ... became a gold-rush ... Florida's policy towards its underwater antiquities has cost the State millions. The State's 25 per cent share from the treasure grubbing of the past 20 years is a collection worth only about USD 5 million today. The Florida State museum has in its possession approximately 1,500 gold coins worth on the market about USD 2,000 each, and about 20,000 silver ones, worth USD 80 to USD 150 each. This represents the State's 25 per cent of all treasure recovered in Florida pre-1982. The collection has cost more than its value to maintain, especially if one includes the cost of the continual legal cases that have resulted from the State's policy. If Florida had used that State money, and invested USD 10 million in two great maritime museums back in the 1960s, instead of giving leases to salvors, the State would be nearly half a billion dollars richer each year, if the Swedish example [of the Vasa museum] applies to Florida.

Groups of US marine archaeologists are now fighting to outlaw treasure hunting on shipwrecks. They consider treasure hunting to be little more than state-sanctioned looting of historical sites belonging to humanity rather than individuals.



I like underwater cultural heritage because it helps us remember that not everything is ours.

*Kayla, Ireland, 12*

## Speaking and listening

*Building block:*

*We help children to express what they feel in a relaxed and safe atmosphere, and teach them to listen to each other, allowing them to work through conflicts without using violence or without wanting to outdo, humiliate, or ridicule each other.*

If both parties communicate and listen, conflict can be defused. This may seem straightforward, but it is easy to want to avoid conversation and confrontation during a conflict, as defence mechanisms and the fear of having to confront personal interests

and securities, and the possibility of losing them, impede resolution. If the situation turns into a confrontation, the one who employs the commonly used techniques of making jokes or snarling often gains the upper hand. Similarly, a variety of violent and uncontrolled emotions can sabotage any attempt at a constructive dialogue.

### Teaching tip

Some tips for dealing with conflicts:

1. Try to describe, as accurately and clearly as possible, what bothers you without attacking or judging the other.
2. Choose the right moment, try to stay calm and be confident that the conflict will be resolved.
3. Focus on the conflict at hand; do not bring up other conflicts.
4. Listen and be open-minded to the other party's points of view; try to look for things you have in common, rather than differences.
5. Be creative with resolutions and try to compromise. Some conflicts are not easy to resolve and some may never disappear altogether.

## *Knowledge and critical thinking*

### *Building block:*

*We help children to improve their judgement skills by stimulating critical thinking and by asking questions. In addition, we teach them the necessity of acquiring knowledge before making judgements, and help them to interpret the information they receive through different types of media.*

There are many ways to pass on knowledge: courses, books, DVDs, videos, television, board games, internet, workshops, etc. In this respect, it is important that children not only get to know the facts, but also learn how to reflect on them before jumping to conclusions, or, in this case, jumping to judgements. At school, every single class influences pupils' thinking in a specific way. In a history class, for example, children not only learn about historical facts, but also how to think critically.

In peace education, encouraging children to ask questions is essential for the stimulation of their critical capacity. It is important to make children aware of the fact that our knowledge is always limited and biased, not only according to our own cultural

and societal backgrounds, but also according to our information sources. As the story of the four blind men and the elephant tells us,<sup>1</sup> one person's experience may be real, but is only part of reality, and can never encompass the entire truth.

In fact, the whole truth is not known by anyone. Everyone knows but a little piece of it. From different viewpoints, the world can look very different. Sometimes we are manipulated, consciously or unconsciously. In any case, our news programmes offer only a selection of the world's events and stories, and for the most part, these are also biased by our Western way of thinking.

Some people or organizations deceive us with half-truths or outright lies in order to win us over. One-sided and incomplete messages, propaganda, manipulation, gossip and prejudices can mislead us. In these situations we also discover the importance of asking critical questions.

### Teaching practice

- ▶ The children show interest in the past, present and future. The children learn that there are different reasons to be afraid, angry, happy or sad.

Learning is a lifelong process that can take place anytime and anywhere. Philosophizing with young people in a relaxed learning atmosphere is very stimulating. The pupils do their own research, while their mentor listens and facilitates the research. Philosophizing with children is possible from an early age.

The Antwerp city-funded preschool, 't Vliegertje, for example, organized a philosophical project with their eldest toddlers. This project became an integrated way of learning about underwater cultural heritage and peace education, as it was based on both knowledge and empathy, adapted to today's values. The project was also connected to the national development objectives for kindergartens.

Through group conversations about artefacts from underwater sites, the term 'heritage' was defined more clearly. After a visit to the local MAS museum (Museum at the Stream), links to other concepts were also established, mostly through the toddlers'

1 In various versions of the tale, blind men touch an elephant to learn what it is like. Each feels a different part, such as the head or the tusk. They then compare impressions and completely disagree. In some versions of the tale they end up in violent conflict, in others, they stop talking, start listening and collaborate to 'see' the full elephant. When a sighted man walks by and sees the entire elephant all at once, they also learn they are blind. While one's subjective experience is true, it may not be the totality of truth.

questions once they were back in class. It appears that visits like this trigger a large number of questions in toddlers. They not only ask these questions in order to express their admiration for what they've seen, but also because thinking about the answers helps them to better orient themselves in the world. The toddlers' main advantage is that they are not hindered by any pre-existing knowledge of the world. Even though they usually hope that their adult mentors will provide them with the answers, this is not, nor should it be, the case: the teachers need to teach and stimulate the children to think for themselves.

During the philosophical conversations with the toddlers, many different concepts were explored, such as historical ships, transport, harbours, diversity and rights.



Toddlers building a submarine © Municipal Schools of the City of Antwerp

## *Prejudices, stereotypes and discrimination*

### *Building block:*

*We help children to recognize prejudice in themselves and in others, and point out to them that while prejudice may lead to discrimination, discrimination might also lead to prejudice.*

Prejudices are not innate, but acquired, yet no one is free of them. Some prejudices are so embedded in a certain culture that they are hard to recognize. Much research has been conducted on the causes of prejudice. Sociological studies point out that prejudices are determined by social factors, such as metropolitan issues, unemployment rates, competitive societal role patterns, etc. Then again, historians think that certain prejudices can only be understood from a historical point of view. Slavery, for exam-

ple, might explain prejudices towards African Americans. For psychologists, prejudice is a universal psychological process that is connected to frustration, and to the fact that the anger resulting from this frustration is projected onto an innocent scapegoat.

Where there are prejudices, one often also finds stereotypes and discrimination. Today, we are able to joke about these stereotypes, and no one would dare to speak about different cultures in that same unsophisticated way. However, society continuously changes, and new stereotypes are created, which are more difficult to recognize.

Discrimination occurs when people are treated differently because they belong to a certain group. There are many different kinds of discrimination, depending upon who is being excluded and why. The most common types of discrimination include personal discrimination (e.g. a CEO excludes someone because she is a woman) and institutional discrimination (e.g. the exclusion of black people by the South African Apartheid system, or the exclusion of Jews by the Nazis before and during the Second World War). However, not every type of discrimination is wrong. Positive discrimination, for example, can be useful for creating opportunities for a certain minority or group that otherwise would not be included.

Stereotypes, prejudices and discrimination can be annoying, but do not necessarily need to be harmful. They become dangerous, however, when they appear together and strengthen each other. For example, when a certain culture systematically discriminates against a certain group, this behaviour can also give rise to prejudices and stereotypes. In a culture where women or children are continuously excluded, it is more likely that negative prejudices and stereotypical perceptions become established in people's minds.

### *Living without prejudice*

At the end of the exhibition on tolerance in the Tolerance Centre in Los Angeles, visitors find two large doors: one marked 'PREJUDICED' and the other 'WITHOUT PREJUDICE'. If you open the door marked 'WITHOUT PREJUDICE', you find that it leads to a brick wall. The message is clear: everyone is prejudiced.

Prejudices generalize and often contain biased ideas about a group and its members. In a way, prejudices are a form of protection – we protect ourselves against what is different or strange. In principle, there is nothing wrong with that. If we are aware of the fact that we are all prejudiced, we can take the first step to recognizing those prejudices and make sure that they are open for discussion. In this way, we can get a grip on their negative influence.

## Dealing non-violently with conflicts

### *Building block:*

*We help children develop social skills and teach them, in the case of an argument, to look for solutions that are beneficial to all parties. We stimulate cooperation instead of competition.*

Conflicts are everywhere, ranging from arguments within the household to quarrels with neighbours and international crises. They are part of life, and we will never be able to eradicate them completely. However, sometimes quarrels can be useful – they offer the opportunity to readjust situations that have gone wrong, to alter set patterns, to get to know each other's wishes and values by means of a confrontation, to strengthen a relationship or even create a sense of team spirit. Children often come into conflict with their parents or educators because in the process of personal growth they want to explore and push their boundaries. So, conflict on its own is not right or wrong. It is just an expression of conflicting interests, insights, opinions or wishes. The way a conflict is dealt with will determine whether it is constructive or destructive.

A non-violent attitude does indeed demand a fighting spirit, resilience and action, but without the use of violence. Violence, after all, never offers a durable solution and always carries with it the beginnings of more violent behaviour.

Gandhi emphasized the fact that all parties need to look for a solution together – a solution which is acceptable to everyone – and this needs to happen by means of nonviolent behaviour, as well as through their love of life and of the other. Only then can conflicts develop constructively. Or, expressed more powerfully – the core of non-violence is that you include others when finding a solution. The core of violence is that you rule them out.

### **HMS *Swift***

In March 1770, the British ship HMS *Swift*, travelling near Argentina, struck an uncharted rock and foundered. The *Swift* was lost for over a century until it was rediscovered by local divers. The excavation of the wreck provided a treasure trove of information about life in the late eighteenth century. The Mario Brozoski Municipal Museum in Puerto Deseado, Argentina now has an extensive collection of artefacts from the wreck.

An interesting discovery occurred during the excavation, which could have caused trouble, but was resolved very amiably.

As the ship foundered it was abandoned by the crew, but the *Swift's* cook and two marines drowned. The cook's body was recovered and buried, but the bodies of the two marines, 21-year-old Robert Rusker and 23-year-old John Ballard, were not recovered. In 2005, divers working under the direction of Dr Dolores Elkin discovered a foot bone in a shoe near the captain's cabin in the wreck. Upon discovering it, they stopped work and contacted the British Defence Attaché in Buenos Aires. They received permission to continue looking and recovered a complete skeleton. Subsequent tests determined that the remains belonged to a right-handed man, 5'6" tall and approximately 25 years of age. Using surprisingly complete and detailed Royal Navy records, attempts were made to trace the descendants of the man using DNA, but these attempts were unsuccessful.

On 2 March 2007, the remains were interred by the British and Argentinians in the War Graves section of Chacarita Cemetery in a grave simply marked 'an unknown private marine, HMS Swift, 13 March 1770'.

For more information:

[www.interpatagonia.com/paseos/museo-mario-brozoski/index\\_i.html](http://www.interpatagonia.com/paseos/museo-mario-brozoski/index_i.html)



Violence and especially war is a horrible way to express people's anger.

*Victoria, Austria, 13*

## *Aggression and violence prevention*

*Building block:*

*We help children to reflect on their own aggressive and violent impulses. We teach them how to use the strength found in anger in a constructive way. We teach them to be resilient, all the while respecting others.*

Anger is a normal human emotion, often expressed by positive or negative aggressive behaviour. Everyone needs a bit of aggression in order to cope in society. Aggression

is one of our survival instincts. Whoever understands its power can use it in a positive or negative way. Problems only arise when the aggressive response is not proportional to the reason for the behaviour and degenerates into violence. Violence is unrestrained behaviour and is often explosive and combative.

Violence is never constructive. Violence intentionally harms humans, animals and our surroundings. We notice violence the most in its physical form, such as when it manifests in biting, slapping, scratching, kicking, spitting, pulling hair and breaking things. All children do these things. Although physical violence can be quite devastating, verbal, emotional and psychological forms of violence can be even more damaging. These types of violence include threatening, ignoring, excluding, insulting and mocking.

In life, there are moments when we experience violence, either as perpetrators, victims or witnesses. Group dynamics and group psychology play an important part in this. Research demonstrates that people in groups are more susceptible to violence. People are more likely to be violent when they feel supported by others. Accordingly, because violence is perpetrated on the basis of the desire to be part of the group, or the fear of being excluded, children are more vulnerable than adults.

In order to feel secure, everyone needs to be somewhat self-confident and resilient. However, this can turn into negative aggression when people become so convinced that they are right that they want to impose their own ideas without taking into account the consequences for others. In a situation like this, respect is of key importance. Children need to learn that it is necessary to defend their ideas on problems and abuse, but they also need to know that they must listen to the opposing arguments.

### ***Child soldiers***

Many young men who served as soldiers in the First World War, on land or at sea, were, as we understand the term today, child soldiers.

According to UNICEF<sup>2</sup> reports, it is estimated that approximately 300,000 children under the age of 18 are currently involved in more than 30 conflicts worldwide. Children are used as combatants, messengers, porters, cooks and sexual slaves. Some are abducted or forcibly recruited, while others are driven to join by poverty, abuse, discrimination or a desire to seek revenge for violence against them or their families. Children are more likely to become child soldiers if they are separated from their families, displaced from

their homes, living in combat zones or have limited access to education. For some children, joining armed groups is the only way to guarantee food and survival.

In some situations, the involvement of children as soldiers in conflicts may even be accepted or encouraged. Children may voluntarily take part in warfare, not realizing the dangers and abuses to which they will be subjected. Most likely, these children are responding to economic, cultural, social and political pressures.



Somali Former Child Soldiers Handed to UNICEF Care © Tobin Jones/UN Photo.

UNICEF defines a child soldier as any child, boy or girl, less than 18 years of age, who is part of any kind of regular or irregular armed force or armed group in any capacity, including, but not limited to: cooks, porters, messengers, and anyone accompanying such groups other than family members. It includes girls and boys recruited for forced sexual purposes and/or forced marriage. The definition, therefore, not only refers to a child who carries, or has carried, weapons (Based on the 'Cape Town Principles', 1997).

For more information:

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/child-soldiers/>

<http://www.un.org/en/peacekeeping/issues/children/>

<http://teachunicef.org/explore/topic/child-trafficking>

<https://www.icrc.org/en/war-and-law/protected-persons/children>

## Society and the individual

### *Building block:*

*We help children become aware of the role they can play at the local, national and international levels. We stimulate commitment to and solidarity with events within the community, as well as in the rest of the world, and to respect heritage, even if not their own.*

The relationship between society and individuals is multileveled. The first level involves interpersonal contact (e.g. relationships with people we see every day, either at home, school, work, in our neighbourhood, on the street, or in shops). Although the law provides a framework for establishing interpersonal contact, people must have the right attitude to live harmoniously together.

The second level concerns the relationship between citizens and the state. Mostly, these relationships involve local and national initiatives, which attempt to solve local and national problems. For example, a district committee strives to make neighbourhoods safer, and to provide more recreational activities for children. Political action requires individuals to be resilient, responsible and committed.

The third level applies to the relationships between nations, a task mainly in the hands of governments. As a consequence, many feel that the international political process is actually just a dance by politicians, diplomats and the military, and has little relevance to the day-to-day lives of regular citizens. Yet, agreements made through international cooperation often have a direct influence on our daily lives. Moreover, important



General Assembly Meets to Discuss Oceans and Law of the Sea. © UN Photo

global issues are always discussed at this level. Therefore, peace education attempts to make children aware of the fact that their world does not stop at the borders of their own town or country, and tries to increase their involvement in world events.

Most local, national and international conflicts can be resolved democratically, through discussion and negotiation. Yet, in some situations, a debate fails to produce a solution or results. In such a case, the fight for a better world must be supported by other non-violent means, such as strikes, letter-writing, boycotts, civil disobedience, demonstrations, public awareness campaigns or breaking off partnerships.

### The mutiny of Kiel

The ships *Friedrich der Grosse*, *Helgoland* and *Thüringen*, belonging to the German Empire, were to take part in a final fleet action at the end of October 1918, just days before the Armistice was to take effect. The bulk of the High Seas Fleet planned to leave their base in Wilhelmshaven and engage the British Grand Fleet. Grand Admiral Scheer wanted to inflict as much damage as possible on the British Navy to improve Germany's bargaining position, despite the casualties that would result. Many of the war-weary sailors though, felt that the operation would disrupt the peace process and prolong the war. They also did not want to die an unnecessary death. Nevertheless, on the morning of 29 October 1918, the order was given to sail from Wilhelmshaven the following day.

One of the marines recounted that on 28 October 1918, shortly before the end of the war on 11 November, Lieutenant Cdr. Rudloff stood up on the *Thüringen* with a glass of champagne in his hand and said, 'We shall fire our last two thousand rounds at the English and then go down gloriously. To the death ride of the German fleet.' However, sailors looking down on him through the skylight into the wardroom had different ideas.

Beginning on the night of 29 October, sailors on several battleships, including the *Thüringen*, mutinied. Stokers turned off the boilers and refused to work. The following day, to intimidate the mutineers, torpedo boats *B110* and *B112* came along side, and the U-boat *U-135* pointed her guns at the ship. A significant proportion of the crew, 314 sailors and 124 stokers, were arrested and taken off the ship, but this was not enough to stop the mutiny, which quickly spread throughout the fleet and eventually led to the famous uprising in Kiel. The unrest ultimately forced the admirals Hipper and Scheer to cancel the final fleet action. Informed of the situation, the German Kai-

ser declared, 'I no longer have a navy'. The doors to the cells of the imprisoned sailors were smashed down and the men released. The Admiralty in Berlin finally capitulated.

This revolt by the sailors of the German High Seas Fleet triggered the German revolution, which swept the monarchy aside within a few days. The revolt also led to the end of the First World War and to the establishment of the Weimar Republic. On 10 November 1918, the last German Emperor and King of Prussia, Wilhelm Hohenzollern, crossed the border by train as a private citizen, and went into exile in the Netherlands, which had remained neutral throughout the war.

### Teaching tip

#### *Model United Nations*

Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically role-play delegates to the United Nations and simulate UN committees.



Students gather inside the General Assembly Hall for the 11th annual Model UN Conference, sponsored by the United Nations Association of the United States of America (UNA-USA). © Mark Garten/UN Photo

Some Model UN exercises take place in the classroom or throughout the school, while others are regional, national or even international. The regional, national and international exercises are much larger conferences, with participants from all over the world. Since the conference became popular about 50 years ago, more than one million people have participated in MUN conferences around the world. However, depending on the location, a conference can have as few as 30 students or as many as 2,000.

The Model UN stimulates interest in international relations and related subjects, increases the capacity for students to engage in problem-solving, teaches aspects of conflict resolution, research skills and communication skills, and provides the opportunity to meet new people and make new friends with different cultural backgrounds.

[www.wfuna.org/wfuna-mun](http://www.wfuna.org/wfuna-mun)  
<http://euromun.org>



Peace is first a state of mind, and then it is the change in the world and society.

*Clara, Spain, 12*

### *On people, culture and the environment*

#### *Building block:*

*We help children discover how to take care of their surroundings, the environment and their cultural inheritance. We show them how to protest against an atmosphere of indifference and feelings of powerlessness.*

Violence in war is never directed only at people, it is also directed at the environment and culture. During wars, for example, crops are often lost or destroyed; mass numbers of people flee, seeking protection in densely populated cities or refugee camps; clean sources of drinking water are poisoned; landmines make agriculture impossible; and large parts of a nation's cultural heritage either go up in smoke or are taken out of the country.

Naturally, the future of the earth is not only plagued by war. Industrial activity and pollution, for example, are one of the leading causes of pollution worldwide. Under-

water cultural heritage is just one example of what can be damaged by industrial activity, as it is threatened by oil and mineral extraction or used as a cheap metal resource.



Remains of the Royal Australian Navy submarine AE2, Gallipoli, Turkey. © M. Spencer

It is only when people's basic needs are fulfilled, however, that attention will be paid to the environment and to culture, and that measures will be taken to protect our natural surroundings. This does not mean that people who suffer do not inherently care about these issues. Nonetheless, in poverty-stricken areas, people may prefer to work in heavily polluting industries which may make them or their children ill, rather than have no income at all. Furthermore, while massive deforestation of the tropical rainforest has dramatic consequences for nature and people, it continues because the timber trade is a major source of income for these poverty-stricken countries.

Even in rich countries, where there is peace and where such issues appear on the political agenda, the environment and culture continue to suffer. The earth is becoming overpopulated, and we allow the destruction of heritage and ancient buildings, and permit construction over heritage sites, both on land and underwater.

The creation of sustainable environmental and cultural policies, as well as motivating people to contribute, is one of the great challenges ahead. It will require continuous

efforts in the future, at the macro and micro levels. For this reason, it is of paramount importance that children learn about heritage and culture-friendly alternatives at an early age. It is also important that they are taught to care for their heritage and their surroundings. For example, children can be taught how to contribute to preventive waste management through measures aimed at ensuring the classroom, play areas and school canteen are well maintained. Additionally, they must be taught to respect heritage sites and not disfigure them. A clean environment and clean surroundings are not only healthier, but are more pleasant to live in, and increase our sense of safety and security. Thus, preserving culture gives a place a unique feel and makes it comfortable to live in.

### Teaching tip

*'Ten thousand thundering typhoons!'*

Few people are aware that the seas surrounding Europe contain tons of chemical waste. No-one knows exactly how many chemical weapons have been discarded there, but the amount is fairly large. For example, in the Baltic Sea, where the allies disposed of munitions from German arsenals, there is at least 40,000 tons of waste, a considerable amount of which contains toxic substances.

In order to save money, chemical waste was often dumped in shallow waters, in areas with high levels of fishing. These toxic weapons pose a serious threat not only to the environment, but also to the inhabitants of seaside towns, which are often densely populated. Moreover, since many of these operations took place in secret, it is not always clear who is responsible. Only recently have these underwater dumps received more scientific attention. The slow development of awareness is linked with the fact that there is a lack of official records of the dumping operations, which often took place under chaotic circumstances immediately after the war.<sup>3</sup> Furthermore, the clearing of these dumps would be incredibly complex and expensive.

One of the best researched dumps is the 'Horse Fair' (Paardenmarkt) – a First World War munitions dump off the Belgian coast. After the First World War, large quantities of explosives were left in Belgium. The collection and temporary storage of ammunition in depots created an extremely dangerous situation, which resulted in many fatalities. Because the situation became gradually untenable, and the disposal of the

3 Environmental Science and Technology. 2010, 44, 4389–4394. Environmental Hazards of Sea-Dumped Chemical Weapons, Hans Sanderson et al.

ammunition on shore was still too risky, at the end of 1919, the Belgian government decided to dump an estimated 35,000 tons of munitions into the ocean. This dumping was soon forgotten, and it was not rediscovered until 1971, when various obstacles were encountered on the bottom of the sea during dredging east of the port of Zeebrugge. After the soil was examined by divers from the navy, ammunition, including poisonous gas grenades, was discovered in various places. Poisonous gas is often thought to be synonymous with mustard gas (also called Yperite because it was first used during the Battle of Ypres). This particular type of gas, however, is but one of many chemical weapons used in the War. Other gases commonly used were chloropicrin, phosgene, diphosgene and highly toxic arsenic compounds. Mustard gases probably constituted only a third of all chemical munitions discovered in the 'Horse Fair' underwater dump.

Today, the 'Horse Fair' is one of the best monitored chemical ammunition dumps in the world. Not only were the contents of the sea bed thoroughly examined, but possible storage scenarios were looked into. In addition, in order to avoid public panic, transparency and openness towards the public increased.

Thus, a hundred years after the events actually took place, the Great War still has an impact on the lives of the generations trying to build a future today – a future which is inevitably linked to a sustainable ecology. Such case studies offer us the opportunity to set up school projects in many different classes, such as chemistry, languages, history, biology and philosophy, and to include exciting questions about the past, present and future.

For more information:

[www.vliz.be/en/de-grote-rede](http://www.vliz.be/en/de-grote-rede)

“Underwater cultural heritage is a token from our past and if the seas and oceans are polluted it will become more and more destroyed by worms and bacteria and might break down quite quickly.

*Patricia, Slovenia, 12*

## V. ANNEX I – UNESCO and Peace Education

In this annex, we will look at the genesis and functioning of the United Nations and its Specialized Agency, UNESCO, in relation to the growing interest in peace education.

### From League of Nations to United Nations

Major conflict also gave birth to reform. Due to the atrocities of the two World Wars, world leaders came to understand that the preservation of peace in the world should be the first objective in the future. In the aftermath of the First World War, Woodrow Wilson, then President of the United States, took a first initiative in that direction. Under his chairmanship, the allied countries gathered for the first time in Paris on 14 February 1919, leading to the foundation of the League of Nations. The



The League of Nations at its opening session in Geneva, 15 November 1920, Geneva, Switzerland. © UN Photo

League of Nations was tasked with peacefully solving international conflicts in the future. To the disappointment of the American President, his country did not follow his ideas. As a result of the decision by the US Congress not to ratify the Treaty of Versailles, the United States never joined the League of Nations. Consequently, the League of Nations lost much of its potential power and credibility. The efforts of the League of Nations did not succeed in removing the major obstacles to

peace which occurred in the early 1930s, and it was eventually powerless in the face of the rise of Fascism and ultimately the Second World War.

In spite of its political failure, the intellectual legacy of the League of Nations later emerged in the majority of the specialized institutions of the United Nations. This is certainly true for the field of education, and more specifically for peace education. Indeed, the end of the First World War brought powerful support for international

understanding. It was an inspiration to integrate these ideas of international cooperation into existing educational systems. The League of Nations and a number of nongovernmental organizations worked together on these ideas, especially through the International Institute of Intellectual Cooperation, an organization that was the predecessor of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

It took until 1941 before the idea of a strong world political body returned to the forefront. During the war, on 14 August, the American President, Franklin D. Roosevelt, and the British Prime Minister, Winston Churchill, met on board the British ship, the *Prince of Wales*, off the shore of Newfoundland. There, they signed the Atlantic Charter, in which they explained the principles of their post-war policies. Policies aimed at a more peaceful and fair world, and safeguarding the four freedoms of human beings: freedom from need, freedom from fear, freedom of opinion and freedom of religion.



An early draft version of the Universal Declaration of Human Rights  
© Greg Kinch/UN Photo

In the following years, other countries signed the principles of this charter, which forms the idealistic basis of the United Nations. The preparatory work for the actual formation of the organization took quite some time. Although the goals were obvious, the concrete means of achieving those goals required long discussions between the delegates of many countries, all of whom had to take into consideration their own national interests. During the foundation conference, which took place in San Francisco from 25 April to 26 June 1945, the United Nations finally received its current form – it became effective on 24 October that year.

The United Nations serves to maintain peace in the world, to guarantee security, to encourage friendly discourse between States, to defend

human rights, to offer help in the case of natural disasters and to find solutions for major economic, social, cultural and humanitarian world issues. Today almost every country in the world, 192, has ratified the Charter of the United Nations.

On 10 December 1948, the Universal Declaration of Human Rights (UDHR) was proclaimed by the United Nations. It is intended to introduce more freedom, equality, justice and peace into the world. In the declaration, a prominent role was granted to education, specifically in Article 26: ‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.’ The Universal Declaration of Human Rights, and the treaties resulting from it, establishes a strong basis for human rights and peace education.

## UNESCO and Peace Building

The agency within the UN system that was tasked to hold the pre-eminent responsibility for education, culture and science, is the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Peace building and peace education are central to the constitutional mandate of UNESCO. The Preamble to its Constitution (1945) commences by noting that, ‘as war begins in the minds of individuals, so too should the defences against war be constructed in the minds of individuals.’

UNESCO shares a fundamental commitment to international peace with the other United Nations organizations, but is unique in its mandate to operate through the medium of education, science and culture.

The wide diffusion of culture and the education of humanity for justice, liberty and peace were considered indispensable to the dignity of all humanity. It was singled out as a sacred duty of all nations. The States created UNESCO as an organization for the purpose of advancing international peace and the common welfare of humankind. The integration of a human rights-based approach into all of its programmes and activities was, from the very beginning, set as a priority for the Organization.

Sixty years after the adoption of the Universal Declaration of Human Rights, UNESCO strives daily to improve knowledge and understanding of all human rights,

whether civil, cultural, economic, political or social. UNESCO is now recognized as a leader in this field within the United Nations system.

Education is a fundamental human right, and essential for the exercise of all other human rights. Human rights education is an integral part of the right to education, and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool in guaranteeing respect for the rights of all. UNESCO's work in human rights education is guided by the World Programme for Human Rights Education.<sup>1</sup>

Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Quality education based on a human rights approach means that rights are implemented throughout the whole education system and in all learning environments.



UNESCO holds a Debate. Forest Whitaker (second from left), Oscar-winning actor and Goodwill Ambassador for the UN Educational, Scientific and Cultural Organization (UNESCO), speaks at the UNESCO-organized high-level debate, 'Contemporary challenges and approaches to building a lasting culture of peace'. To the right of Mr Whitaker is UNESCO Director-General, Irina Bokova.

© Rick Bajornas/ UN Photo

1 Suggested reading: <http://unesdoc.unesco.org/images/0014/001478/147853e.pdf> and <http://unesdoc.unesco.org/images/0021/002173/217350e.pdf>

UNESCO advocates strongly for the inclusion of human rights principles and values within the education system, and encourages UN Member States to draw up national plans of action for human rights education. Action is concentrated in those areas where UNESCO has a special mandate, these being: generating and sharing knowledge, protecting human rights, renewing and reinforcing commitment to human rights education and providing advisory services and technical assistance to Member States.

The UNESCO Recommendation concerning education for international understanding.

An important instrument for peace education was adopted by the General Conference of UNESCO during its 18<sup>th</sup> session: the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974). The notion of peace education received a new interpretation, and concrete goals and approaches were defined, building on the basic assumption: 'Peace can be learned'. The Recommendation is intended to promote these aims through education.

In the past decades, UNESCO has taken the lead in various initiatives of the United Nations to promote human rights and peace education:

- **1995-2004 was designated the UN Decade for Human Rights.** UNESCO was assigned a key role in the development, implementation and evaluation of various projects by providing training, information, fellowships and advisory services programmes to Member States and developing model human rights curricula, pedagogical techniques and teaching materials for primary and secondary schools.
- UNESCO played a major role in the implementation of the **World Programme for Human Rights Education (WPHRE)**. As a follow-up to the UN Decade for Human Rights Education (1995-2004), the United Nations General Assembly proclaimed the World Programme on 10 December 2004 in order to advance the implementation of human rights education programmes in all sectors.
- 2000 was declared **International Year for the Culture of Peace**, with the worldwide action **Manifesto 2000** produced by a group of Nobel Peace Prize laureates with the help of UNESCO.
- 2001-2010 was pronounced **International Decade for a Culture of Peace and non-Violence for the Children of the World**. The latter aimed at the creation of an international convention on a culture of peace and non-violence. For this,

the UN asked Member States, both on local and national levels, to formulate recommendations which could serve as a source of inspiration for the drafting of an international agreement. As a focal point for the International Year for the Culture of Peace, and lead agency for the Decade, UNESCO developed an interactive website allowing those involved in the movement to promote their initiatives and to exchange information and resources, creating better interaction.

Peace education plays a key role in the *United Nations Global Education First Initiative* (GEFI), which calls on governments to place education at the top of their agenda. The Initiative was established by the United Nations Secretary-General at the UN General Assembly in September 2012. It aims to make education a top global priority. The initiative calls for global partnerships to invest more in education, focusing on three priorities in the next five years:

- Putting every child in school, in order to achieve universal primary education by 2015 and beyond.
- Improving the quality of learning, to ensure that people acquire the relevant skills needed in a knowledge-based society.
- Fostering global citizenship, to build a sustainable future and better world with education policies that promote peace, mutual respect and environmental care.

UNESCO has a lead role in shaping the Global Education First Initiative, in particular in the area of global citizenship education. Global Citizenship Education (GCE) is a framing paradigm that expresses the collective purpose of education in an increasingly interdependent and interconnected world. It aims to develop the knowledge, skills, values and attitudes learners need for securing a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Suggested reading:

Global Citizenship Education: An Emerging Perspective <http://unesdoc.unesco.org/images/0022/002241/224115E.pdf>

Preparing learners for the challenges of the 21st century  
<http://unesdoc.unesco.org/images/0022/002277/227729e.pdf>

It is no coincidence that the Global Education First Initiative was launched in September 2012. The International Day of Peace, marked on 21 September each year,



Secretary-General Ban Ki-moon rings the Peace Bell at the ceremony held at UN Headquarters marking the annual International Day of Peace. © UN Photo

offers an opportunity for the world to pause, reflect and consider how to break the vicious cycle of violence that conflict creates.

### **UNESCO Associated Schools**

! The UNESCO Associated Schools Project Network (ASPnet) is an international network, which elaborates on the means for bolstering the role of education in teaching children to live together in a world community. The ASPnet is committed to the four pillars of education as outlined in the Delors Report, including learning to know, learning to be, learning to do and learning to live together. Starting with 33 schools in 15 Member States in 1953, the Network today comprises approximately 9,500 educational institutions in 180 countries. These range from preschools to primary and secondary schools, as well as teacher training institutions.

All member schools are encouraged to undertake projects and activities related to four study themes:

- ASPnet and UN Priorities
- Education for Sustainable Development
- Peace and Human Rights
- Intercultural Learning

For more information:

[www.unesco.org/new/en/education/networks/global-networks/aspnet](http://www.unesco.org/new/en/education/networks/global-networks/aspnet)

## VI. ANNEX II – Underwater Cultural Heritage from the First World War

### Historical Context of Underwater Cultural Heritage from the First World War

The First World War began on 28 July 1914 and ended on 11 November 1918. The assassination of Archduke Franz Ferdinand of Austria, heir to the throne of Austria-Hungary, was its immediate trigger. Its real causes, however, were primarily foreign policy issues. The war involved the world's major powers. More than 70 million soldiers took part in the conflict, which became one of the most extensive wars in history. Estimates of casualty numbers range from 9 million to over 15 million. The First World War paved the way for deep political changes and also led to the creation of the first permanent international organization with the mission to maintain world peace, the League of Nations.



Austrian Crown Prince Franz Ferdinand and his wife Sophie on June 28 1914 in Sarajevo. They were assassinated five minutes later.

A major element of the First World War was naval combat between prestigious fleets. The battles between German U-Boats and Allied submarines also represented a step away from traditional surface-level naval warfare towards modern submarine war.

At the time, success in the combat at sea was considered a crucial factor for the Allied victory. Several important battles occurred between large fleets of ships, the most famous being the Battle of Jutland (Skagerrakschlacht), along with hundreds of smaller skirmishes. Mainly, however, the Allies focused on blockading the Central Powers by sea, while the latter concentrated on attempts at breaking that blockade or at blockading the Allies in turn with the use of submarines. Thousands of ships sank in these battles and millions of people lost their lives. Many starved to death as a result of the sea blockades. While the battles are well known their remnants, found in abundance on the sea bed, are not yet sufficiently acknowledged as historical sites and are highly endangered.

**Some figures:**

- The naval war was responsible for a great proportion of the human and economic loss. The British naval forces involved in the First World War, for example, encompassed around 11,000 warships and auxiliaries, of which 250 warships and 850 auxiliaries were lost. This includes 50 dreadnought and battle cruisers, 41 pre-dreadnoughts, 58 large cruisers, 119 light cruisers, 17 aircraft carriers, 550 destroyers, 109 torpedo boats, 272 sloops and 39 monitors. The human participation has been estimated at 640,000 officers and men, of which some 74,289 regular sailors and 15,313 merchant navy sailors and members of fishing crews perished.<sup>1</sup> The total number of Commonwealth First World War deaths from the war was 1,115,597.<sup>2</sup>
- In comparison, the German Imperial Navy lost 49 destroyers and scuttled 52 warships of the German fleet at Scapa Flow. It lost 192 submarines (sunk or interned). More than 34,836 German crew members were killed. The total death<sup>3</sup> toll for Germany<sup>4</sup> was 2,462,897 military war dead. However, a further 424,000 civilian deaths are estimated to have resulted from malnutrition and disease caused mainly by the naval blockade of Germany. To this must be added about 200,000 deaths caused by the influenza epidemic.<sup>5</sup>



Can anything be more ridiculous than that a man has a right to kill me because he lives on the other side of the water, and because his ruler has a quarrel with mine, although I have none with him?

*Blaise Pascal*

1 [www.naval-history.net/Cr03-20-00WW1-NREF.htm](http://www.naval-history.net/Cr03-20-00WW1-NREF.htm)

2 The total number of Commonwealth First World War dead has been reported as 1,115,597 (UK and former colonies 886,939; Undivided India 74,187; Canada 64,976; Australia 61,966; New Zealand 18,052; South Africa 9,477 - Annual Report Commonwealth War Graves Commission 2010–2011) [www.cwgc.org/learning-and-resources/publications/annual-report.aspx](http://www.cwgc.org/learning-and-resources/publications/annual-report.aspx)

3 The official German medical war history listed 2,036,897 military war dead, including: Army 1,900,876, Navy 34,836, Colonial troops 1,185 and an estimated 100,000 missing and presumed dead (Heeres Sanitätsinspektion im Reichskriegsministerium (1934). Sanitätsbericht über das deutsche Heer im Weltkriege 1914–1918. Vol. 3, Sec 1. Berlin. pp. 12-14).

4 See Fn. 1.

5 L. Grebler, 1940, *The Cost of the World War to Germany and Austria-Hungary*. Yale University Press, p. 78.

## Underwater Cultural Heritage from the First World War – A Heritage under Threat

Underwater archaeologists must be the first to visit submerged historical sites in order to evaluate them and to ensure their proper study and preservation. These sites should not be left to uncontrolled recovery, looting and damage. Sadly, however, the First World War wrecks in particular have often been the object of undesirable interventions.

### *Scrapping*

The scrapping of large metal wrecks causes severe damage to the ships. The *Indefatigable* and several other famous ships that sank in the Battle of Jutland have been systematically blown to pieces in order to extract non-ferrous metal. Their bronze parts have been sold on the quays of the Danish port of Esbjerg since 1958. A similar end befell the 26 German U-Boats that surrendered to the British Navy at the end of the war, which were taken to Kent, UK. They were dumped or scuttled in the creeks of the Medway. After the war, a scrap company bought the ships and recovered their engines and generators to sell them. Today, only three of the 26 U-Boats are intact. Metal recovery is becoming an increasingly alarming threat, as the prices for non-irradiated metals, such as that from old wrecks, is rising because these metals are used in the microchip, and other similar, industries.

### *Commercial Treasure Hunting*

Treasure hunters targeting potentially valuable cargo have destroyed many historic wrecks. The SS *Mantola* was a passenger steamer owned by the British-India Steam Navigation Company. She was sunk by a German U-boat in 1917 while allegedly carrying a large quantity of silver. As her wreck has not yet been designated as a protected site, the UK Department for Transport awarded a salvage contract to a company targeting the wreck. The commercial enterprise could possibly retain 80 per cent or more of the value of the recovered material. The historic wreck would, however, be destroyed, regardless of whether it keeps its treasure. A similar case is that of the destruction of the *Aboukir*, *Cressy* and *Hogue* wrecks.

### *Looting and deliberate destruction*

Looting has damaged many wrecks, even the historically significant wreck of the *Lusitania*. This ship, dubbed the second most famous after the *Titanic*, has

been severely damaged by depth charges. Its bow shows numerous post-sinking impacts caused by either the Irish or British Navy. Damage was also caused by the removal of three of the four propellers in 1982. One diver who explored the wreck in the 1990s, reported that it was ‘like Swiss cheese’, and the sea bed around her was ‘littered with unexploded hedgehog mines’. In addition, in 1982, various items from the wreck’s mysterious cargo were recovered and brought ashore in the United Kingdom, triggering a legal battle that ended in the denial of protection for the wreck.

### *Passage of time*

Time also endangers many metal wrecks due corrosion processes, which can lead to the build-up of rusticles, icicle-like formations caused by such a process, triggered by bacteria.



© NOAA

Rusticles on the wreck of RMS Titanic

### The endangered heritage of Jutland

The Battle of Jutland (Skagerrakschlacht) was fought between the British and German Navies on 31 May and 1 June 1916 in the North Sea near Jutland, Denmark. It was both the largest naval battle and the only full-scale clash of battleships in the First World War.

The wreck of the *Invincible* was found by the Royal Navy minesweeper HMS *Oakley* in 1919. After the Second World War, some of the wrecks were commercially salvaged. For example, the Hydrographic Office record for SMS *Lützow* shows that salvage operations took place on the wreck in 1960. In 2000–2001 a series of diving expeditions located the wrecks of the *Defence*, the *Indefatigable* and the *Nomad*. During these expeditions, it was discovered that the *Indefatigable* had also been ripped apart by salvagers. In 2003, a detailed survey of the wrecks of Jutland was undertaken.

The 14 British vessels lost in the battle were designated as protected sites under the UK Protection of Military Remains Act. In 2000, the wreck of the German ship *Frauenlob*, largely intact, was located by Danish divers. The wreck lies upright on the ocean floor and largely in one piece. The aftermast lies in the sand with the crow's nest still in place. Human remains are still on the wreck.

Although the wrecks have been surveyed on six occasions, it has been acknowledged that only the surface has been scratched in terms of what the Jutland wrecks can offer archeologically and historically. Their protection is therefore of the utmost priority. Sadly, there is much evidence of commercial salvage among many of the wrecks so far discovered. Some are now barely recognizable. It is hoped that the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage will, in time, offer protection to these remarkable monuments to the battle fleets of the Great War and the brave men who fought in them.

*Innes McCartney took part in and led six expeditions to the wrecks of the Battle of Jutland. He found three new sites and produced the C4/Discovery/ZDF film 'Clash of the Dreadnoughts'. He specializes in investigating, researching and interpreting the remains of twentieth-century shipwrecks.*



Map of known English warships wrecks (yellow), German warships (black) and minefields (red) at the North Sea during the First World War. Courtesy of Strandingsmuseum St George

## Ensuring Protection of Submerged Heritage of the First World War – The UNESCO 2001 Convention

In many countries, national laws provide for the protection of some or all submerged heritage of a certain age. The British ‘Protection of Military Remains Act 1986’ designates, for example, many World War vessels as protected sites. Similarly, in the Netherlands, the ‘Monuments and Historic Buildings Act 1988’ gives all archaeological sites a basic level of protection and allows for the designation of specific archaeological sites. Six underwater sites have been designated for enforced protection. Belgium and France have equally protective regulations.

***National law is often insufficient and only applies as far as a State has jurisdiction.***

Although States have full jurisdiction in their Territorial Sea, their jurisdiction is limited in their Exclusive Economic Zone (EEZ). On the High Seas and in the Area (i.e. the sea bed outside national jurisdiction), States generally have jurisdiction only over their own nationals and flag vessels. Exceptions are recognized by some States for the remains of State vessels. Nevertheless, the further away from the coast a submerged archaeological site is located, the more difficult it becomes for a State to prohibit any intervention on a site by a vessel sailing under another State’s flag. Outside a State’s Territorial Sea, the cooperation with Flag States is therefore crucial. This problems faced due to this situation have been sadly demonstrated in the case of the recovery of artefacts from the *Lusitania*.<sup>6</sup>

The concerned British judge ruled in this case that there was no protection afforded by an English tribunal to a wreck lying outside the UK’s territorial waters, even if the recovered items were subsequently brought into the United Kingdom.

***The existing law of the sea does not sufficiently protect underwater cultural heritage.***

The United Nations Convention on the Law of the Seas, UNCLOS, contains two regulations referring to underwater cultural heritage, Articles 149 and 303. Both were, however, last-minute introductions and remain general in their formulations. Article 149 provides for some protection of underwater cultural heritage in the Area, but details concerning the precise level of protection are vague. Article 303 sets a general obligation

6 The *Lusitania*, [1986] QB 384, [1986] 1 All ER 1011.

for States to protect their underwater cultural heritage, but only allows for effective protective powers up to the limits of the Contiguous Zone, i.e. up to 24 miles from the coast.<sup>7</sup>

In the large space between the Area and the Contiguous Zone, that is, the remaining EEZ and on the Continental Shelf, underwater cultural heritage remains unprotected. Even more problematic, Article 303(3) UNCLOS stipulates that *‘Nothing in this article affects ... the law of salvage or other rules of admiralty...’*. UNCLOS thereby leaves room for the commercial destruction of underwater cultural heritage. It has even been criticized as constituting an ‘invitation to looting’.<sup>8</sup>

***The legal vacuum is rectified by the UNESCO 2001 Convention. The Convention offers comprehensive legal protection to underwater cultural heritage and sets ethical principles and scientific guidelines for research.***

The 2001 Convention formulates a comprehensive and universal protection regime, which means that wrecks do not have to be inscribed on a specific list to be protected. The Convention explicitly prohibits unscientific activities from intruding upon and destroying underwater cultural heritage sites without respect to the need to protect and preserve them. The Convention covers all waters and maritime zones, greatly extending the legal protection of underwater cultural heritage. A special added value is the scientific regulation of activities directed at underwater cultural heritage set by the Convention’s Annex. Moreover, special regard for grave sites is guaranteed. Sites are protected by the UNESCO 2001 Convention after having remained submerged for at least 100 years. As such, the First World War wrecks will begin to fall under the protection of the convention during the centenary years of 2014-2018.

7 See Article 303(2).

8 ‘For some of its aspects ... it can even be considered not only insufficient, but also counterproductive and corresponding to an invitation to the looting of the heritage in question’. Tullio Scovazzi, in Wolfrum (ed.), 2008, *The Max Planck Encyclopaedia of Public International Law*.

## Major Naval Battles of the First World War and their Underwater Cultural Heritage

The naval engagements of the First World War were extensive. On the whole, however, they can be characterized not so much as large continuous battles, such as Jutland and Gallipoli, but more as long-term naval blockades, unlimited submarine warfare and a great number of small skirmishes. Below we list some of the most important exchanges that can still be retraced on the sea bed. Reference is also made to the fate of the resulting submerged heritage.



Kenilworth steamer ship (cargo) sunk by a mine.  
© Nicolas Job

### **Battle of Heligoland Bight** (began 28 August 1914)

In this first naval encounter of the war, the British attacked the German naval base of Heligoland. They sank two German torpedo boats, as well as SMS *Mainz*, *Cöln* and *Ariadne*, and damaged three other cruisers. The Germans lost over 1,200 men, while the British lost 35. The wreck of the *Cöln* was moved in August 1979 to render it less of an underwater hazard. Some parts of the ship were salvaged and are now preserved in the Cuxhaven Shipwreck Museum. The *Mainz* remains *in situ* near Heligoland Island, and it is possible to dive the wreck.

### **The Bombardment of Papeete** (22 September 1914)

The German armoured cruisers SMS *Scharnhorst* and *Gneisenau* entered the port of Papeete, Tahiti, in September 1914 and sank the French gunboat *Zélée* and the

freighter *Walküre*, before bombarding the town's fortifications. The wreck of the *Zélée* has become a common diving site.

### **Battle of Coronel** (began 1 November 1914)

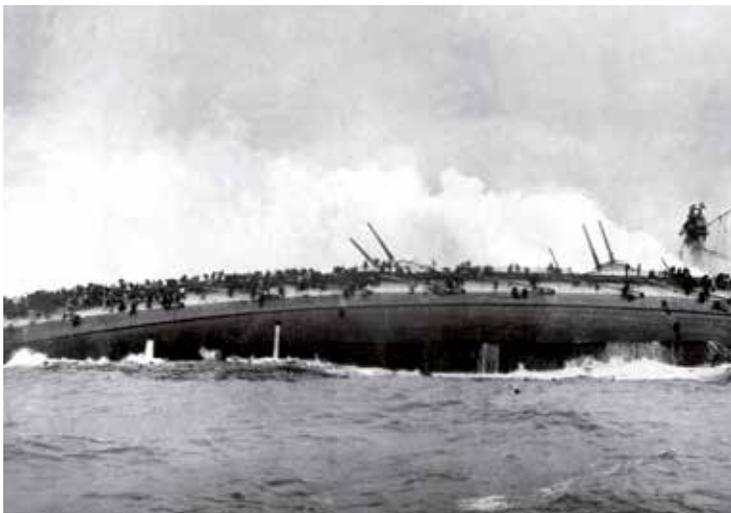
This battle took place off the coast of Coronel, Chile, between British and German forces. The British ships *Monmouth* and *Good Hope* were destroyed and both sank. There were no survivors from either ship. The German forces suffered little damage.

### **Battle of the Falkland Islands** (8 December 1914)

On 8 December 1914, German Admiral von Spee attacked a British radio station and coaling depot on the Falkland Islands in the South Atlantic. The British waited for him with a well-armed squadron. Four German cruisers, the *Scharnhorst*, *Gneisenau*, *Nürnberg* and *Leipzig*, as well as the fleet's colliers, *Santa Isabel* and *Baden*, were sunk. Another ship, SMS *Dresden*, was sunk shortly afterwards. In total, 2,200 soldiers were killed. The *Dresden's* 115 kg bell, decorated with the Imperial Eagle, was recovered from the wreck in 2006 from a depth of 70 m and is now in Germany.

### **Battle of Dogger Bank** (began 24 January 1915)

On 24 January 1915, German forces attacked three northern British coastal towns. The British intercepted the German fleet and sank the *Blücher*. The rest of the German squadron managed to flee. The *Blücher* remains at Dogger Bank, at a depth of 60 m.



The SMS *Blücher*, last armored cruiser to be built by the German Imperial Navy (Kaiserliche Marine), sunk at the Battle of Dogger Bank, 24 January 1915. Courtesy of the Imperial War Museum.

## The Gallipoli Campaign (25 April 1915 and 9 January 1916)

The Battle of Gallipoli took place in Turkey near Çanakkale. British and French forces were attempting to capture Istanbul and to secure a sea route to Russia. The attempt failed, with heavy casualties on both sides. The campaign was considered one of the greatest victories of the Turks and a major failure by the Allies. In Turkey, the battle is perceived as a defining moment in its history. The campaign was also the first major battle undertaken by the Australian and New Zealand Army Corps (ANZAC), and is considered to mark the birth of national consciousness in both of these countries. Anzac Day, 25 April, remains the most significant commemoration of military casualties and veterans in Australia and New Zealand.



Canakkale Seddulbahir Majestic © Harun Ozdas

Over 120,000 men died in the Gallipoli Campaign. Between April 1915 and January 1916, nine British submarines sank two battleships and one destroyer, five gunboats, nine troop transports, seven supply ships, 35 steamers and 188 assorted smaller vessels at a cost of a total of eight Allied submarines, which were sunk in the strait or in the Sea of Marmara. The British ships, *Irresistible*, *Bowet* and *Ocean*, and the Australian submarine *AE2* also sank. Turkish and Australian archaeologists have discovered an ‘undersea museum’ at Gallipoli. Their finds include the wreck of a barge that carried injured and dead Australian and New Zealand soldiers out of Anzac Cove during the campaign. In 1993, a coal mining operation revealed the wreck of the German submarine *UB-46* near the Kemberburgaz coast. On its way back from carrying out missions in the Black Sea, the *UB-46* hit a mine near Karaburun and sank with all hands. It is now on display at the Dardanelles Naval Museum at Çanakkale.

### **Battle of Lake Tanganyika**

The Battle of Lake Tanganyika consisted of a series of naval engagements between the British Royal Navy, the Belgian Force Publique and the German Kaiserliche Navy. During the first action, on 26 December 1915, the *Kingani* was damaged and captured. During the second, the *Hedwig von Wissman* sank, while the *Graf von Götzen* was later scuttled. Developments in the land-based conflict led the German forces to withdraw, and control of Lake Tanganyika passed to the British and Belgian forces. The exploits caught the public imagination due to the eccentricity of the commander-in-chief and the location. They were retold by C. S. Forester in his novel *The African Queen*, later made into the film with the same name.

The *Graf von Götzen* was raised by the British Royal Navy and towed to Kigoma, but sank again at her moorings in a storm. She was raised again in 1921 and returned to service on 16 May 1927 under the name *Liemba*. Today she still sails Lake Tanganyika.

### **Blockade of Germany and U-Boat Campaign (1914–1919)**

The Blockade of Germany was a prolonged naval operation by the Allies aiming to restrict the supply of materials and food to the Central Powers, which included Germany, Austria-Hungary and the Ottomans. It was one of the key elements in the allied victory. An academic study from 1928 estimated the resulting dead due to starvation

at 424,000.<sup>9</sup> The U-boat campaign was fought by German U-boats against the trade routes of the Allies in retaliation to that blockade. It took place largely in the seas around the British Isles and in the Mediterranean.

A notable victim of the submarine warfare was the *Lusitania*, which was torpedoed on 7 May 1915 off the southern coast of Ireland, with 1,195 lives lost. The loss of 123 Americans among the dead eventually led to the declaration of war by the US in 1917. The media attention due to the high loss of life, the discussion about whether or not ammunition was transported on board (making the ship a valid military objective), as well as the rumour that valuable works of art were on board, has made this wreck especially well known. It was heavily damaged by later destructive activities.

Another victim, the British ship SS *Mantola*, was targeted in late 2011 by a US American treasure-hunting firm for the artefacts it contains.

### **Battle of Jutland** (began 31 May 1916)

The Battle of Jutland was fought between the British and German Navies on 31 May and 1 June 1916 in the North Sea near Jutland, Denmark. It was both the largest naval battle and the only full-scale clash of battleships in the First World War. The losses totalled 9,823 men. During the battle, the British lost the battle cruisers *Indefatigable*, *Queen Mary* and *Invincible*, the armoured cruisers *Black Prince*, *Warrior* and *Defence*, the flotilla leader *Tipperary* and the destroyers *Shark*, *Sparrowhawk*, *Turbulent*, *Ardent*, *Fortune*, *Nomad* and *Nestor*. The German Imperial Fleet lost the battle cruiser *Lützow*, the pre-dreadnought *Pommern*, the light cruisers *Frauenlob*, *Elbing*, *Rostock* and *Wiesbaden* and the destroyers (heavy torpedo boats) *V48*, *S35*, *V27*, *V4* and *V29*.

The wreck of the *Invincible* was located by the Royal Navy minesweeper HMS *Oakley* in 1919. After the Second World War, some of the wrecks were commercially salvaged. For example, the Hydrographic Office record for SMS *Lützow* shows that salvage operations took place on the wreck in 1960. In 2000–2001 a series of diving expeditions located the wrecks of the *Defence*, *Indefatigable* and *Nomad*. During these expeditions, it was discovered that the *Indefatigable* had also been ripped apart by salvagers. In 2003, a detailed survey of the wrecks of Jutland was undertaken. The 14 British vessels lost in the battle were designated as protected sites under the UK Protection of Military

9 C. Paul Vincent, 1985, *The Politics of Hunger: the Allied Blockade of Germany, 1915-1919*. Athens, Ohio: Ohio University Press, p. 141; and L. Grebler, 1940, *The Cost of the World War to Germany and Austria-Hungary*. Yale University Press, p. 78.



Fragment of an 88 mm SM-U20 deck-gun. Collection of Strandingsmuseum St George, Denmark. © Dirk Timmermans, courtesy of UNA Flanders

Remains Act. In 2000, the wreck of the German ship *Frauenlob*, largely intact, was located by Danish divers. The wreck lies upright on the ocean floor and largely in one piece. The aftermast lies in the sand with the crow's nest still in place. Human remains are still present on the wreck.

### **Battle of Otranto Straits** (began 14 May 1917)

In this, the largest battle of the First World War in the Mediterranean, the Austro-Hungarian Navy attacked the Allied Otranto Barrage. They sank two Italian ships on their way to Otranto and fourteen Allied patrol ships at the barrage. Subsequently, two British cruisers, *Dartmouth* and *Bristol*, four Italian destroyers and the Italian flotilla leader *Aquila* cut their way home. The *Aquila*, *Dartmouth* and two destroyers were damaged in the ensuing combat and one destroyer was sunk by a mine.

### **Raid on Zeebrugge and Ostend** (began 23 April 1918)



HMS Vindictive Memorial in Ostend © Dirk Timmermans, courtesy of UNA Flanders

Zeebrugge and Ostend were compulsory passages for the German submarines based in Bruges. The Zeebrugge Raid, which took place on 23 April 1918, was an attempt by the British Royal Navy to neutralize the port by sinking three older British ships, HMS *Thetis*, *Intrepid* and *Iphigenia*, in the canal entrance to prevent German ships from leaving port. Almost 200 crew members died, but two of the three ships were successfully sunk in the correct place (the third sank too early), and their wrecks blocked the port of Zeebrugge for two days, after which, German forces reopened the passage.



SMS Bayern down by the stern and sinking at Scapa Flow.  
Courtesy of Imperial War Museum

### The scuttling of the German fleet at Scapa Flow (21 June 1919)

Finally, the dramatic scuttling of the German Fleet at Scapa Flow on 21 June 1919, that is, after the armistice of 11 November 1918. Rear-Admiral Ludwig von Reuter was convinced that naval hostilities would soon resume and, therefore, 72 German battleships were scuttled in order to prevent them from falling into the hands of the enemy. Many of them were recovered from the sea bed. However, some, including the battleships *Kronprinz Wilhelm*, *Markgraf*, *König* and the light cruisers *Karlsruhe*, *Dresden*, *Brummer* and *Cöln* have not been raised, and remain an attraction to scuba divers.

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For a day-by-day chronology of First World War naval losses, see the Project '**Lost Beneath the Waves**' by the Nautical Archaeology Society (NAS), an NGO accredited by the Meeting of States Parties to the 2001 Convention and Official Partner in the UNESCO WWI Research Network: [www.nauticalarchaeologysociety.org/lbtw](http://www.nauticalarchaeologysociety.org/lbtw)

## Experiencing Submerged Historical Sites from the First World War



Eildon steamer ship (cargo) wrecked on the 4th of May 1915 © Nicolas Job

“Responsible non-intrusive access to observe or document *in situ* underwater cultural heritage shall be encouraged to create public awareness, appreciation, and protection of the heritage except where such access is incompatible with its protection and management.

*Article 2(10) UNESCO 2001 Convention*

It is possible to visit submerged heritage from the First World War and to experience the sense of history and tragic loss caused by war that the authentic sites exude. While some artefacts can be seen in maritime or military museums, others can be seen in their original location on the sea bed. No artefacts should be taken from these sites by the non-scientist, so as to avoid damage to them and the loss of historical knowledge.

### Visiting the Wrecks *in situ*

The shallow part of the site of the Battle of **Jutland** lies at a depth of 50 to 60 metres on the site of Dogger Bank. This is relatively deep for the average leisure diver, and the wrecks should ideally be visited only by professional divers with experience. More readily accessible, in comparison, are the submerged sites at Gallipoli and Scapa Flow. Several diving tour companies are specialized in the organization of underwater tourist excursions focused on the underwater cultural heritage of these wrecks.

At the **Gallipoli** site, it is possible to visit the wrecks and grave sites of the Australians and New Zealanders who arrived in Europe to fight with the Allies. There are also several French and English wrecks. The different types of wrecks that can be visited include, troop transport boats, gunboats and supply boats.

In **Scapa Flow**, well-preserved warships from both World Wars can be seen. Some of them are lying on their sides, making it possible for divers to see inside the wreck. There are vessels of the Royal Navy, as well as three German battleships, the *König*, *Kronprinz Wilhelm* and *Markgraf*, four light cruisers, the *Brummer*, *Dresden*, *Cöln* and *Karlsruhe*, the destroyers *V83* and *S54* and one submarine *UB-116*, as well as the 4,600 ton gun turrets of the *Bayern*. Three ships scuttled by the British to prevent the penetration of submarines into Burra Sound are also visible. These are the *Tabarka*, *Doyal* and *Gobernador Boris*.

Near the island of **Heligoland**, the *Mainz*, a German light cruiser, can be visited under water.

The French ship *Zélée* can be visited near **Papeete, Tahiti**.

### First World War Underwater Cultural Heritage Museums

Many museums around the world house underwater cultural heritage from the First World War. They can be exciting places to visit for children. Some examples:

The 115 kilo bell of SMS *Dresden*, which sank during the battle of the Falklands Islands, can be seen in the city of Dresden, Germany, at the Militärhistorisches Museum der Bundeswehr.

Relics from the Battle of Jutland are on display at the Strandingsmuseum St George, Thorsminde, Denmark. The collection includes a SM-U59's 88 mm deck gun and the tower from the SM-U20, the submarine which torpedoed RMS *Lusitania* on 7 May 1915.

The National Museums and Galleries at Merseyside, UK contain galleries telling the story of the *Lusitania*, while the Musée de la Marine, Paris, France preserves models of First World War submarines, as well as personal belongings of marines who took part in the war.

The wreck of the German submarine *UB-46*, found near the Kemberburgaz coast in Turkey, was recovered and is now on display at Dardanelles Naval Museum in Çanakkale.

! A [comprehensive list of museums](http://www.unesco.org/new/en/culture/themes/underwater-cultural-heritage/museums-and-tourism/) with underwater cultural heritage is available at UNESCO's website:

<http://www.unesco.org/new/en/culture/themes/underwater-cultural-heritage/museums-and-tourism/>

## VII. ANNEX III EXAMPLE LESSON PLANS

This Annex includes lesson plans which can serve as inspiration. Lesson plans show us how certain schools have shaped their educational processes.

We deliberately chose to include a large and varied selection of lesson plans, from preschool to secondary education, and ranging from smaller class projects to larger projects, as we believe that peace education in relation to underwater cultural heritage can be included in the school curriculum in many different ways.

The lesson plans are grouped around various teaching components, such as learning themes, learning objectives, materials used, duration, teaching process, assessment points, etc.



1. Students trying SCUBA © UNESCO
2. Children together with their teacher at the the lock complex in Nieuwpoort. ©Vrije Basisschool Stella Maris, Courtesy of UNESCO Platform Vlaanderen
3. Student at work on Underwater Cultural Heritage at the Sint-Sint-Jozef-klein-seminarie, Sint-Niklaas. Courtesy of UNA Flanders
4. Children answering questions in school. ©UNESCO
5. Students working on a peace and heritage project at the Strandingsmuseum. Tommy Bay, © Strandingsmuseum St George
6. Students working on a peace and heritage project at the Strandingsmuseum. Tommy Bay, © Strandingsmuseum St George
7. Students trying SCUBA ©UNESCO
8. Students of the Royal IBIS School pay homage to Bernard De Koninck ©Royal IBIS School
9. Toddlers painting a peace submarine, Istvan Leel-Össy © Mucipal Education Antwerp

## Lesson Plan 1

Museum visit: working with children on basic concepts related to heritage

### ▪ Subject

Why are people afraid, angry, happy or sad? What connects people?

### ▪ Age

5 to 6

### ▪ Social Legitimation – Learning theme or cross-curricular theme

- ▶ Exploring the importance of cultural heritage
- ▶ Social attitudes/ethics
- ▶ Language
- ▶ Respect

### ▪ Teaching objectives/project

Knowledge

The children will know (and experience):

- about different cultures in the world
- some general concepts on tangible cultural heritage
- that there are different reasons to be anxious, happy, angry or sad

Skills

The children can:

- recognize and describe feelings of anxiety, joy, anger or grief (by themselves and with others)
- show empathy for the feelings of others
- indicate that negative comments about others, because they are different, are not acceptable
- make a distinction between giving and getting in concrete situations
- formulate ideas for simple technical realizations

Attitudes

The children want to:

- be interested in the past, the present and the future
- be open to new things from their immediate environment
- appreciate the diversity of people
- talk about their own visual work and that of others

### ▪ Building block/work field

- ▶ Me, myself and others
- ▶ Respect and connectedness
- ▶ Prejudices, stereotypes and discrimination

### ▪ Assessment points

- 'Hopeful' stories
  - Do not focus only on problems. Provide perspective on a better situation in the teaching process (e.g. children's rights).
- Focus on freedom of choice
  - Make sure you let the children discover what they like so that they learn to choose activities that correspond to their own interests and the capabilities of their age.
- Treat emotions with care
  - Ensure that the children always have the possibility to express their emotions in relation to what they have seen or experienced.
  - Be extremely careful when confronting very young children with shocking images or sad stories.
  - Look for an opportunity to meet with a witness to war but be sure to agree on what they should or should not talk about.

### ▪ Duration

5 months

### ▪ Location(s)

Classroom

Museum

### ▪ Materials

- Pen, pencil, scissors, glue, paint, paper
- A person from a refugee centre is invited to the classroom

### ▪ Short description

Through group conversations about underwater artefacts, the term heritage is defined more clearly. After a visit to the local MAS museum (Museum at the Stream), links to other concepts are also established, mostly through the children's questions once they are back in class. The project results in different creative outcomes, such as constructing a simple peace submarine. Finally, the children go on a boat trip through the port of Antwerp.



Children on excursion to the Museum at the Stream (MAS). ©Municipal Schools of the City of Antwerp

Child painting a peace submarine. ©Municipal Schools of the City of Antwerp

### ■ Teaching project

The teaching process contains the following elements.

1. A visit to the local MAS museum (Museum at the Stream), which includes discovering artefacts from old ships and expressions of the many cultures of the people that have arrived in the city.
2. Classroom: during philosophical conversations with the children, many different concepts related to heritage are explored, such as historical ships, transport, harbours, other cultures, diversity and rights.
3. Making choices: the children choose to work further on the rights of children. After several reflection moments they create their own rights of children posters.
4. The children receive an important visitor. A former refugee testifies in the classroom about her experiences. The teachers had carefully prepared for this activity. Arrangements were made about what could and could not be told to the children.
5. The children decide to raise money for the refugee centre, asking parents and neighbours if they will donate. There is reflection in the classroom about the meaning of sharing.
6. The project is completed by making a cardboard submarine, which will be exhibited at the entrance to the school. The submarine is decorated with universal peace symbols.
7. Finally, the children go on a boat trip through the harbour, where they can see how big the ships are today and compare their learned experiences with the reality of a modern international port.

- Possible follow-up activities

The project file and lesson plans are handed to the teachers of the first grade of the primary school to give them the opportunity to build on these previous learning objectives.

- Contact

[hetvliegertje@so.antwerpen.be](mailto:hetvliegertje@so.antwerpen.be)

## Lesson Plan 2

*Blub and Blob* – a story of two fish – focus on underwater heritage

- Subject

Starting with *Blub and Blob*, a children's story about two fish who find sunken warships on the sea bed, this primary school lesson plan opens pupils' minds to underwater life, heritage and to war and peace.

- Age

10 to 12

- Social Legitimation – Learning theme or cross-curricular theme

- Social attitudes
- Artistic expression
- Awareness of underwater cultural heritage

Learning to learn

- Teaching objectives/project

Knowledge

The children will know:

- about under water heritage
- about shipwrecks
- about the First World War

Skills

The children can:

- express themselves artistically

- can work together and communicate
- design and build a periscope

### Attitudes

The children want to:

- practise social responsibility and solidarity
- promote positive interaction and cooperation to solve problems
- develop a positive attitude towards underwater cultural heritage

### ▪ Building block/work field

- ▶ Respect and connectedness
- ▶ Society and the individual
- ▶ On people, culture and the environment

### ▪ Assessment points

- Processes and mechanisms
  - Zoom in on the processes and mechanisms from the past that have current values.
- Reference frameworks
  - Ensure that the story on heritage is a real starting point; that it is familiar and conceivable to the children, offers a multifaceted image of people, and is not completely finished.
- Treat emotions with caution
  - Ensure that the children always have the possibility to express their emotions in relation to what they have seen or experienced.
- Antidote to indifference
  - Try to portray people and written testimonies of the past, as much as possible, as human rather than as statistics.
  - Make sure that the children do not identify with, but rather places themselves in another person's position.

### ▪ Duration

Several weeks in the classroom, including a three-day visit to the former Flemish front area.

### ▪ Location(s)

Classroom

Visit to front area of WW I

### Materials

Drawing and painting Materials

Empty milk cartons

Story of two fish

### Short description

Starting with *Blub and Blob*, a children's story about two fish who find sunken warships on the sea bed, pupils are introduced to underwater cultural heritage and its significance, and to war and peace.

### Teaching process

The teaching process contains the following elements.

1. A parent writes a story about two young fish that have a number of adventures among shipwrecks that are the result of a war waged by human beings on the surface of the sea. There are no direct references to atrocities or victims. The adventures end in a positive solution, brought about by the clever ideas of the two fish, centred on cooperation and the objective of better understanding the heritage sites and protecting them.
2. The children reflect on these stories and express their feelings through different activities, such as painting and drawing.
3. The older pupils build a periscope using empty milk cartons.

### Possible follow-up activities

The UNESCO Associated School, Sterrenbos, ends its year-long project about the Great War with the creation of a teaching kit. The kit contains ready-made lesson sheets, printouts and a reading book for children about Blub and Blob as well as a lot of information on the theme of war and underwater cultural heritage. This teaching kit will be offered to the local library so that schools in the area can build on these learned experiences.

### Contact

[bs.hamme@g-o.be](mailto:bs.hamme@g-o.be)



An article on the project in the local press, courtesy of UNESCO Platform Vlaanderen

## Lesson Plan 3

First world war centenary – an example of a local and school-transcending project

### ▪ Subject

The Zeebrugge Raid and the Peace Bridge in Antwerp

### ▪ Age

10 to 12

### ▪ Social Legitimation – Learning theme or cross-curricular theme

- ▶ Global orientation
- ▶ Social attitudes/ethics
- ▶ Language
- ▶ History

### ▪ Teaching objectives/project

Knowledge

The children will know:

- the local history of the First World War
- the processes that lead to war and peace, both on a small scale (school, family) and a large scale (international context)
- the living conditions of children in war zones, both today and during the First World War

Skills

The children can:

- make connections between the past and today
- use different media
- consult various sources
- work together and communicate
- use creative thinking skills to complete 5 different missions in 5 different locations (each location is linked to the First World War)

Attitudes

The children want to:

- empathize with different living conditions in the past, or elsewhere in the world today
- respect human dignity
- practice social responsibility and solidarity

### ▪ Building block/work field

- ▶ Me, myself and others
- ▶ Respect and connectedness
- ▶ Rights and obligations, liberties and responsibilities
- ▶ Speaking and listening
- ▶ Knowledge and critical thinking

### ▪ Assessment points

- Processes and mechanisms
  - Zoom in on the processes and mechanisms from the past that have current values.
  - Pay attention to the similarities and differences before identifying possible relationships between the past and today.
- Past and present
  - When children are encouraged to imagine themselves in a situation in the past, make sure that the teaching process is based on knowledge and insight into the historical context.
- Antidote to indifference
  - Try to portray people and written testimonies of the past, as much as possible, as human rather than as statistics.
  - Make sure that the children do not identify with, but rather places themselves in another person's position.
  - Help the children recognize that people, both in the past and in the present, have different values and beliefs and thus that other perspectives are normal and meaningful.

### ▪ Duration

5 hours

### ▪ Location(s)

Classroom

Museum

### ▪ Materials

All material can be found in the interactive workshop. Each group of children (5 per subgroup/25 max. in group) receives a bag with a map, a pencil, a small whiteboard and a booklet. These tools help the children to succeed in their missions.

### ▪ Short description

The children participate in an interactive workshop organized by the Antwerp Peace Centre. The centre developed an adventurous experience trail for school children aged 9–12. During the workshop, the children learn about various aspects of war and peace. They learn about, discover and discuss the critical situation in Antwerp during the First World War, when thousands of people had to escape the city using the temporary bridge across the River Scheldt. Throughout the trail, children explore links with contemporary issues, such as refugees from Syria and Iraq, and focus on the need for peace: both on a small scale (how to keep peace in the classroom and in your family) and a large scale (European Union). During the workshop, each group of children needs to complete several missions to obtain the material needed to build a bridge. At the end of the workshop, all five groups gather and build a peace bridge. The need to cooperate to build this bridge promotes a platform of peace. The bridge needs to be built above a large map of countries in conflict zones.



Children participate in an interactive workshop © Vredescentrum Antwerpen

### ▪ Teaching process

The teaching process contains the following elements.

1. Preparation in the classroom. What do we know about the First World War? – 1 hour
2. Arrival at the workshop (local museum).
3. Ice breaker and discussion circle: What do we know about peace, war and conflicts? What do we know about heritage? Are there traces left? – 30 min.
4. Interactive workshop 1.5 hours (5 groups need to complete 5 different missions).
5. Final exercise: building a wooden peace bridge between different countries on a large map. – 30 min.
6. Debriefing in the classroom on the basis of materials the children collected during their visit. – 1 hour

- Possible follow-up activities

The children are invited to cross the temporary bridge reconstructed by the Belgian and Dutch engineer battalions over the River Scheldt as part of the Centenary of the First World War. The reconstruction of the Peace Bridge is a strong symbol of the connection between past, present and future.

- Contact

[info@vredescentrum.be](mailto:info@vredescentrum.be)

## Lesson Plan 4

Art school – ‘Building lasting peace through heritage education’

- Subject

Making contemporary posters to promote peace and awareness of underwater cultural heritage.

- Age

14 to 16

- Social Legitimation – Learning theme or cross-curricular theme

- ▶ Historical awareness and insight
- ▶ Awareness of the importance of underwater cultural heritage
- ▶ Using graphic design to formulate peace messages
- ▶ Reflecting on reconciliation

- Teaching objectives/project

Knowledge

The students will know:

- the major historical points of the First World War
- the naval component of the First World War
- the basic principles of the 2001 Convention on the Protection of the Underwater Cultural Heritage

Skills

The students can:

- critically evaluate how fundamental questions about war, conflict and peace affect the manner in which we choose to live our lives, interact with others and live in the world
- use different materials and tools from a variety of art forms
- create original objects of art in a specific graphic form
- analyse, interpret and evaluate the form and content of photography and graphic design, including art used for propaganda activities
- evaluate basic elements of design (colour, line, form, texture, etc.)

### Attitudes

The students want to:

- engage in open-minded inquiry and develop strategies for ethical decision-making and problem-solving
- develop awareness of cultural heritage
- defend their visual projects through individual or group critiques
- demonstrate understanding of design theory by applying practical methodology to the project

#### ■ Building block/work field

- ▶ Respect and connectedness
- ▶ Knowledge and critical thinking
- ▶ Prejudices, stereotypes and discrimination
- ▶ Non-violent methods of dealing with conflicts

#### ■ Assessment points

- Insight into the historical context of underwater cultural heritage
  - Propaganda posters related to war at sea: think about who the source was, where and why this information was given.
  - Be aware of the economic, political, social and cultural context of the information about the past.
- Reference frameworks
  - Be aware of the fact that students are not always familiar with certain historical concepts or terminology.
- Hopeful stories
  - Try to include elements of the history of peace in the teaching process (e.g. the 2001 Convention on the Protection of the Underwater Cultural Heritage).
- The good, the bad and a lot in between

- Make the students aware that historical empathy reveals itself in different ways, such as concern for the victims, empathy with bystanders and awareness of the motives of the perpetrators.
- Treat emotions with caution
  - Images related to the war and propaganda can have a strong impact on our thinking. Be careful to ensure that this will not cause despair or unprocessed emotions.

#### ▪ Duration

5 months

#### ▪ Location(s)

School

#### ▪ Materials

Internet and relevant art source books

UNESCO' 2001 Convention on the Protection of the Underwater Cultural Heritage

Design software

#### ▪ Short description

During several classes on ethics and history, the subject of underwater cultural heritage in relation to the First World War is discussed and analysed in a historical context. This includes an ethical reflection on the messages students wanted to share with their peers. The students challenge fellow students in the photography and graphic design department to promote and convey their peace messages by creating a set of contemporary propaganda posters.

#### ▪ Teaching process

The teaching process contains the following elements.

1. The subject of underwater cultural heritage is discussed and related to the general history of the First World War.
2. During ethics classes the subject is related to contemporary peace messages.
3. The students of the department of photography analyse contextually varied First World War propaganda posters bearing a maritime component.
4. The students create their own peace messages through contemporary posters, building on the previous analyses.

- Possible follow-up activities



The more than 20 posters are exhibited during an open-day event at the school.  
© Municipal Schools of the City of Antwerp, digital photography by Jan Landau

- Contact

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## Lesson Plan 5

Underwater cultural heritage and personal fates

- Subject

Pitzemburg's List – Historical project on our British Colony

- Age

15 to 18

- Social Legitimation – Learning theme or cross-curricular theme

- ▶ Historical awareness and insight
- ▶ Awareness of the heritage of the school

- ▶ Social attitudes
- ▶ Heuristics
- ▶ Learning to learn

- Teaching objectives/project

Knowledge

The students know:

- about the common history of France, Great Britain and Belgium
- the basic facts of historical criticism

Skills

The students can:

- use different media
- consult various sources
- work together and communicate
- use the appropriate language registers in reconstructing the lives of former pupils
- can question information on the basis of relevant criteria

Attitudes

The students want to:

- empathize with former pupils
- reflect on how they would feel in these circumstances

- Building block/work field

- ▶ Respect and connectedness
- ▶ Knowledge and critical thinking
- ▶ Society and the individual
- ▶ On people, culture and the environment

- Assessment points

- Knowledge and insight
  - Pay attention to the reliability of your sources.
- Past and present
  - When children are encouraged to imagine themselves in a situation in the past, ensure that the teaching process is based on knowledge and insight into the historical context.
- Antidote to indifference

- Help the students recognize that former students from the period of the First World War had different values and beliefs, and thus that other perspectives are normal and meaningful.
- Commemoration ceremonies
  - Be aware of the complex character of commemoration ceremonies.
  - Build together with the students your own philosophy on commemoration regarding the specific history of the school.

#### ▪ Duration

Several weeks during History and Language classes

#### ▪ Location(s)

Classroom

#### ▪ Materials

Internet and relevant historical source books

Word processor

#### ▪ Short description

KA Pitzemburg is a UNESCO Associated School from the town of Mechelen, Belgium. The school was founded in 1831 and has consciously experienced the two World Wars. All the data concerning their former pupils are still available in the school's archives. Some of the students fled by ship to Great Britain during the First World War. Today's pupils are asked to dive into the archives and reconstruct the lives of those who formed the 'Colony' of the school in England. How did the refugees cross the Channel? Did they survive or did they end in a sea grave? What happened



Students participating in an art demonstration outside the school, courtesy of UNESCO Platform Vlaanderen

to those former students who arrived in Great Britain? What about all the ships that sank in the Channel due to submarine warfare? How can pupils now connect to the shipwrecks that lie there today? Should we protect the underwater cultural heritage?

#### ▪ Teaching process

The teaching process contains the following elements.

1. The students are given an introduction on how to work with archives and other historical documents.
2. The students are warned to respect the privacy of the former students, as well as their families and descendants, and to always ask if the information they have gathered can be made public.
3. The students' work is evaluated by the teachers.
4. The students' findings are brought together in a new school portfolio about their 'British Colony'.

#### ▪ Possible follow-up activities

Remembrance ceremony, underwater cultural heritage exhibition.

#### ▪ Contact

Koninklijk Atheneum Pitzemburg

[ka1.mechelen@g-o.be](mailto:ka1.mechelen@g-o.be)

## Lesson Plan 6

Message in a bottle – a bilingual twinning project

#### ▪ Subject

Interactive e-twinning project between two schools (French and Dutch-speaking)

#### ▪ Age

15 to 18

#### ▪ Social Legitimation - Learning theme or cross-curricular theme

- ▶ Historical awareness and insight
- ▶ Social attitudes
- ▶ Bilingual language skills in both reading and writing

- ▶ Awareness of underwater cultural heritage
- ▶ Heuristics
- ▶ Learning to learn

- Teaching objectives/project

#### Knowledge

The students know:

- about the common history of France, Great Britain and Belgium and their colonies
- the basic facts of historical criticism

#### Skills

The students can:

- use different media
- consult various sources
- work together and communicate
- use the appropriate language registers in letter writing
- question information on the basis of relevant criteria

#### Attitudes

The students want to:

- empathize with those sent to war from the colonies
- reflect on how they would feel in these circumstances develop cultural awareness through direct contact with peers in other regions or countries

- Building block/work field

- ▶ Respect and connectedness
- ▶ Knowledge and critical thinking
- ▶ Society and the individual
- ▶ People, culture and the environment

- Assessment points

- ⊗ Processes and mechanisms
  - Be aware that the impressions of the past described by the students are situated in a specific historical and cultural context, which can be different from the context today.
- ⊗ Past and present

- When children are encouraged to imagine themselves in a situation in the past, ensure that the teaching process is based on Knowledge and insight into the historical context.
- Caution with re-enactment
  - Be aware that in the process of ‘rewriting’ historical letters there is a risk that certain gaps or inaccuracies in historical knowledge will be filled with imagination or with a romanticized view of the past. Discuss these gaps in knowledge with the students.

#### ▪ Duration

2 weeks

#### ▪ Location(s)

Classroom

#### ▪ Materials

Internet and relevant historical source books

Dictionary, grammar book

Word processor

#### ▪ Short description

In the course of a long-running twinning project, the Atheneum Vijverhof in Bruges (a UNESCO Associated School) and the Athénée Royal in Ganshoren decided to focus on remembrance education and underwater cultural heritage in 2014. The Dutch-speaking pupils from Bruges were asked to imagine that they were troops brought in from the colonies to fight in Europe, or people fleeing to the US during the First World War. Their ship was under attack. The pupils were asked to write a letter home in French, which was to be thrown into the sea while the ship was sinking. The French-speaking pupils from Ganshoren ‘found’ these messages in a bottle and answered them in Dutch. Both were to reflect on underwater cultural heritage, its historical significance and meaning for peace.

#### ▪ Assessment points

The teaching process contains the following elements.

1. Both the Dutch-speaking and the French-speaking pupils concentrate on the naval situation in the North Sea and the Atlantic Ocean during the First World War.
2. They learn about the situation of the soldiers brought in from the colonies and about the course of the war in Africa

3. The Dutch-speaking pupils choose their characters and write their message in a bottle in French.
4. The French-speaking pupils are assigned their message in a bottle and write their responses in Dutch.
5. At their next meeting, the pupils of both schools discuss each other's letters and the importance of underwater cultural heritage.



A student launching 'A message in a bottle' in one of the Bruges canals, courtesy of UNESCO Platform Vlaanderen

- Possible follow-up activities

None

- Contact

Atheneum Vijverhof

[directeur@kavijverhof.be](mailto:directeur@kavijverhof.be)

## Lesson Plan 7

An infotainment show using different artistic media

- Subject

A teacher-and-pupil based infotainment show as part of a long-term project on the First World War.

- Age

15 to 18

- Social Legitimation - Learning theme or cross-curricular theme

- ▶ Global orientation
- ▶ Social and relational attitudes
- ▶ Ethics
- ▶ Language and science

- ▶ Historical awareness and insight
- ▶ Political and legal context

- Teaching objectives/project

#### Knowledge

The students will know:

- that the history of the Great War cannot be considered from only one national viewpoint or in a political, cultural or historical vacuum
- the importance of the naval history of the First World War
- that underwater heritage is a process as well as a product of certain activities in the present
- the constructive and destructive elements of international conflicts

#### Skills

The students can:

- make connections between the past and today
- use Materials, tools and processes related to a variety of art forms
- consult various sources and apply historical criticism
- work together and communicate
- be proactive and accomplish different tasks without being obliged to do so

#### Attitudes

The students want to:

- have an active and constructive attitude towards their own rights and those of others
- empathize with different living conditions in the past and elsewhere in the world today
- develop a profound feeling of respect for others, different cultures and underwater cultural heritage
- assess their own beliefs about social events, both past and present, from different viewpoints

- Building block/work field

- ▶ Knowledge and insight
- ▶ Respect and connectedness
- ▶ Rights and obligations, liberties and responsibilities
- ▶ Knowledge and critical thinking
- ▶ Dealing non-violently with conflict
- ▶ Society and the individual

### ▪ Assessment points

- Insight into the historical context of underwater cultural heritage
  - Help the students gain insight into the economic, political, social and cultural context of the underwater heritage from the First World War.
  - If written sources (e.g. letters) are used, be aware who the source was, and where and why the information was given.
- Processes and mechanisms
  - Pay attention to the similarities and differences before identifying possible relationships between the past and today.
- History versus collective memory
  - Examine how a certain subject is remembered at this moment, and what reasons underpin this.
- Antidote to indifference
  - Try to portray people and written testimonies of the past, as much as possible, as human rather than as statistics.
  - Consider a global perspective on history, especially regarding students originating from other cultures.
- Focus on freedom of choice
  - Pay attention to individual freedom of choice, despite the extreme circumstances of the war.

### ▪ Duration

Over several years – long-term project

### ▪ Location(s)

School

### ▪ Materials

As needed

### ▪ Short description

The school is integrating the underwater cultural heritage theme into a teacher-and-pupil based infotainment show as part of a long-term project on the First World War. In a 100-minute creative and informative show, several basic aspects of the First World War are discussed: new weapons, neutrality, the Christmas Truce, shell shock, propaganda, naval war, etc. The students make several contributions to this show on a voluntarily basis: by making a short film, doing book presentations, theatre, putting war poems to music, performed live by an occasional band, discussing documents (letters, diaries) from grandparents, etc. The underlying objective is the promotion of peace.

The underwater cultural heritage aspect is realized by focusing on the flooding of the Yser plain and the story of Gallipoli, as well as special contributions made by pupils with a Turkish background.

Additionally, all courses look at the First World War from a subject-specific perspective. The maritime archaeology aspect features in science lessons (e.g. site protection, artefact preservation, corrosion, biological processes).



Infotainment show 2014

Student with Turkish background reads letters from Gallipoli

Dialogue on the Great War between teacher and student.

Courtesy of UNA/Flanders

#### ▪ Teaching process

The teaching process contains the following elements.

- All courses look at the First World War in a subject-specific perspective.
- The maritime archaeology aspect also features in science lessons (e.g. site protection, artefact preservation, corrosion, biological processes).

#### ▪ Possible follow-up activities

Students in their final year of secondary education apply their former learned experiences to a case study of the Second World War.

#### ▪ Contact

Sint-Jozef-Klein-Seminarie

[info@sjks.be](mailto:info@sjks.be)

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This Teacher's Manual is part of a package provided in support of the UNESCO educational project, "Heritage for Peace and Reconciliation", which also includes films and a brochure. The Heritage for Peace and Reconciliation project shall help educators to introduce in their teaching the concepts of dialogue, peace and reconciliation through the understanding of cultural heritage. They may use the examples provided to prepare school projects, excursions, or exhibitions or enrich through it their everyday lessons. One important occasion to pursue actions and cooperation initiatives may be 21 September of each year, the UN's International Peace Day.

To focus on a concrete time period and a concrete type of heritage this manual focusses on underwater cultural heritage from the First World War. The first World War was one of the socially most impacting wars of the last century. One of the novelties of that war, which had a particularly great impact on the civil population, was the development of the naval war and submarine warfare. This warfare left an extensive submerged heritage. While these educational materials focus on the extensive underwater cultural heritage from the First World War, the same approach can be adopted using examples of underwater cultural heritage from World War II, or other time periods where conflicts included large engagements at sea.



The Protection of the Underwater Cultural Heritage

