



Pilots in Training II

General Information for teachers

The first powered flight took place in North Carolina in the USA in a field on a cold December day in 1903. The Wrights were the first to successfully achieve this goal, although other keen engineers and aviation enthusiasts were hot on their heels! Less than a decade later Britain and several other countries were exploiting this new form of aviation as a military force. The science and technology behind the first flight was improved upon continuously in the subsequent years and this new type of explorer; the engineering adventurer, the technological pioneer was embraced by society as an individual of daring courage and excitement. This was heightened by the newspapers of the time reporting upon the latest achievements. One newspaper in particular helped to drive this image of the heroic aviator: The Daily Mail sponsored various races with huge cash prizes between 1906 and 1930 - the final award being won by Amy Johnson when she set down in Darwin Australia.

The sense of early aviators as part of the adventurous spirit of the age - a new century, was taken forward from the very earliest days of aviation. It was an incredibly dangerous activity and innovators were regularly injured or killed during test flights - indeed Orville Wright piloted what is generally accepted as the first ever fatal air crash in 1908. Orville survived but passenger Lieutenant Thomas Selfridge was killed. Orville Wright's health was never quite the same following the accident but his sister Katherine left her teaching job and cared for him thereafter. Katherine was also involved in aviation and other Wright businesses but her role has largely been forgotten by history, however she was determined to ensure her brothers work was remembered and celebrated.

Between 1903 and the start of World War 1 in 1914 aviation continued to develop at a remarkable pace. It was increasingly seen as something that could be used as a defensive tool; however, the potential for aerial defence had been noted sometime earlier in Britain. In 1862 two Royal Engineers who had seen balloons being used in the American Civil War, drew the attention of the War Office to the potential use of balloons for enemy observation. Previously all observations were done by scouting parties to high ground, cavalry advances or other often dangerous means. The War Office set up a small unit of Royal Engineers as the School of Ballooning in the later 19th century and on April 1st 1911 this was expanded to become the Air Battalion with 14 officers and 150 other ranks. A year later this was to be further expanded and The Royal Flying Corps was established. The Royal Naval Air Service (RNAS) was the air arm of the Royal Navy, under the direction of the Admiralty's Air Department from July 1st 1914 to April 1st 1918, when it was merged with the Royal Flying Corps (RFC) to form the Royal Air Force (RAF).

At the start of WW1 in 1914 there was no Royal Air Force but there was the RFC and RNAS. When Britain went to war in August 1914 a number of aircraft went over to France with the British Expeditionary Force (63),



however, by the time the war was over in 1914 there had been an aviation revolution and in four short years Britain's air defence force had multiplied enormously.

At the beginning of the war the RFC was only interested in having officers with aviation experience flying for them, however following the casualties in both the air and on the ground during the Somme they were forced to be more inclusive after the summer of 1916. Volunteers from across the services were encouraged to transfer and become trained pilots if they were deemed suitable candidates. Suitability was often determined by the needs of the RFC and when pilots were in particularly short supply the rigour of testing was reportedly less stringent.

Learning with Pilots in Training II

This resource will explore the topic of pilots and flight in WW1. It will look at the selection of pilots, their training and their experiences of conflict. This will be done through craft activities, active play, (including role play), listening, discussion, research and writing. The main focus for younger pupils will be on health and wellbeing but literacy and craft activities can also be developed.

Older pupils will be encouraged to explore the role of the pilot in WW1 and to develop literacy and critical thinking skills. They will be encouraged to explore themes based around WW1 pilots activities and are encouraged to look at mental health and wellbeing.

These will support pupils to develop the four capacities, helping them to become

1. **successful learners** with knowledge and understanding of the world and Scotland's place in it
2. **responsible citizens** who have respect for others and can understand different beliefs and cultures
3. **effective contributors** who can communicate their own beliefs and views of the world
4. **confident individuals** who can relate to others and communicate in different ways

Set the Scene

Who were the WW1 Pilots: When the war began in 1914 there was no Royal Air Force but the Royal Flying Corps had been established since 1912. In July 1914, directly before Britain entered the war the Royal Naval Air Service was created. When the war began in August Britain needed pilots but there were strict conditions. Only serving personnel of at least officer rank and already having obtained a flying license or 'ticket' could apply to join the service. This license was expensive and effectively ensured that only a certain class of service personnel could become a pilot. Therefore the first military pilots were generally from wealthy backgrounds



and already trained pilots (despite having to do further training). As time progressed and the war continued for a number of years new pilots were needed - many of the original pilots were dying on the front. In order to fill the positions men from other services and ranks were admitted to training. Before they were allowed near a real plane they had to undergo a series of fitness and health tests to ensure they were 'pilot material'.

Tasks: Early and First Level

- Discuss that pilots were needed 100 years ago and they had to do a suitability testing. Use the activity sheet (SHEET A) to put the children through their training to become WW1 pilots (E&F).
- Get the children to discuss how being unhealthy can limit choices - what might a WW1 pilot do to become more healthy if he didn't manage all the training tasks. Using the activity sheet with the teacher (SHEET B) think about healthy choices you can make in your life (E&F).
- Talk about flying (animals, early aviation etc). Use the activity sheet (SHEET C) to identify things that fly and things that don't (Early level). Can they think of any more that fly? For First Level ask children to pick three of the pictures from SHEET C (including at least one that flies!). Ask them to create a short imaginative story involving all three.
- Ask the children to pick an animal or man-made machine that can fly and to create it using either paper (e.g. a paper plane), paper and paint/pencils or junk - give them some ideas and resources.

Tasks: Second Level

- Discuss that pilots were needed 100 years ago and they had to do fitness training. Use the activity sheet (SHEET A) to put the children through their training (E&F). Think about combining this with the daily mile.
- Show the children a photograph of the Red Baron and his WW1 biplane. Read the account (SHEET D) of the Red Baron to the children. Ask them to discuss the underlined words and suggest other words that might be used in their place. Read the WW1 pilot's diary entry (SHEET E extract 1) to the children, use expression to make it exciting and suspenseful as you read. Ask them questions about it to measure their comprehension. Now ask them to write an exciting account about being a WW1 pilot and their first enemy engagement against the Red Baron.



Tasks: Third, Forth and Senior Level

- Pupils can research and read some of the personal accounts of the WW1 pilots. SHEET E contains a diary entry, a short letter and a memoir and a magazine article about a WW1 Ace. Fourth and Senior level students should also seek out other primary and secondary sources.

Either:

- Having read SHEET D & SHEET E and any further sources you have examined, imagine you are a pilot in training - how do you think you might feel on your first solo flight. Write a letter to somebody you care about telling them about how it felt to fly.

And/Or:

- Imagine you have just had your first encounter with the enemy in the air since you completed your pilot training. You engaged with enemy aircraft and sustained some damage to your plane but you also got some shots away yourself. You saw a colleague you were close to taken down by enemy fire. You have survived and returned to base. Discuss in small groups how this might have felt upon your return. Might others have felt differently? Could there be mixed emotions - discuss. Write a diary account of what happened in the sky. Now write a letter to a loved one such as your mum, brother, grandparent or best friend about the same event - how do you portray it and your feelings - are the two accounts different? How valuable and reliable are they as sources today?

Senior Level Only: Read all of Activity Sheets D and E

- Shellshock, now commonly recognised as Post Traumatic Stress Disorder (PTSD) came to light during WW1 and is generally associated with horrific experiences encountered in the trenches. Some WW1 pilots or 'aces' who survived must also have struggled with this condition given what they did, what they saw and their experience of wartime life and work. Research military service related PTSD and using your diary entry and letter home from the previous task, think about whether the experiences encountered could lead to mental health issues in the future. Discuss this as a group. Research what help is available to individuals struggling with mental health issues then and what is available today. How do they compare? Determine the resources available and how you might identify and seek to help a friend today struggling with:
 - a traumatic event or events
 - general stresses of life
 - both of the above

Write an informative piece in the style of a Sunday newspaper article quoting the discussion group,



any relevant sources you have discovered and highlighting what you perceive to be relevant information for the reader.

OR

- Imagine you have come home from the war, an 'ace' fighter pilot - hailed as one of the nations heroes. Everyone wants to shake your hand and pat you on the back. You enjoy the attention and feel proud of your work. Time passes, the war has been over for nearly a year and you find it difficult to settle into civilian life. You miss the camaraderie of your fellow pilots; the bravery, the banter and the brotherhood. You feel alone and forgotten and begin to think about some of the aerial battles in detail. You recall seeing friends being shot out of the sky and those you shot from the sky too. You wonder that you survived and question why others did not. Thinking about your previous research and discussions write a piece about how this airman feels. How does he manage to emerge from this dark place to enjoy the rest of his life? Write his story for him.



Curriculum for Excellence and Experiences and Outcomes

The Activity Sheets (A-E) are designed specifically to complement the tasks set out for each level within the Pilots In Training Learning Pack (PiTLP). It is with these tasks in mind that various Curriculum for Excellence experiences and outcomes are highlighted here as potentially relevant. It should be noted however that the PiTLP and associated activity sheets are available to be used in any way the teacher chooses. The activity sheets can be used in conjunction with other resources the teacher may have or as stand alone resources. The Wings to War learning resources can be adapted as required and used to fulfil other learning priorities not outlined here. We hope you enjoy using this resource!

The tasks usually reference an Activity Sheet (A-E) but not always. Part 4 of the Early and First Level Tasks is a craft activity for example and does not require an Activity Sheet, it does however still act to fulfil experiences and outcomes within the expressive arts part of the curriculum, for example: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a/ EXA 2-05a

Activity Sheet A:

Activity Sheet A can be used to achieve some of the Curriculum for Excellence experiences and outcomes for Health and Wellbeing: Physical Education, physical activity and sport.

Physical Activity and Health Early Level

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB0-21a

I am developing my movement skills through practice and energetic play. HWB 0-22a

I know that being active is a healthy way to be. HWB 0-27a

I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB0-28a

Physical Activity and Health First Level

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB1-21a

I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a

I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep



and rest, to look after my body. HWB1-28a

I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB1-27a

Physical Activity and Health Second Level

I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.

HWB 2-27a / HWB 3-27a

Activity Sheet B:

Activity Sheet B can be used to achieve in part some of the Curriculum for Excellence experiences and outcomes for Health and Wellbeing. Below are some of the Experiences and Outcomes that Activity Sheet B could be used to develop.

Health and Wellbeing: Food and Health.

Food and Health Early Level

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a

I know that people need different kinds of food to keep them healthy. HWB 0-32a

Food and Health First Level

By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a

Activity Sheet B can also be used in conjunction with other resources the teacher may wish to introduce to fulfil other experiences and outcomes of the Health and Wellbeing Curriculum for Excellence.

Activity Sheet C:

Literacy and English Listening and Talking Early Level.

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a

I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a

Literacy and English Writing First Level

I can present my writing in a way that will make it legible and attractive for my reader, combining words,



images and other features. LIT 1-24a

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a

I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a

Throughout the writing process, I can check that my writing makes sense. LIT 1-23a

Activity Sheets D & E

Activity Sheets D and E are primarily for use by older children within the school. Some elements might be appropriate for Second level teaching but this would be at the teachers discretion. Sheets D and E are designed to be used for Literacy and English and Health and Wellbeing. They can be used to steer work in a number of ways and can be used to fulfil or partly fulfil various Curriculum for Excellence experiences and outcomes. The tasks and sheets are particularly relevant to Senior Level experiences and outcomes in English and Literacy and can be used by the teacher with other resources to explore many elements such as listening, talking, reading, understanding and creative writing for example. The tasks can also feed into the experiences and outcomes within the mental and emotional wellbeing (within Health and Wellbeing) in Curriculum for Excellence. For specific experiences and outcomes to be fulfilled (as with all of the tasks) the direction of the teacher would be required.

Second Level English and Literacy (Sheet D and Sheet E Extract 1)

A number of Listening and Talking, Reading and particularly Writing experiences and outcomes can be achieved at least in part through the tasks outlined for Second Level pupils using Activity Sheets D and E. Only a few examples are included here but the teacher can again use these sheets as a small part of a wider number of resources to achieve further experiences and outcomes for his or her pupils.

I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a



In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a

Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

Third/Fourth and Senior Level English and Literacy (Sheet D and Sheet E)

Many of the experiences and outcomes within English and Literacy can be at least partly fulfilled by the task and activity sheets. This includes some of those outlined in Listening and Talking, Reading and Writing.

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02a

When listening and talking with others for different purposes, I can: communicate detailed information, ideas or opinions. Explain processes, concepts or ideas with some relevant supporting detail and sum up ideas, issues, findings or conclusions. LIT 4-09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a / LIT 3-10a I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.

LIT 4-10a

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link



and use information from different sources. LIT 3-14a / LIT 4-14a

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-15a / LIT 4-15a

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.

LIT 3-26a / LIT 4-26a

I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a

I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3-29a

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. LIT 4-29a

I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection. ENG 3-30a

I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader. ENG 4-30a

Having explored the elements which writers use, I can create texts in different genres by: integrating the conventions of my chosen genre successfully and/or using convincing and appropriate structures and/or



creating interesting and convincing characters and/or building convincing settings which come to life.

ENG 3-31a

Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can: use the conventions of my chosen genre successfully and/or create an appropriate mood or atmosphere and/or create convincing relationships, actions and dialogue for my characters.

ENG 4-31a

Third/Fourth and Senior Level Health and Wellbeing (Sheet D and Sheet E)

The tasks outlined for Third/Fourth or Senior Level can be adapted as the teacher requires. They are designed to allow discussion and to be led by the pupils. There is scope for research and discussion and signposting of modern day mental health charities and help groups. There is also scope to discuss how to help friends who need help and how to ask for help. All of the mental and emotional wellbeing experiences and outcomes could be fitted into the framework of the tasks although some are a more obvious fit than others. The teacher may have ideas of what will most benefit their pupils.

I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a



I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a



Teachers Notes: