



SHRINE OF REMEMBRANCE

# REMEMBRANCE BOX OUTREACH PROGRAM

For VELS Level 6, Years 9 and 10  
Teacher's Manual



## Australians At War

Yr9

yr10



# PART ONE: INTRODUCTION

## Program description and purpose:

The Remembrance Box outreach program provides an inspiring learning experience for students about the nation's wartime and peacekeeping history and the service and sacrifice of Australia's veterans. It is delivered by Shrine education staff in regional locations and schools throughout Victoria and incorporates facilitated small group work, hands-on activities with artefacts and memorabilia, the interpretation of documents and photographs and question and answer sessions with local veterans. Some programs are also held in conjunction with the travelling exhibition *History of the Shrine; a building with a soul* in which case students will be given the opportunity to explore the exhibition.

The level 6 program focuses on the major conflicts of the twentieth and twenty-first centuries. Students learn about the First and Second World Wars as well as some post forty-five conflicts and peacekeeping activities. They hear the personal stories of local veterans as well as recount the stories of other servicemen and women. The program focuses on the impact of war on Australia civilians and the Australian identity, the roles played by women, the impact of the media and propaganda, the changes to technology, medicine and communications and Australia's international relations.

## Key understandings:

- The contribution of the ANZAC experience at Gallipoli to the Australian identity.
- The changes to the Australian way of life as a result of the Second World War.
- The countries and organisations with whom Australia is/has been allied and why.
- Australia's rationale for participating in different conflicts and peacekeeping activities.
- The role of women in twentieth century conflicts and its impact on their civilian rights and responsibilities.
- The role of the media and propaganda in conflict and peacekeeping activities.
- The impact of modern technology, medicine and communications on the modern service experience in comparison to earlier conflicts.

### Acknowledgement

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Front cover image:

*Communication, 13 October 2003 Signalman Anthony Hill from Katoomba, NSW at Honiara, The Solomon Islands.*

*Photo by Dai Island photographer, Second Warrant Officer Garry Ramage, Image courtesy of Australian Defence Force.*



# PART ONE: INTRODUCTION



## Curriculum Links:

### Victorian Essential Learning Standards (VELS)

This program contributes towards students' achievements of the Learning Focuses at Level 6 of the VELS.

PHYSICAL, PERSONAL AND SOCIAL LEARNING				DISCIPLINE-BASED LEARNING								INTERDISCIPLINARY LEARNING			
Health & Physical Education	Interpersonal Development	Personal Learning	Civics and Citizenship	The Arts	English	Humanities – Economics	Humanities Geography	Humanities – History	Languages Other Than English	Mathematics	Science	Design, Creativity and Technology	Information and Communications Technology	Communication	Thinking Processes
			✓		✓			✓						✓	✓

DOMAIN	LEARNING FOCUS
<b>History</b>	<p>Students analyse events which contributed to Australia's social, political and cultural development.</p> <p>They analyse significant events and movements which have resulted in improvements in civil and political rights for other groups of Australians.</p> <p>Students analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries.</p> <p>Students explain aspects of increasing global interconnections in the twentieth and twenty-first centuries.</p> <p>They demonstrate understanding of key ideologies and explain their influence on people's lives, national events and international relations.</p> <p>They analyse changed in technology, medicine and communication.</p>
<b>Civics and Citizenship</b>	<p>They take a global perspective when analysing an issue and describe the role of global organisations in responding to international issues.</p> <p>Students draw on a range of resources to articulate and defend their own opinion.</p>

# PART ONE: INTRODUCTION



DOMAIN	LEARNING FOCUS
<b>English</b>	<p>They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created.</p> <p>They explain how texts are shaped by the time, place and cultural setting in which they are created.</p> <p>They compare and contrast the typical features of particular texts and synthesise information from different texts to draw conclusions.</p> <p>When engaged in discussion, they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue.</p>
<b>Thinking processes</b>	<p>Students discriminate in the way they use a variety of sources.</p> <p>They generate questions that explore perspectives.</p> <p>They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.</p> <p>When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions.</p>
<b>Communication</b>	<p>When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.</p> <p>Students use pertinent questions to explore, clarify and elaborate complex meaning.</p>



# PART TWO: PRE-VISIT ACTIVITIES

***Please Note:** Students are strongly encouraged to undertake Pre-Visit Activities as Shrine education staff will refer to ideas, information and understandings students acquired from these activities during their visit. It will make the Shrine visit a much more rewarding educational and personal experience for them. Most activities can be restructured to be tasks students could undertake at home, thus reducing the class time required to that needed to bring ideas together and make sense of them.*

## Brainstorm and Mapping activity

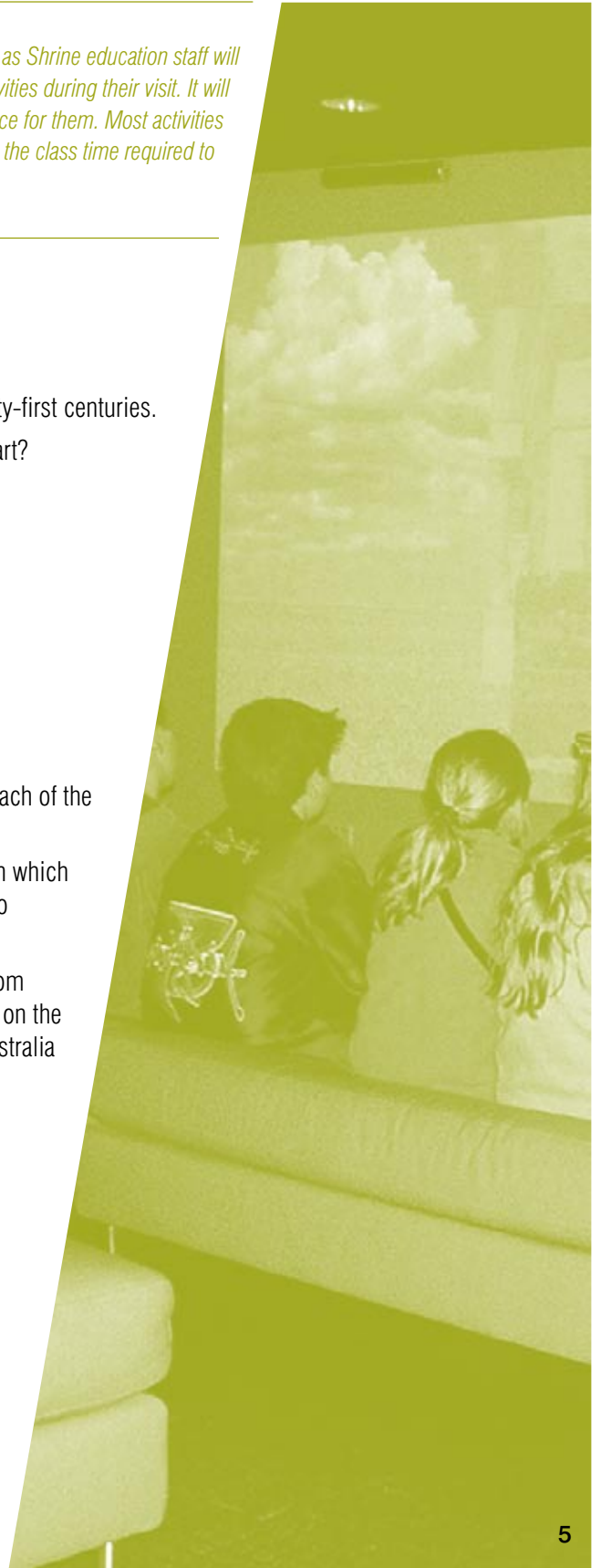
Brainstorm what is already known about conflicts in the twentieth and twenty-first centuries.

- In which conflicts and peacekeeping activities have Australians taken part?
- In which countries did they occur?
- When did they occur?
- Who else participated?
- Why did Australia take part?
- What was the outcome?
- Why are they important?
- How are they commemorated today?

At the end of the activity, individually write a one paragraph summary of each of the conflicts based on the information discussed as a class.

Use the information from the brainstorm to mark on a map the countries in which Australians have served. You may want to mark them in different colours to distinguish between conflicts.

Use the map to measure the approximate distance of each country/area from Australia. Briefly discuss why Australia chooses to participate in conflicts on the other side of the world and also consider the possible implications for Australia when conflicts occur much closer to home.



# PART TWO: PRE-VISIT ACTIVITIES

## Timeline

Research key discoveries and inventions from the last century such as;

- penicillin
- telephone
- internet
- car
- aeroplane
- television
- electricity

Mark them on a timeline. On the same timeline but in a different colour, place some of Australia's major conflicts and peacekeeping activities. Discuss how using these inventions in the early stages of their development or simply not having them at all would have affected the experience of soldiers particularly in the World Wars.

## Working with Veterans

As a class, comprise a list of questions that could be asked of veterans. Questions could be asked about their life beforehand, why they enlisted, what their specific role was, positive and negative experience and how the experience impacted on them and their families.

# PART THREE: THE VISIT

## Organising your visit

Upcoming locations can be found on the website at [www.shrine.org.au/remembrancebox](http://www.shrine.org.au/remembrancebox). If you would like the program to visit your area, please let us know. Bookings can be made by emailing [outreach@shrine.org.au](mailto:outreach@shrine.org.au) or calling **03 9661 8116**.

## On the day of your visit

The program is one and a half hours long and is free of charge but donations are accepted.

Students are not required to bring anything; however, both students and teachers are welcome to take photographs. All students are encouraged to actively participate in the activities provided and ask questions.

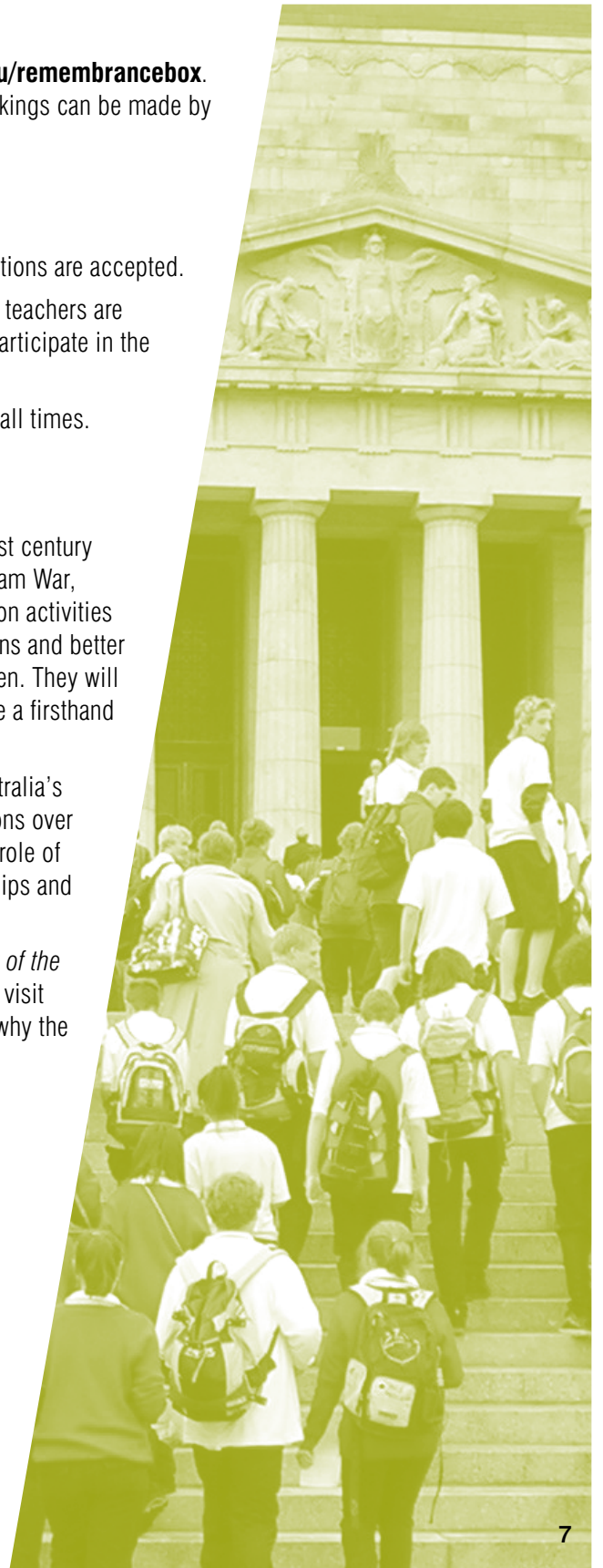
Teachers are responsible for the students' supervision and behaviour at all times.

## The program

Students learn about Australia's participation in twentieth and twenty first century conflicts and peacekeeping activities such as the World Wars, the Vietnam War, Korean War, East Timor and Afghanistan. They will participate in hands on activities with artefacts, memorabilia and images to discover the stories of veterans and better understand the service and sacrifice of Australian servicemen and women. They will also have the opportunity to interact with local veterans who will provide a firsthand account of one or more conflicts.

Throughout the session, students will discuss the role of women in Australia's military history, the changes to technology medicine and communications over the last one hundred years, the affect of war on Australian civilians, the role of the media and propaganda as well as Australia's international relationships and membership in organisations such as the United Nations.

If programs are held in conjunction with the travelling exhibition *History of the Shrine; a building with a soul*, students will also have the opportunity to visit the exhibition and complete the relevant activities to better understand why the Shrine was built and how it has changed.



# PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

## Contribute to the Blog

The Remembrance Box outreach program blog is designed as a place where teachers and students can post reviews, comments and photographs from the session. It is an opportunity to share experiences with other students and teachers who took part in the program and add any useful links or information to share with others. [www.shrine.globalstudent.org.au](http://www.shrine.globalstudent.org.au)

## Mapping our Anzacs

*The Mapping our Anzacs* website allows access to the military records of all Australian First World War Soldiers. Using the website, research some of the veterans from your local area. Use other sources to find images of the town at the time and images of battles in which they fought. Construct a profile of each veteran and use the information to construct a diary entry or letter outlining what the soldier has experienced and how it has impacted on them.

## Visit the local RSL and War Memorial

If the program was not held at the local RSL or war memorial, you may be able to visit. Many RSLs have their own displays of memorabilia and artefacts and run education programs throughout the year. Some RSLs encourage local schools to participate in and even organise Anzac Day and Remembrance Day activities in the local area. Contact details for your local RSL can be obtained from your session facilitator or by emailing [outreach@shrine.org.au](mailto:outreach@shrine.org.au).

## Local veterans

Many students will have relatives, neighbours and friends who have participated in a conflict or peacekeeping mission. Use the questions devised during the pre-visit activities to interview other veterans from the local community. You may also like to incorporate any artefacts that the veteran may have from their service. The interview could be recorded and compiled together as a class audio or video or could be compiled as a book.





# PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

## Current servicemen and women

Using the internet and newspapers, find out where Australians are currently serving, their roles and why their assistance is necessary. This will serve as a reminder that Australians are not only serving in areas of conflict but also in disaster zones such as after an earthquake and may also reignite discussion about issues such as refugees and displaced people. As a follow up activity, students may like to devise a way in which the class or school can make a contribution to a relief effort or assist a displaced person.

Your class may also be able to send messages to those serving abroad. At key times of the year such as at Anzac Day, the *Department of Defence* allows the general public to send messages to current servicemen and women via a designated email address or text message number.

## Visit the Shrine

The Shrine of Remembrance offers on site education programs for all year levels. Information on these programs can be found on the website. More information and bookings can be made by contacting the Shrine Education Team by email [education@shrine.org.au](mailto:education@shrine.org.au) or phone **03 9661 8113**.

# RESOURCES



The following resources will assist you with the pre-visit and post-visit activities. More detailed units of work are available from the Shrine of Remembrance website and the Department of Veteran Affairs website. All texts are suitable for VELS Level 6.

## Books

Baillie, Allan (2001) *Heroes: Australians at their best*, Phoenix Education, Albert Park VIC.

Campbell, Jennifer (2002) *Letters from our Heart: The Lives of Australians through correspondence*, Hardie Grant Books, South Yarra, VIC.

Crew, Gary (2001) *Memorial*, AussieBookSeller, Mascot NSW.

Davis and Dal Bosco (2002) *Tales from a Suitcase: The Afghan Experience*, Lothian Books, South Melbourne VIC.

Gleeson, Libby (1998) *Refugee*, Penguin, Ringwood VIC.

Hill, Anthony (2001) *Soldier Boy*, Penguin, Ringwood VIC.

Kidd, Diana (1990) *Onion Tears*, Harper Collins Sydney.

Mankell, Henning (2000) *Secrets in the Fire*, Allen & Unwin, St Leonards, NSW.

Myers-Davis, Erica (2009) *Under One Flag*, Roundhouse Group, London.

## Film

*Gallipoli* (1981) motion picture, Australian Film Commission.

## Websites

Shrine of Remembrance [www.shrine.org.au](http://www.shrine.org.au)

Remembrance Box Blog [www.shrine.globalstudent.org.au](http://www.shrine.globalstudent.org.au)

Department of Veterans Affairs [www.dva.gov.au](http://www.dva.gov.au)

ANZAC Day Commemoration Committee of Queensland [www.anzacday.org.au](http://www.anzacday.org.au)

Australian War Memorial [www.awm.gov.au](http://www.awm.gov.au)

Australians at War [www.australiasatwar.gov.au](http://www.australiasatwar.gov.au)

Gallipoli: The First Day [www.abc.net.au/innovation/gallipoli/gallipoli2.htm](http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm)

Australians on the Western Front [www.w1westernfront.gov.au](http://www.w1westernfront.gov.au)

Mapping Our Anzacs [mappingouranzacs.naa.gov.au](http://mappingouranzacs.naa.gov.au)

Australia's War 1939-1945 [www.w2australia.gov.au](http://www.w2australia.gov.au)

Battle For Australia [www.battleforaustralia.org.au](http://www.battleforaustralia.org.au)

Australia and the Vietnam War [vietnam-war.commemoration.gov.au](http://vietnam-war.commemoration.gov.au)

Australian Peacekeepers and Peacemakers Association [www.peacemakers.asn.au](http://www.peacemakers.asn.au)

United Nations [www.un.org](http://www.un.org)

United Nations High Commission for Refugees [www.unhcr.org](http://www.unhcr.org)