

GREENHAM COMMON WOMEN'S PEACE CAMP AND ACTIVISM: STUDY SUPPORT PACK

'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brother/sisterhood.'

Opening to the UN Charter of Human Rights

*'Which side are you on, I ask you:
Are you on the side that's not for life?
Are you on the side of racial strife?
Are you on the side that beats his wife?
Which side are you on?'*

Song by the Greenham Women, sung to the soldiers and police in the military on the other side of the fence at Greenham Common

'We are a gentle, angry people, and we are singing, singing for our lives.'
Holly Near, folk singer and activist and Greenham Woman

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Introduction to Greenham

Greenham Common Peace Camp was established in 1981 to protest the siting of 94 American nuclear missiles at RAF Greenham Common in Berkshire.

It quickly became the first and only women-led peace camp and its scale and influence would be unparalleled in recent British history.

Women from all over the world braved every weather and the wrath of Thatcher's Tory establishment to protest peacefully and creatively.

In a time before the internet and mobile phones, Greenham women and their supporters organised numerous demonstrations like "Embrace the Base" in 1982, where 30,000 women held hands around the 9 mile perimeter fence.

Chapter One: Games and Activities

The following ideas can be used to further develop understanding of the workshop themes. It is intended that the ideas form part of ongoing discussions and/or opportunities for further PSHE and classroom activities.

1. **Photography:** Children and young people live in a highly visual age; they thoroughly enjoy taking photographs and having photographs taken of themselves but they also have to deal with a media and culture that is constantly showing them images of themselves and inviting comparison and comment. The Greenham Women had to deal with a huge amount of media attention, with very little control of how images of them and their camp were used.

Encouraging students to reclaim the power of being the photographer can be a fascinating insight into their world and can be a great impetus for further creative activities and discussions about the male gaze and the roles of the observer and the observed.

Category	Possible ideas
School	<ul style="list-style-type: none"> ▪ Designate areas in your school to be observatories, and decorate them accordingly. Set up some disposable cameras or a digital camera at these stations and decide a day, week or time of day when students can visit or just simply pass by and use the camera to record insights into their own experience of the world they live in. Set up a group to collate and organise the photographs into a finished product. ▪ Designate a group of young people to capture some of the possible situations where rights may need to be exercised, by spending a chosen day to photograph people going about their activities, showing situations which display a variety of collective and individual needs. ▪ Choose an event in school and record the events of the day, taking photographs and writing an account of the images and why they were photographed.
Group/class	<ul style="list-style-type: none"> ▪ Make a photograph collage of a group or class of young people outlining the idea of union/group support. ▪ Get a group of young people to consider a specific collective right, to wear the same colour clothes and photograph them in a special place in school. Thought bubbles can be added to demonstrate discussion, collective resolution on the issue. ▪ Think of a theme, e.g. Heritage, Democracy, Women/Girl's rights, Climate Change, the rights of the individual, and take photographs. Add single words and phrases to the end product to show and develop the themes/ideas. ▪ See photograph 1 and consider the power we have as individuals of being the change we want to see in the world, what might we change and who might we change it for?
Individual	<ul style="list-style-type: none"> ▪ Allow students to take a digital or disposable camera home to photograph on a theme, e.g. the rights of the individual, heritage, reason and conscience. ▪ Get students to collect and make a memory box, photographing the contents that show the importance of their heritage. ▪ Get each students to find a photograph of a campaign or campaigner they admire and make a matching collage or painting.

2. **Books and resources:** There are a wealth of books, songs and visual materials that can be used to discuss the themes of rights, feminism, activism and change. Here follows a list of recommended texts and possible activities in response to them.

Greenham specifically:

Greenham Common: Women at the Wire

ed. Barbara Harford and Sarah Hopkins (The Women's Press, 1984)

A collection of primary source material, diaries and testimonies, from the first 20 years of the camp. Widely considered to be one of the seminal texts about the camp's early days and a vivid introduction to the movement.

Walking to Greenham

by Ann Petitt (Honno Ltd, 2006)

Coming together with a small group of friends, Ann Petitt started a movement that changed the face of Cold War Britain. Her remarkable memoir tells the real story behind one of the 20th century's most iconic expressions of grass roots political will.

Long Road to Greenham:

by Jill Liddington (Virago Press, 1989)

Triggered by the Greenham Common campaign, this book traces the story of women's peace campaigns in Britain back to the Female Auxiliary Peace Societies of the 1820s. It assesses the influence of turn-of-the-century writers and reconsiders the role of the Women's International League formed in 1915; of the Women's Co-operative Guild's "white poppy" pacifism in the 1930s; and the role of women in the Campaign for Nuclear Disarmament.

Greenham Women Everywhere (working title)

by Kate Kerrow and Rebecca Mordan (The History Press, anticipated 2021)

This book takes key topics from Greenham – such as the Law, Prison, Life at Camp, Non-Violent Direct Action – and uses case studies taken from the Greenham Women Everywhere archive to explore them, providing a macro and micro analysis of the peace camp and the second wave feminist movement and its impact.

Feminism and activism:

Stage Rights!: The Actresses' Franchise League, activism and politics 1908–58

by Dr Naomi Paxton (Manchester University Press, 2018)

Explores the work and legacy of the first feminist political theatre group of the twentieth century, the Actresses' Franchise League. Formed in 1908 to support the suffrage movement through theatre, the League and its membership opened up new roles for women on stage and off, challenged stereotypes of suffragists and actresses, created new work inspired by the movement and was an integral part of the performative propaganda of the campaign.

Votes for Women and Other Plays

ed. Susan Croft (Aurora Metro Press, 2009)

Brings together a selection of these plays, comic, dramatic and satirical, exploring the arguments in favour of votes for women, the experience of suffragettes and some of the

underlying inequalities women sought to change through gaining the Vote. Susan Croft is a leading historian in this field and has managed the rights and suffrage workshop content.

***Do It Like a Woman* (Portobello, 2015) and *Invisible Women: Exposing Data Bias in a World Designed for Men* (Chatto & Windus, 2019)**

both by Caroline Criado-Perez

Do It Like a Woman: Doing anything 'like a woman' used to be an insult. Now, as the women in this book show, it means being brave, speaking out, and taking risks, changing the world one step at a time. Here, campaigner and journalist Caroline Criado-Perez introduces us to a host of pioneers, including a female fighter pilot in Afghanistan; a Chilean revolutionary; the Russian punks who rocked against Putin; and the Iranian journalist who uncovered her hair.

Invisible Women: Invisible Women shows us how, in a world largely built for and by men, we are systematically ignoring half the population. It exposes the gender data gap - a gap in our knowledge that is at the root of perpetual, systemic discrimination against women, and that has created a pervasive but invisible bias with a profound effect on women's lives. From government policy and medical research, to technology, workplaces, urban planning and the media, Invisible Women reveals the biased data that excludes women.

***Delusions of Gender: The Real Science Between Sex Differences* (Icon Books, 2011) and *Testosterone Rex: Unmaking the Myths of Our Gendered Minds* (Icon Books, 2018)**

both by Dr Cordilia Fine

Delusions of Gender: Gender inequalities are increasingly defended by citing hard-wired differences between the male and female brain. That's why, we're told, there are so few women in science, so few men in the laundry room – different brains are just suited to different things. With sparkling wit and humour, Cordelia Fine attacks this 'neurosexism', revealing the mind's remarkable plasticity, the substantial influence of culture on identity, and the malleability of what we consider to be 'hardwired' difference.

Testosterone Rex: Psychologist Cordelia Fine wittily explains why past and present sex roles are only serving suggestions for the future, revealing a much more dynamic situation through an entertaining and well-documented exploration of the latest research that draws on evolutionary science, psychology, neuroscience, endocrinology, and philosophy. She uses stories from daily life, scientific research, and common sense to break through the din of cultural assumptions. Moving beyond the old "nature versus nurture" debates, *Testosterone Rex* disproves ingrained myths and calls for a more equal society based on both sexes' full, human potential.

Graphic novels:

Strong Female Protagonist

by Brennan Lee Mulligan and Molly Ostertag (Top Shelf Productions, 2014)

With super-strength and invulnerability, Alison Green used to be one of the most powerful superheroes around. Fighting crime with other teenagers under the alter ego Mega Girl was fun — until an encounter with Menace, her mind-reading arch enemy, showed her evidence of a sinister conspiracy, and suddenly battling giant robots didn't seem so important. Now Alison is going to college and trying to find ways to help the

world while still getting to class on time. It's impossible to escape the past, however, and everyone has their own idea of what it means to be a hero....

Lumberjanes: Volume 1 to the Max

by Shannon Watters and Noelle Stevenson (Boom Entertainment, 2015)

At Miss Qiunzella Thiskwin Penniquitl Thistle Crumpet's Camp for Hardcore Lady Types, things are not what they seem. Three-eyed foxes. Secret caves. Anagrams! Luckily, Jo, April, Mal, Molly, and Ripley are five rad, butt-kicking best pals determined to have an awesome summer together...and they're not gonna let a magical quest or an array of supernatural critters get in their way! The mystery keeps getting bigger, and it all begins here. Collects issues #1-8, the two-page short from BOOM! Box 2014 Mix Tape, all eight mix-tape lists, and more!

Persepolis

by Marjane Satrapi (Vintage, 2008)

The intelligent and outspoken child of radical Marxists, and the great-granddaughter of Iran's last emperor, Satrapi bears witness to a childhood uniquely entwined with the history of her country. *Persepolis* paints an unforgettable portrait of daily life in Iran and of the bewildering contradictions between home life and public life. This is a beautiful and intimate story full of tragedy and humour - raw, honest and incredibly illuminating.

Films, songs and articles:

Carry Greenham Home

by Beeban Kidron (National Film of Television School, 1983)

Director Beeban Kidron was so committed to making this 1983 film - she was attending the National Film and Television School at the time - that she lived at the site herself for more than seven months. Shot almost entirely on video, Carry Greenham Home's depiction of the women involved in the peace movement contrasts greatly with media portraits of the time, and the subsequent collective memory. The film gives a fuller picture of what life was like than the fragmented news reports. It covers the processes underlying the women's decisions, the influence of outside forces, and the verve and style with which they developed their own brand of non-violent direct action.

The Greenham Songbook

<https://www.theguardian.com/yourgreenham/songbook/0,,2071798,00.html>

Lyrics and sound clips from some of the camp songs, some original and some you'll know with the words changed!

Hyrrs Not Hymns

<https://www.independent.co.uk/life-style/christmas-carols-feminist-lyrics-new-good-queen-wenceslas-equal-pay-kick-the-balls-hyrrs-a8106071.html>

Feminist rewrites of seasonal favourites, often very funny! Festive fun for all!

Category	Ideas
School	<ul style="list-style-type: none">Choose one of the above books or a book of your choice, and read to the whole school. Ask the young people to write about either a campaigner in their lives or somebody they would like to

	<p>campaign for and create a school book of these people, showing the needs we are/could fight for.</p> <ul style="list-style-type: none"> Choose a book of your choice to read to the whole school and ask children to submit additional stories about the characters in the original book.
Group/class	<ul style="list-style-type: none"> Hot seating: from the chosen book ask pupils to hot seat and answer questions about the character. Develop a play with a given scenario either from the story or an imagined one to show how the character fought for their rights. Recount a section of a book that tackles the issue of women's rights and create a mini-play.
Individual	<ul style="list-style-type: none"> Having read one of the books listed or a chosen one, ask the pupils to write about the character, about their ability to overcome adversity and why they chose to invoke change. This can be done as a poem or a piece of prose. Ask the pupils to write a book about what they would change, based on the stories that they have read and their own lives.

3. **Writing:** Writing allows for individual thought and can be a really helpful way to develop a range of mature responses to challenging issues.

Category	Ideas
School	<ul style="list-style-type: none"> Choose a theme such as fear, loneliness, anxiety and explore in PSHE lessons. Ask pupils to write a story with a positive outcome from a negative emotion. Submit the collected stories. Ask every child to write a short sentence about their school, and its support on community cohesion.
Group/class	<ul style="list-style-type: none"> Chinese whispers: Collectively write a story about a given theme, each writing a sentence or a paragraph to form a novel piece of writing. Write together about your class or group of friends; what are your rights as a group? Get a group of children and young people to write an imaginary blog about a designated day – an ordinary day in their lives to see compare and contrast individual experiences, what their individual rights are, which needs are met/not met, how differently we exercise reason and conscience, how we act towards one another.
Individual	<ul style="list-style-type: none"> Write a poem or piece of prose about what you give to others, want to leave behind – describing yourself, your interests, your joys and fears, your hopes and values, your skills and strengths, your needs, your inspiration. Write a modern day fable, celebrating and explaining control and choice. Ask the pupils to write about a specific and important event in their lives which made them consider what it means to be free.

4. **Music and dance:** Expression through music and dance can be a wonderful way of dealing with sensitive issues, celebrating positive experiences and challenging difficult situations.

Category	Ideas
School	<ul style="list-style-type: none"> ▪ Develop a composition, either a song or a piece of music written by a group of young people on behalf of the school that captures the idea of change and freedom. ▪ Listen to Peggy Seeger's "Carry Greenham Home". Ask the pupils to consider what their activist camp would be and create a book of responses.
Group/class	<ul style="list-style-type: none"> ▪ Write and perform a musical composition about some one or something you care about. ▪ Create a vocal sound collage on a number of themes, peace, fear, war, freedom. Explore how the environments created by each sound collage makes you feel. ▪ Create a group dance that demonstrating individual talents and interests within that group and how combining different skills creates impact/strength.
Individual	<ul style="list-style-type: none"> ▪ Write a song about your hopes for the world/for others, with music and lyrics. ▪ Choose a favourite song, explaining why the song is so special, what feelings it evokes and what it says that makes it important.

5. **Artwork:** Artwork can range from collages, posters, paintings and drawings using a range of media, including 2D or 3D work.

Category	Ideas
School	<ul style="list-style-type: none"> ▪ Create a frieze of your school with contributions from each pupil and member of staff, identifying in art form, an individual right. ▪ Make a piece of artwork on a large canvas with every child's portrait and name represented. ▪ Identify a character from one of the storybooks and create an mdf model for the playground as a reminder of the whole school commitment to be the change you want in your world.
Group/class	<ul style="list-style-type: none"> ▪ Find unique characters and photographs from magazines explaining why they have been chosen to contribute to a group picture about engagement in society. ▪ Get a group of young people to pick a theme, e.g. conscience, change, freedom, care and create a piece of interactive artwork.
Individual	<ul style="list-style-type: none"> ▪ Create a piece of artwork with a mixture of photographs of themselves, their families, their heritage. ▪ Do silhouette pictures celebrating action.

Games and Activities: Further Ideas

These are some ideas that can be an impetus for further creative games and activities.

- **United Nations – Rights of the Child:** Introduce the Rights of the Child to the young people. Ask them to consider them, choosing one to illustrate what it means to them and for someone else in their lives.
- **Newsletter:** Create a school newsletter titled “Our Rights”, collating a series of articles from the whole school which is edited by the young people themselves.
- **Graffiti Wall:** Designate a space in the school, for example in the school hall or upstairs corridor. Cover in paper and provide pens and ask pupils to draw and write responses to a question such as “How can we be the change we want to see in the world?” or “Why is change important?”
- **Story Wall:** As above, designate a space in school where a large piece of paper can be displayed. As a staff, write a starting paragraph for a story. Invite the children and young people to contribute to the story, either a word or sentence or two at a time and see where it leads.
- **Discussions:** Film a debate or discussion on democracy, change, freedom, activism, peace.
- **Balloon debates:** Get each child to choose and research a famous or not so famous resident of their local area, current or historical, and discuss why they are important in their society.
- **Interviews:** Get the students to explore the Greenham Women Everywhere website (www.greenhamwomeneverywhere.co.uk) and find a Greenham Woman local to them. Listen to their interview and comments on the positive aspects of change and activism they suggest, or the problems they identify; do they agree or do they have different concerns and priorities? Who could they interview who might have been to Greenham or involved in other activism? Conduct these interviews if appropriate.
- **Imaginary Communities:** Ask the young people to consider starting their area from scratch. What would make the place better? What would they need? What would be similar or different to reality?

Chapter Two: Discovering Heritage

This chapter is concerned with ways in which we can find out more about our own local heritage. Using some of the research methods below it is a fairly straight-forward but exciting process to discover local heritage and the ways in which communities have been individually created and shaped and the reasons why; essentially, some of the key figures in community development and the nature of their involvement.

Contact your local archive

Every county and many boroughs have a specialist local history archive or library. This should be your first port of call for further research on the women's suffrage movement in your area. Look them up, contact them and find out what they have. Things you may want to ask for:

Existing Publications

In some areas research may have already been done on women's activism locally. Libraries and archives may have published and should certainly have copies of local publications.

Local Newspapers

The library or archive may hold bound copies of original newspapers or more likely microfilm copies of these or even digital versions. Often originals are too vulnerable for researchers to have access to them. Ask if there are any finding aids or indexes to them, which may help. But you may have to do the leg work yourself – that's the researcher's job!

Processions, demonstrations, protests may feature in news and even on front pages but much activity that went on locally was much less dramatic. So you also need to look for smaller announcements for events like fundraisers, such as bazaars, amateur theatricals, garden parties, and announcements of political meetings that may appear in 'Events' sections.

Find the likely years in which events occurred – 1983 to 2000 were the years of the Greenham Women's Peace Camp, so look at the press for those years.

Look earlier for other feminist activity, such as suffrage. The suffragettes of the WSPU, WFL and other radical arms of the movement were relatively small in number and predominantly based in cities, compared to the suffragists who used peaceful means to campaign for the vote through peaceful demonstrations, talks, petitions and meetings rather than direct action. These were members of the NUWSS National Union of Women's Suffrage Societies, which grew from the National Society for women's suffrage started in 1897 by Lydia Becker in Manchester. The NUWSS had hundreds of local branches; look for what was happening in your area or town.

Subject Files

Most libraries and archives will have files or boxes of material on particular topics and catalogues of individuals and events. (Note: these may be on file cards not yet on

computer). Ask them where you might find information on feminist events and organisations locally – there may be files of flyers, hand-outs, press cuttings, photos of local events.

Librarians and Archivists

Consult their knowledge, not just the catalogue. Some material may not be catalogued or may not be filed in an obvious way. Find out what you can on your own initiative and then ask them to help point you in likely directions.

Call Ahead

Many local history libraries and archives operate with a small staff so don't just turn up and expect the information you want to be available. Consult websites to find out what information is available online, then call ahead to say you want to come in, especially if there is a small group of you.

Education and Learning Sections

Larger archives, libraries and museums often have their own education department or manager who may be able to offer specific talks, workshops or tours on 'How to Use Archives' or on any feminist or activist material they hold. Some have online resource packs or education publications available.

Organisations in London where this applies include:

The Women's Library

The Library holds the Greenham Women Everywhere interviews and a huge range of archives on the women's movement and Greenham as well as art-works, banners, artefacts, books, sashes, medals, photos etc. It also holds regular free exhibitions and events. They can offer:

- Tours of the Reading Room tailored for specific groups.
- An education space and extensive handling materials for teachers to use independently with their students by arrangement.
- Special sessions for school history groups.
- Access to Greenham resources. Students over 14, focusing on Greenham for their coursework are welcome to research at The Women's Library and can register as readers.
- For Primary schools: *'Have Your Vote! The Primary Schools Loan Box'*
The Women's Library has devised a box containing a variety of activities and resources to help teachers run a school council and to support the citizenship curriculum at primary level. The 'Have Your Vote' box includes activities for introducing the school council to the Suffrage Movement, training new council members and preparing for an election.

Museum of London

The Museum has many collections in this area and can offer workshops, tours and events as well as a teachers' network and INSET sessions plus online Resource Packs.

London Metropolitan Archives

Holds hands-on sessions to introduce KS2 and KS3 students to archives and their role and relevance in society in the belief that the immediacy of working with archives offers a unique way of bringing the past to life. They also offer archive orientation sessions for

Further and Higher Education student groups, highlighting LMA's strength as a place for individual research. If you would like a session to focus on a particular topic like women's history or activism, ask: they may be able to create a specially designed session.

Local Museums

Smaller museums like Hackney or Richmond museum also have education staff or may be able to set up a special session if there is enough interest.

Chapter Three: Ongoing Projects and Discussion

After immersing themselves in the history of women's rights and Greenham and engaging in creative activity, it may be that the students choose to take themes up for further investigation. Please find below some ideas for encouraging further analysis, direct questions to students, ongoing projects and discussion around the workshop content.

Greenham Today: related activism

The Greenham Women weren't just campaigning against the bomb, they had several political threads that brought and kept them together. Women came to the camp from all backgrounds and walks of life because of pressing concerns that we can see are still important to us today from current campaigning. Here are the main areas they campaigned about -

The Nuclear Threat: The threat posed by the arms race between America and Russia in the 1980's created a visceral fear of nuclear war. Lots of women also felt that in a world run by men, displays of military power were used as status to the risk of everything and everyone else on the planet. Women came to the camp to protest against this escalation of weapons and nuclear bombs in particular; they came from CND groups, Quaker meetings and from their families all over the UK and the world to protest about this at Greenham Common

The environment and the common land: Many Greenham Women saw the threats to the environment that activists and scientists warn us of today and this was a big part of their campaigning. Most of the camp was vegan or vegetarian and the women used art and creativity in their protests and campaigns to draw attention to our links to and dependance on the natural world, just as we see climate change campaigners doing today. A part of this was their demand that the Greenham Military base, an illegal government occupation of one of the last pieces of common land in the country which had been lent to Americans in WW2, be given back to the people of Britain to use freely as it was intended. Greenham is common land today in part thanks to the Greenham Women's efforts.

Women's rights and feminism: Lots of women went to Greenham because it was women only as a chance to live without looking after men, to escape male violence or to share experiences with other women of oppression and to develop their understanding of intersectional and second wave feminism. Being immersed in each others company and living without leadership was a radicalising experience for thousands of women and swelled the ranks of the feminist movement nationally. Women from Greenham went on to be part of campaigns that effected women and lesbians, such as the campaign against Section 28, the campaign for equal wages and the Reclaim the Night marches across the UK.

Here's just a few of the campaigns that Greenham Women are involved with today or that share the concerns of the camp:

Greta Thunberg and the School Strikes: In August 2019 it was one year since Greta first started her 'School Strike for Climate'. She was 15 years old at the time and skipped school to protest outside the Swedish parliament, calling on world leaders to do more to help the environment. She chose to miss classes every Friday and asked other young people around the world to do the same. This evolved into a massive campaign movement called 'Fridays for Future'. Over the last year it's grown, with millions of students in countries all over the planet inspired by Greta to take action and walk out of school.

<https://www.fridaysforfuture.org/>

Me Too: The 'me too' movement was founded in 2006 to help survivors of sexual violence, particularly Black women and girls, and other young women of colour from low wealth communities, find pathways to healing. They shot to fame in 2018/19 thanks to the hashtag Me Too. Their vision from the beginning was to address both the dearth in resources for survivors of sexual violence and to build a community of advocates, driven by survivors, who will be at the forefront of creating solutions to interrupt sexual violence in their communities.

<https://metoomvmt.org/>

Extinction Rebellion: Extinction Rebellion is an international movement that uses non-violent civil disobedience in an attempt to halt mass extinction and the risk of social collapse.

<https://rebellion.earth/>

No Borders: No Borders is a network of groups and individuals who fight against borders and immigration controls. They believe in freedom of movement for all. The No Borders network in Europe began in 1999, with a first trans-national meeting in Amsterdam in December 1999. Since then there have been many Europe-wide gatherings and camps, and people have started local groups from Spain to Serbia, Sweden to Turkey and here in the UK.

<http://noborders.org.uk/aboutnoborders>

Discussion and Research

Investigate where in the world women or other groups are still excluded from heritage. In what other ways are women deprived of rights or excluded from full citizenship?

What other groups are excluded from full citizenship or deprived of rights in this country or others? – e.g. immigrants, religious minorities, people of colour.

See <http://www.womankind.org.uk/> for information on women's struggles today across the world against violence, sexual abuse, forced marriages etc.

Theatre

Put on a reading based on written testimonies from the books suggested above or from the Greenham Women Everywhere website (www.greenhamwomeneverywhere.co.uk), devise a play about these first hand accounts or stage a singalong of the songs from the

camp. Have a discussion with your audience at the end. Is this just of historical interest or does it still have relevance today? What are the issues facing women and other groups that have been disenfranchised today? Can you see the Greenham Women's campaigns in the school strikes, the Me Too movement, in Extinction Rebellion?

Read accounts of activism such as die-ins, blockades and hunger strikes. Improvise a scene or scenes on the basis of the material. Talk about the issues involved in presenting personal historical accounts and painful material.

Identify an important contemporary issue or an experience. Conduct a series of interviews with people who have experience of it – immigration, climate activists, survivors of Domestic Violence or the sex industry. In a group use the material to improvise a short scene. What issues are involved in working from first-hand testimony from living interviewees?

Conducting Interviews

Interviewing is an important skill for any researcher and the students may require some tips on how to handle interviewees.

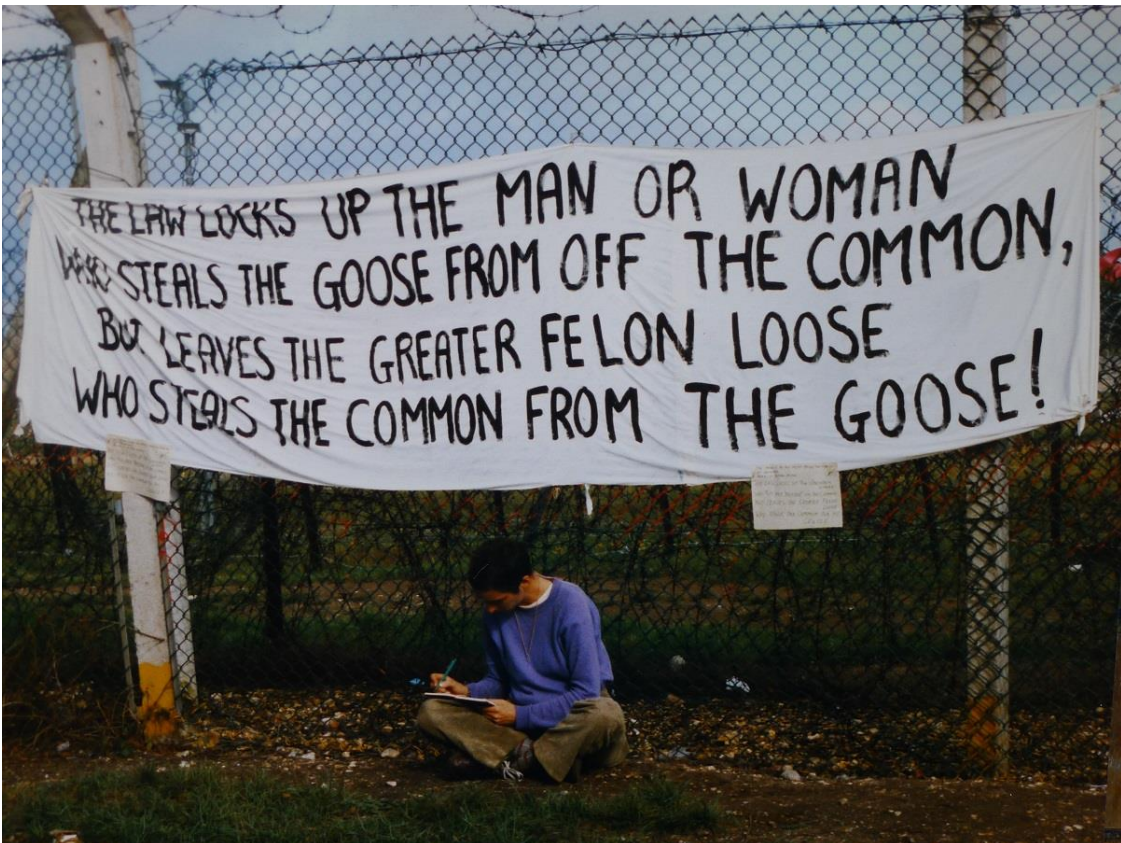
1. Read up on the subject beforehand. Make sure you have some prior knowledge of the subject before you go into the interview. This will help direct your questions and shows respect for the person's experience – do not expect them to tell you everything about a topic which you have not bothered to explore beforehand!
2. Work out an outline of what questions to ask beforehand, but be prepared to depart from it if the interview goes in a new and interesting direction.
3. If you are record the interview, make it clear what you intend to do with it afterwards – share it with the whole class, put an extract on a web site, transcribe it for a project - and make sure your interviewee is happy with that.
4. The best quality recorders now are 'solid state', that is they record onto hard drives or flash cards with no moving parts. You don't have to use the latest technology but whatever you are recording – or filming – on, make sure you are familiar with the technology and it all works, beforehand. Check microphones and levels.
5. Practice doing an interview beforehand with a friend. Take it seriously. Try out recorders and sets of questions. Try different approaches to encourage them to give you a detailed description of a memory or event. Identify what works and what doesn't.

Chapter Four: Resources

Photo credits: Christine Bradshaw, Sandie Hicks and Bridget Boudewijn

Archive credits: London School of Economics Women's Library and Greenham Women Everywhere











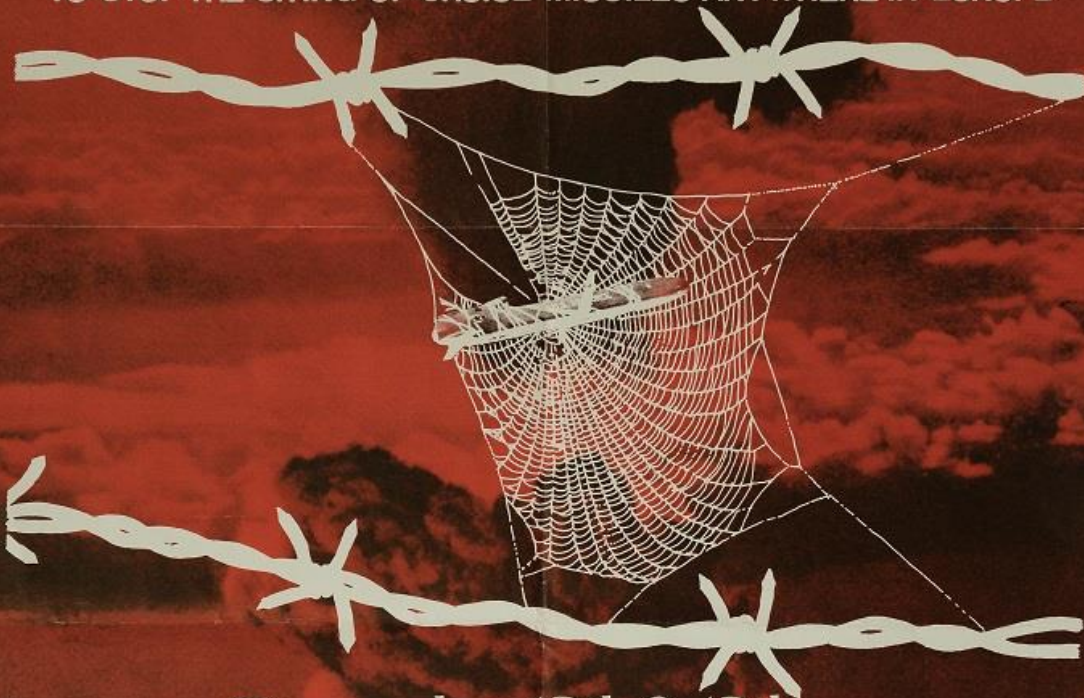




GREENHAM COMMON WOMENS PEACE CAMP

INVITE WOMEN
TO TAKE PART IN

AN INTERNATIONAL ACTION
TO STOP THE SITING OF CRUISE MISSILES ANYWHERE IN EUROPE

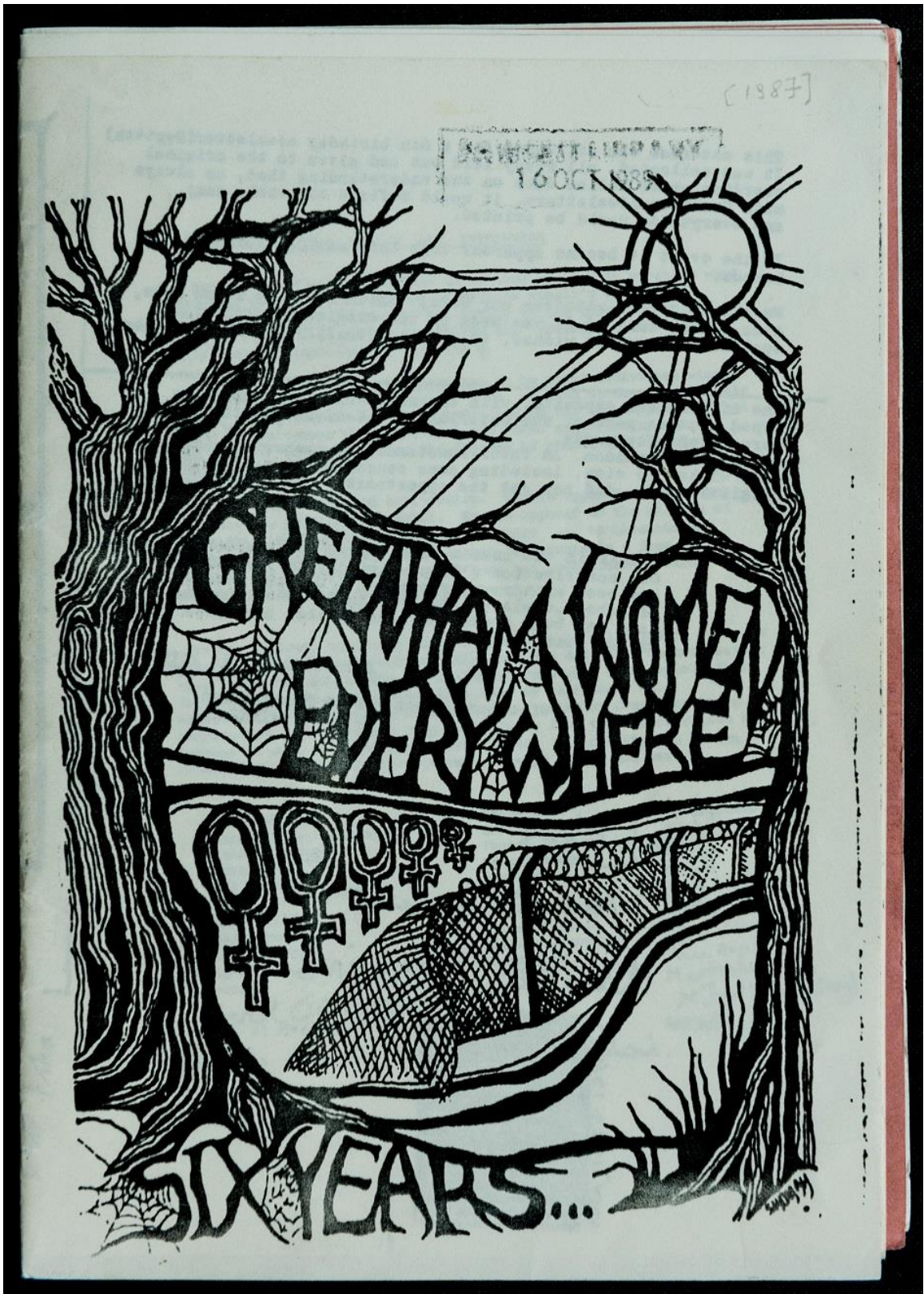


December 12th & 13th

EMBRACE THE BASE ON SUNDAY - CLOSE THE BASE ON MONDAY

Please gather at one of the 7 gates from 10 a.m. prior to encircling the base. On Monday morning, there will be training for the Non violent direct action also legal back up. Overnight accommodation in marquees or own tents. Creche at Childrens gate where men in suport of the womens action are welcome. To get there: X1 from Victoria Coach Stn. B R to Newbury.

FOR FURTHER INFORMATION CONTACT : CHRISTINE 01 272 0056





University place ends the 'inevitability' of a life in prison

LYN BARLOW was scrubbing the showers in East Sutton Park prison when she met an old friend.

She had been 13 and in The Moss, a remand assessment centre in Sheffield, when she last saw Elaine. Lyn recalled: "It pulled me up short. Suddenly it had all seemed so inevitable. I remembered how at the approved school they had told me I would end up in prison. And there I was."

The offences that put Lyn behind bars were political. She had been a Greenham Common protester for three years and, like many of the campaigners, had seen the inside of Holloway, Styal and East Sutton Park prisons.

But she has no illusions that had she not found Greenham, through which to channel her energies, Lyn would have ended up in jail anyway, like Elaine.

Her short history was one of family breakdown, care, sleeping on the streets, petty offending, and drugs. One with which, and through counselling, she is only now coming to terms.

Once described as "of well below average" intelligence, she is now beginning a course in political and social science at New Hall, Cambridge. Lyn, who is 27, feels the pressure to succeed, not only for herself but for those who helped her to break the cycle of deprivation. And for her "family" at Todwick Grange children's home who did not make it — for Mick who took an overdose at 22, and for Marie who, at 24, hung herself.

As a child, Lyn repeatedly ran

Lyn Barlow, a former prisoner, goes up to Cambridge this week. She talks to Heather Mills about her life

away from home, only to be taken back by police. But, aged 12, she put herself into care, went through approved homes, and ended up at Todwick Grange for difficult and disturbed children, where she was to live for the next five years.

While grateful to some staff for their work and affection, she is critical of what she saw as a chaotic and directionless system that failed most of its charges. Emphasis was on control rather than care, and with a rape at the home and allegations of abuse, the regime clearly did not work. "Most of the time we just ran riot," Lyn said.

At 18 and too old to stay in care, she found herself alone in a council flat, with no qualifications and little chance of work in Sheffield during the recession of 1980-81. Lyn volunteered for an adolescent intensive therapy session that lasted long enough for her to be introduced to drugs by Bob, another teenager on the course. She would spend the day hanging round street corners, taking drugs and supplementing the dole with shoplifting.

Greenham Common and the peace campaign started the change in her fortunes. "I visited and fell in love with the place. I



Lyn Barlow, who has put prison, drugs and a troubled childhood in care behind her to win a university place Photograph: Martyn Hayhow

felt very impassioned about nuclear disarmament. I had a purpose." She left college, where she had enrolled for O-levels, and spent the next three years at Yellowgate camp, throwing herself into the anti-nuclear campaign and, as a result, going to prison. "The awful thing was that

when I got into prison, I found I had more in common with the other prisoners, than I had with many of the middle-class women of Greenham. Prison was another institution. I adapted straight away. I knew how to play the game."

With that realisation came dis-

illusion with Greenham and a desire for knowledge. Lyn worked as a researcher briefly for what was then *New Statesman*, and still does voluntary work for Women in Prison.

She realised the shortcomings of a lack of formal education and enrolled at Hillcroft College, in

south-west London, where she obtained a certificate in higher education.

"I got such support and encouragement from both staff and students. They gave me confidence in myself and my abilities. I would not have got where I am without them."

Court gaols 36 Greenham women

By Paul Brown

Thirty-six women protesters from the Greenham Common peace camp were sent to prison for 14 days yesterday by magistrates at Newbury, Berkshire, after refusing to be bound over to keep the peace. Six others who agreed to be bound over for a year were released.

The women were found guilty of conduct likely to cause a breach of the peace in scaling the fence at RAF Greenham Common on January 1 and climbing cruise missile silos. Some of the defendants stood on chairs and sang songs in court.

Elizabeth Woodcraft, for the women, said they were innocent of any criminal offence. It was a civil matter, and as a matter of conscience they could not lie and say that they would not continue their protest.

She added that many petty

criminals would have to commit several offences before they faced 14 days in prison and appealed to the court to use its discretion and release the women.

The chairman of the bench, Mr Desmond Barton, in sentencing the women, said: "No one on the bench doubts the sincerity of the views expressed in this court. You have in this country the freedom to express these views and to protest, but this must be within the laws of the country."

Six of the women gaoled yesterday were among the 23 sent to prison in November for refusing to be bound over after a similar protest.

They asked through Miss Woodcraft not to be transported in riot cages, as had happened then. Mr Barton said he hoped that the women would be treated humanely, but he had no jurisdiction.

Earlier Miss Woodcraft said the women's protest had been designed to gain publicity for their cause. They had a genuine desire to act in a way that was non-violent. They had used no violence and they were not guilty of behaviour likely to cause a breach of the peace.

Among those sent to prison were a German and two Swedes, and the oldest person on trial, Mrs Nelly Logan, aged 73, who has six grandchildren. She said she had witnessed two world wars, and now saw that the Government was planning a third.

"I am protesting at the insanity of the world in letting this happen. I felt compelled to take this action for the sake of future generations."

Lynne Houghton, who described herself as a peace worker, said the invasion of the base was a protest against the crime of genocide. "I cannot stand by and watch this

happen. Nuclear weapons have so much overkill built in that they leave nothing of what is attacked or what is defended."

● Thirty-four peace campaigners were arrested yesterday outside the Greenham Common base when they attempted to prevent contractor's vehicles moving heavy plant into the site. Police said the women would be charged with obstruction.

Twenty-five of the women were arrested when they sat down in the road. A further nine were later arrested when they tried to put a barricade across the Brackenhurst Gate entrance.

● Demonstrators in Bicester, Oxfordshire tried to block police vans taking nine people to gaol who had refused to be bound over to keep the peace. The nine had been arrested after blocking a main entrance to the US air force fighter-bomber base at Upper Heyford.

17.12.83

Chapter Five: Contacts and Information

1) The Women's Library

www.londonmet.ac.uk/thewomenslibrary

For information relating to the collections: enquirydesk@thewomenslibrary.ac.uk
General Enquiries: moreinfo@thewomenslibrary.ac.uk

2) Museum of London

The Museum has many collections in this area and can offer workshops, tours and events as well as a teachers' network and INSET sessions plus online Resource Packs:
www.museumoflondon.org.uk/English/Learning/Learningonline/features/wc/world_city_5.htm
www.museumoflondon.org.uk/learning

020 7001 9844
learning@museumoflondon.org.uk

3) London Metropolitan Archives

Holds hands-on sessions to introduce KS2 and KS3 students to archives and their role and relevance in society in the belief that the immediacy of working with archives offers a unique way of bringing the past to life. They also offer archive orientation sessions for Further and Higher Education student groups, highlighting LMA's strength as a place for individual research. If you would like to focus on a particular topic like women's history or suffrage, ask: they may be able to create a specially designed session.

020 7332 3851
ask.lma@cityoflondon.gov.uk

4) Scary Little Girls Productions

www.scarylittlegirls.co.uk

5) The Heroine Collective

www.theheroinecollective.com/

6) Greenham Women Everywhere

<http://greenhamwomeneverywhere.co.uk/>

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Greenham Women Everywhere logo designed by Jacky Fleming:
www.jackyflaming.co.uk/.

GREENHAM COMMON WOMEN'S PEACE CAMP AND ACTIVISM: STUDY SUPPORT PACK

'Rise Up!'

Hannah Shaffer, Greenham Woman

'They certainly made me realise I was on the wrong side of the fence!'

Ex RAF officer speaking about the Greenham Women

'You can't kill the spirit!'

Alison Napier, Greenham Woman, quoting a favourite song from the camp
originally by Naomi Little Bear