



OPERATION DOODLEBUG

CROSS-CURRICULAR WORK [Click here to download an editable version](#)

Here are some ideas for specific chapters, to be adapted to suit you and your classes. At the end are some generic ideas for word-building and vocabulary.

Chapter	Page	Discussion prompts	Cross-curricular activity ideas	Learning outcomes	Further resource ideas for teachers
1 <u>DIALECT</u>	p1-3	Stanley narrates the story in his Croydon dialect, which is 'non-standard' English. Does this make it hard to read? Does it feel strange to read? Why do you think the author narrated the book in Stan's 'voice'? Do you and your friends speak in regional dialect? Are there some words which are special to your area? Are there times when it's okay to talk and write in dialect and times when you shouldn't?	ENGLISH Can you highlight examples of non-standard English from the first page. Can you suggest how they might be written in 'standard' English?	I can identify standard and non-standard sentences. I can explain why a sentence is non-standard. I can rewrite a non-standard sentence into standard English.	BBC Bitesize- What is Standard English and Non-Standard English?:

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1 CONSCRIPTION AND CONSCIENTIOUS OBJECTION	p1-3	Reserved occupations in WWII were vital civilian jobs that kept the home front functioning. The government kept millions of skilled workers from being conscripted or “called up” (made to join the forces). Stanley’s dad was a baker and so he didn’t have to enlist. Why do you think he chose to be a soldier rather than continue with his job? In your opinion, did he make the right decision? Did you know that women were conscripted too? More about this in Chapter 27.	HISTORY Conscientious objectors are people who will not fight because of religious or moral beliefs. Working with an adult, research what alternative non-combat roles they filled and what were the public’s attitudes towards them. DRAMA <i>The Call-Up</i>: Have students role-play as different characters (e.g. a 21-year-old single man, a 30-year-old father, a conscientious objector, a young single women, a married mother of a twelve-year-old, an exempt baker an exempt farmer. Give mock call-up papers to those eligible for conscription. How they feel about receiving their papers, or about being exempt? <i>Conscientious Objectors</i>: Roleplay a conversation between a conscientious objector and the mother of a young soldier who has just been called up to fight. ENGLISH Present scenarios where characters have critical jobs—like a farmer, a coal miner, a munitions factory worker, or a doctor. Ask the class to debate who should go to the front lines and who must stay behind to keep Britain running ("reserved occupations").	I can talk about VE Day, its impact at the time, and how people might have felt about the end of the war in Europe. I can think critically I can research using primary and secondary sources including letters, diaries, interviews, photographs and film. I can plan, draft, and express complex thoughts independently without rigid structure.	BBC WW2 People’s War: Call-Up Paper To learn more about conscientious objectors from a child’s point of view, read Cathy Fisher’s excellent verse novel, <i>Digging for Victory</i>.

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2 RECYCLING	p9	What kinds of materials were needed for the 'war effort'? What were they used for? Why were there shortages of some materials? What are the three Rs of sustainability (the waste hierarchy)? What do you do at home to save on materials and energy? What does your school do? Could it do more?	SCIENCE Group materials together according to their features (glass, plastic etc.) and whether they can be recycled. The recycling race! Relay race to run and sort 'waste' into the correct bins. (Use laminated pictures / realia (packaging washed) / raid EYFS for their toy fruit & veg!) ART / ENGLISH Design an informative posters or leaflets to encourage recycling habits at home and school. DESIGN & TECHNOLOGY Design a recycling bin which will hold recycling safely and hygienically. What materials will you use? What shape will it be? How will you persuade people to use it? ENGLISH / MUSIC Watch the old UK government film made to encourage people to recycle their scrap. Can you write a poem or a rap song to encourage people to recycle today?	I understand how to reduce consumption, find new uses for old items, and correctly process recyclable materials. I can group materials together according to their features I know how solid materials can be melted and broken down into new items. I can summarise information, combine text and images, and write persuasive language. I can design a functional product for a specific purpose. I can recognise and generate rhyming words. I can recognise and generate words in a rhythmic pattern.	BBC Bitesize: What is Waste? 1942 Commercial, calling for recycling to help the war effort Clothes: "<i>all our clothes are the wrong size or patched-up somehow</i>" (Operation Doodlebug p156) IWM clothes rationing in Britain The National Academy: Upcycling Fashion Design Twinkl: Design a recycling bin Twinkle recycling worksheet
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8 AIR RAID SHELTERS AND COURAGE	p33	When the siren howls, you've got to <i>run!</i> There isn't much room in the shelter, and you might be stuck there for hours. Stan grabs a shovel, but what three things would <i>you</i> take with you, and why? Stan is afraid of going into the shelters. He envies Billy for being fearless and not scared of anything. What do you think is the difference between being <i>brave</i> and being <i>fearless</i>?	DESIGN AND TECHNOLOGY <i>Design and build an air raid shelter</i> What properties would an air raid shelter need to have? What materials would be suitable? Does shape affect the strength of a structure? What would you need to put inside? Design and build your own Anderson or Morrison shelter or use the IET net template to make one.	I can design a functional product for a specific purpose. I understand how materials and shape affect the strength of a structure. I understand how I can strengthen a structure. I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	The IET: Create a World War 2 air raid shelter
9 BULLYING	P144-147	Read the extract from when the soldiers on the station tease Billy until when Stan realises how hard life must be for his friend. Have you ever stuck up for a friend who was being bullied? Did it come at a personal cost? Is aggressive retaliation (like Billy smashing the camera) ever justifiable? What would you advise someone to do if they're being bullied?	ENGLISH Write two diary entries for these scenes: one from Billy's point of view and from Stan's.	I understand the value of kindness, I can define what teasing is, and practice distinguishing between acceptable disagreements and deliberate bullying behaviour; I understand the value of friendships and the power of empathy	
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13 HOPE	p61	Stan refuses to accept that his dad has died. Why do you think this is? Is having hope important?	DRAMA <i>Conscience alley</i> - should Stan accept his father is dead? 'Stan' walks slowly down the 'alley'. As he passes, students on the left side call out reasons to accept his dad is dead (e.g., "They wouldn't send a telegram if he wasn't"). Students on the right call reasons not to accept it (e.g., "Dad promised and he keeps his promises", "No-one's found a body," At the end of the alley, 'Stan' makes his heart-wrenching decision aloud to the class. PSHE <i>Hope Jars</i>: Pupils write down future goals or positive wishes on slips of paper and store them in a decorated jar to read during tough moments. <i>The Path Map</i>: Children draw a current challenge on one side of a page and their goal on the other, mapping out three different routes to reach it to practice flexible thinking. HISTORY / ENGLISH <i>Biographies of Hope</i>: Study historical or modern figures (e.g., environmental activists or historical changemakers) who used hope to change the world against difficult odds.	I understand that hope builds resilience, helps me bounce back from setbacks and keep motivated. I understand I need a target, to believe I can reach it, and find different pathways to get there. I understand that hope can be contagious. I can inspire others, and create a supportive environment in the classroom and at home.	Drama Resource: Conscience Alley

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14 <u>EVACUATION</u>	p71	When the doodlebugs drop, the parents decide to send the children away, even though they didn't during the Blitz. What were the reasons they gave the children? Do you think they were right?	ENGLISH Form two teams, one FOR and one AGAINST the parents' decision to evacuate Stan, Billy and Nellie. Debate it, using persuasive language, evidence and facts to support your case. At the end, have a 'blind' vote to decide which team was the most persuasive! Write summaries of the winning arguments.	I can speak clearly and adapt language tone for a formal context. I can listen to identify gaps or contradictions in opposing arguments. I can construct arguments using supporting evidence rather than personal opinions. I can summarise information and represent it in logical sequence.	TES: Writing to persuade - A FOREST BBC KS2 History - The Blitz, Doodlebugs and Evacuation video

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15 JOURNEYS, TIME, AND TELLING A STORY	p77	What's your favourite way of travelling and why?	MATHS Can you use timetables to solve the maths problems you are set? Can you write train times in both 24 hr and 12 hr format? The train to Gorlemouth leaves at 10.17. Can you draw that on a clockface?	I can tell and write the time using clockfaces, and 12 and 24-hr digital systems. I can correctly use terms like o'clock, a.m./p.m., morning, afternoon. I can read and interpret data from timetables.	The National Academy: Convert between 12 and 24 hour clocks, analogue and digital BBC Bitesize: Interpreting timetables TES: KS2 maths tables and timetables
			ORACY Tell the class about the most exciting journey you've ever been on (feel free to exaggerate a little, to make a good story!).	I can sequence events logically in an oral narrative, use expressive voices to convey different character emotions, adapt voice volume and tone for dramatic effect, manipulate my pitch and pace to grip listeners. engage an audience using sustained eye contact, incorporate descriptive vocabulary, use story language like "suddenly" or "meanwhile", speak clearly so the whole room can hear me.	The National Academy: Oral storytelling

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16 <u>PRISONERS OF WAR</u>	p84	A prisoner of war (P.O.W.) is a combatant who is caught by the enemy during a war. When they are captured, they are held in a special camp until the war ends so they cannot return to battle. Countries must obey special rules called the Geneva Conventions to protect prisoners. Prisoners must be given food, water, clothes, and a place to sleep. Captors cannot beat, torture, or be mean to prisoners. When the war is over, prisoners must be let go and allowed to return to their families. How would you keep your spirits up if you were trapped in a camp for years? What were 'Red Cross Parcel's? If you were a prisoner, what would you like to receive in one?	HISTORY <i>Research skills</i> With an adult, find a picture of a British P.O.W. camp in the Second World War. Write down three things this picture tells you - and two questions you have about it. Working with an adult, try to find out the answers to your questions. IWM photo of British P.O.W.s suggested for the activity: https://www.iwm.org.uk/collections/item/object/205196692	I can search online for information following links to trusted sources. I can compare sources to verify information. I can examine sources to judge if they are reliable.	IMW: What Life Was Like For POWs In Europe During WW2 BBC Teach: History KS2: How to research film archives Twinkl parents - Help your children develop online research skills

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17 INFORMATION AND MESSAGING	p87	The British government used posters, radio broadcasts, cinema films and leaflets during World War Two to keep people safe, save food, and boost morale on the home front. Do we still get messages from the government today? If so, what kind of things are we told or warned about? How do they try to get our attention?	ART Examine examples of WW2 Government public information posters. What were they trying to do? Use mixed media (paint, drawing, collage, block print etc.) to create your own poster. Use one of the following slogans: - Is your Journey Really Necessary? - Make Do and Mend - Dig for Victory - Careless Talk Costs Lives	I can experiment with different media and techniques. I can combine disparate media like charcoal, ink, and collage within one piece. I can use visual language to express abstract themes.	The National Archives: WW2 Propaganda posters BBC Teach History KS2: How to research film archives
18 THE EVACUEE EXPERIENCE	p96-99	Imagine you are evacuated and can only take a small suitcase with you - light enough for you to carry. Apart from clothes, what three essential items would you want to take with you? Now compare with other people. Have you chosen the same things? Explain your choices.	ENGLISH Imagine you are Stan. Write a letter home to Mum, telling her about your new home in Gorlemouth. Use your imagination! Remember that you don't want Mum to worry about you. Now address your letter to your home address (or make one up).	I can write an informal letter using the appropriate senders address, date, paragraphs, greeting and sign-off. I can address an envelope using the correct format.	BBC Teach: Evacuation video clips
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18 <u>PROPAGANDA</u> and <u>MIS-</u> <u>INFORMATION</u>	p123	The 'V1 P.O.W. Post' which Stan finds after a doodlebug raid is a real, little-known piece of Nazi <i>propaganda</i>. During the war, both sides used “information” as a weapon. Does this still happen today? Is it easy to check the truth about what you are told? How and why do you think we are fed misinformation?	HISTORY and ENGLISH Aunty Vi talks about what happened in Dunkirk. Find out about about the Battle of Dunkirk and then imagine you work for The Times of London newspaper. Write an article about what happened - remember that you want to keep morale up, so make it very positive!	I can summarise and represent information. I can write a newspaper article using the 5 Ws: what, where, when, who and why. I understand that information might be biased, according to the motives of the creator.	Twinkl: Dunkirk - Resource for History activity BBC Bitesize: Writing a newspaper and newspaper features BBC Teach KS2 History: How propaganda was used during World War Two The National Academy: KS2 - Verifying what I see online BBC Bitesize – KS3 - How was propaganda used in the war?

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23 <u>FRIENDSHIP</u> <u>FALL-OUTS</u>	P129	FRIENDS FALL OUT Have you ever argued with your friend? Do you think now that it was about something important or something that really didn't matter? Did you make friends again afterwards? Did either of you say sorry? Did you talk about the argument afterwards? What advice would you give to someone who'd had a quarrel with their friend? Teachers, perhaps you can revisit after reading the reconciliation in Chapter 25. It is tacit. Do children think it's best to talk about what happened after an argument or sometimes just let it go?	ENGLISH / DRAMA What would the argument on p129 be like if you were Billy? Try to see it through his eyes. Write the scene again from Billy's point of view, with the same dialogue, but his thoughts and feelings. Can you turn this into a short play? Use the 'fourth wall' technique to let Billy and Stan explain what their thoughts and reactions to the audience.	I can differentiate between a normal friendship disagreement and a serious argument. I can try to understand a friend's perspective during a dispute.	
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25 <u>MONEY AND CURRENCY</u>	p141	In 1944, people used cash (paper notes and coins) to pay for everything. Debit and credit cards hadn't been invented and neither had smart phones! Lots of people didn't even have a bank account: they were paid weekly in cash. Some kept money in a Post Office Savings Bank or invested in wartime savings campaigns. Can you think of the <i>advantages</i> and <i>disadvantages</i> of cash versus electronic money?	MATHS In 1944, Britain used a different system for money, called 'pounds, shillings and pence'. The system we use now is called the 'decimal system'. Can you find out what year the UK changed to decimal currency and why? Can you find out: How many shillings were in a pound? How many pennies were in a shilling? From this information, can you calculate how many pennies were in a pound? Can you find out what symbols (instead of £ and p) were used for the old system and what these symbols stood for? Can you find out how to write "4 shillings and eightpence" in numbers? Can you find out how much a 1944 pound would be worth in today's money? Can you add up sums written in pounds, shillings and pence?	I can talk about pre-decimal and decimal systems of money in the UK. I understand why the decimal system is easier. I can find out where to look for answers to questions on currency. can solve simple word multiplication problems I understand that currencies use symbols to represent words and that currencies may be written differently. I can convert between British Pounds (£) and foreign currencies using multiplication and division. I can solve multi-step problems involving all four operations within a monetary context.	The National Academy: KS2 Y4 Maths Convert quantities of money between pounds and pence Twinkl: KS3 Maths - VE Day: Pre-Decimal Currency - Changechecker: Your Guide to the UK's Pre-Decimal Currency

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26 FOOD RATIONING, COOKING AND DIET	p161	Do you think people ate more healthily during the Second World War? Why /why not? Do you think the government should be able to control what we eat for the good of our health? Are there any government controls on our diet now?	FOOD SCIENCE With adult supervision, either bake a wartime cake recipe (like Mrs P's rock buns - see the recipe on my website at tiafisher.com/operation-doodlebug-resources) , or one of these? https://the1940sexperiment.com/100-wartime-recipes/ or invent your own wartime pie recipe! It must have vegetables but no meat, no eggs, margarine not butter, and potatoes instead of flour - does anyone <i>dare</i> try to make it?!	I can bake under supervision I can measure, scale, and calculate ratios. I can read digital and analogue scales I can divide numbers	The Past is a Foreign Country: Wartime recipe for rock buns IWM: Handy Tips from the Ministry of Food WW2: I Was There: Living on Rations in the Second World War
			MATHS In 1944, children were only allowed about three ounces (85 grams) of sweets a week. That's about one Quality Street a day! What are your favourite sweets? Weigh them to see how much you would be allowed each week. Weigh different kinds of sweets, like chocolate, boiled sweets, candies ... which would give you a bigger bagful?	I can compare weight and volume.	The National Academy: KS1-2 - Explain that items can be compared using weight and mass British Food in America: Notes on wartime diet and health

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27 <u>WOMEN AT WAR</u>	p165	Lady station masters, bus conductors and land girls? Whatever next! (p149, p75, p95, p165) With so many of the male workforce away fighting, in 1941 young single women were conscripted into war work: either the armed forces (such as the ATS, WAAF, or WRNS) or working in vital civil defence and munitions industries. The government later expanded the age range as labour shortages grew. By mid-1943, nearly 90% of single women and 80% of married women in Britain were engaged in essential wartime work. Are there any jobs that you think women can't - or shouldn't - do? Why not? Are there any jobs that men can't - or shouldn't - do? Justify your views.	ENGLISH During the Second World War, there was a huge labour shortage in Britain because so many people were needed for the armed forces. Women did jobs that were previously only done by men (like engineering or driving a train) - but even though they were replacing jobs with the same skill level as a man, they were often paid significantly less just because they were women. Imagine you are Amy Brooke, the Station Manager in St Marsham's. Write a letter to your employer (LNER) asking for equal pay.	I can define what gender equality and fairness mean. I can identify common, everyday gender stereotypes and explain why they are untrue. I can recognize how respect and equal opportunities apply to everyone, regardless of gender. I understand the impact of gender stereotypes on personal choices, confidence, and career aspirations. I understand the legal rights and responsibilities tied to the Equality Act, including protected characteristics. I can write a formal, persuasive letter.	Striking Women: World War II: 1939-1945 The National Academy: The changing role of women in post-war Britain Twinkl: Persuasive Letter Writing
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29 DISABILITY AND INCLUSION	p165	DISABILITY AND INCLUSION Stan wonders how disabled people can use public transport or access the air raid shelters. What extra challenges do you think people with disabilities face during wartime? Billy is mocked for his dwarfism. Do you think our attitudes towards this disability – and disability in general – have changed since the 1940s? Think about your journey to school. If you were in a wheelchair, or as short as Billy, what barriers would you encounter?	PSHE An impairment is a physical or mental difference, but it is an inaccessible environment (like lack of ramps, braille, or inclusive attitudes) that "disables" a person. Look at your playground. Do you think it's accessible and inclusive for: - wheelchair users? - children with sensory issues? - children with visual or hearing impairment? If you can see any barriers, can you suggest ways they could be overcome?	I can explain why accessibility matters. I can name three different types of student needs. I can spot potential barriers to inclusivity and discuss solutions	The National Academy: Disability and impairment SSL Webflow: Design an accessible space lesson plan
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35 COURAGE AND INDEPENDENCE	p216	COURAGE AND INDEPENDENCE The war was a very dangerous time, so why do you think parents allowed their children to have so much freedom (such as playing outside, travelling on the train by themselves)?	GEOGRAPHY How many miles did Stan and his friends travel by train between London and the Norfolk coast ? Some of the places in the book are made up, but this will be roughly correct: Work on a scale map of London and East Anglia and draw the journey from Liverpool Street Station to Great Yarmouth in Norfolk, passing through these stations: Stratford, Chelmsford, Colchester, Ipswich, Stowmarket, Diss and Norwich. MATHS Then use a rule or a piece of string to measure the whole distance. Next, measure the length of string and use the scale key on the map to calculate how many total miles the friends travelled.	I can follow a train line locate and identify villages, towns and cities on OS maps I can interpret simple scale statements (e.g., 1 cm = 2 km) to figure out real-world values.	Twinkl: Locating UK Cities on a Map Differentiated Worksheet
36 READING	P222	Nellie's ability to read the message on the warden's post meant she could fetch help in time to save Nobby and the boys. Apart from reading books, how crucial is reading in our daily lives?	ENGLISH Write the story of the rescue from Nellie's point of view – use your imagination to fill in the gaps and make it dramatic!	I can hook the reader with an interesting opening I can build up atmosphere using description I can describe a character's inner thoughts and feelings I can write a satisfying ending.	Twinkl: Why is Reading Important? Mind Map
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39 THE NHS	p243	"Spectacles are very expensive," says Stan. The NHS didn't exist until after the war (1948), so people often couldn't afford proper healthcare. What kind of things would they have to pay for which are free (or very cheap) for us now? What healthcare today is not free, and do you think that causes a problem for lower income families?	DRAMA 'The Creation of the NHS' lesson plan: a series of drama activities based around life before and at the creation of the NHS. [link to lesson plan]	I understand some of the ways the creation of the NHS would have changed people's lives for the better.	The National Academy: The Creation of the National Health Service

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40 V.E.DAY	p247	V.E DAY V.E. Day was a celebration of the war's end in Europe. But how do you think you might feel if, like Stan and millions of others - someone you loved had died in the war? Would you feel like celebrating? What if your loved one was serving, or a prisoner in - Asia and the Pacific, where the war still continued? Now watch the film: VE Day: Learning From Letters: https://www.iwm.org.uk/learning/resources/ve-day-learning-from-letters to learn about Kitty's experience. Note to teachers: If appropriate for your students, you may want to show them the notification of death letter that Kitty read to her mum. Students may be struck by how the letter is written especially the formality of the language and the 'fill-in-the-blanks' format.	ENGLISH Write a diary entry as if you were Stan. Tell your diary how you feel about VE Day and any mixed emotions you might have. Remember, a journal is a place to be honest and express emotions you might not want to share with others.	I can talk about VE Day, its impact at the time, and how people might have felt about the end of the war in Europe. I can think critically I can research using primary and secondary sources including letters, diaries, interviews, photographs and film. I plan, draft, and express complex thoughts independently without rigid structure.	BBC Teach: Day - Teaching Resources Twinkl: What Is VE Day? IWM: VE Day: Learning From Letters IWM: Recently released British prisoners of war arrive at Lübeck Aerodrome for their return journey by air to Britain and celebrations in London: June 1945 episode of 'War Pictorial News', (00.00 > 05.02 – stop at that point if sharing with class, later content may be unsuitable for younger students)
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MORE IDEAS, SUITABLE FOR ANY CHAPTER:

Bookmark words - Give students a blank bookmark to jot down 2 words that baffled them and 2 words they loved in this chapter.

Word Tennis: Pair students up. Give them a word from the book (e.g., furious). They bounce synonyms back and forth (angry, livid, enraged) until someone repeats a word or 'drops the ball'. Could use bean bags / tennis balls (outside) to make this even more fun!

The 60-Second Challenge: Pick a rich word from the text. Students have exactly one minute to write a brand-new sentence using that word correctly. This is quite a challenging exercise: differentiate by working in groups or give multiple choice answers to see which sentence has used the key word correctly.

Shades of Meaning: Pull a generic verb (like *walked*) from the text. Replace it with the book's specific verb (like *shuffled* or *strutted*). Discuss how the mood changes. Could also get the children to react to the sentence using the different verbs to make it visual.

The Prediction Jar: Display 5 unusual words from the upcoming chapter. Have students predict what will happen in this chapter based only on those words.

**If you've got ideas for more activities, please share them on IG / Threads with #OperationDoodlebugSchoolResources.
Feedback, or if you'd like me to add activities to this resource, to tiafisherwrites@gmail.com.**

