



SHRINE OF REMEMBRANCE

REMEMBRANCE BOX OUTREACH PROGRAM

For VELS Level 3 Years 3 and 4



Friends,
foes and
friends
again

Yr3

↪ yr4



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 designed to be delivered by Shrine education staff in regional locations and schools throughout Victoria and incorporates facilitated small group work, including hands-on activities with artefacts and memorabilia, the interpretation of documents and photographs, and question and answer sessions with local veterans. The program also has its own blog site www.shrine.globalstudent.org.au where students and teachers can record and share their thoughts, experiences and responses to the program, comment on others' blogs, and make links with other schools.

In Friends, foes and friends again students focus on three main ideas: friendship between nations and their peoples, the Anzac Spirit and remembrance of service and sacrifice. They consider that all sides in a conflict suffered personal losses – of family members and friends and most importantly that friends who became foes for a brief time can become friends again. They do this through stories – the Christmas truce of 1914, Ataturk's statement of friendship, the leadership and example of 'Weary' Dunlop. Students investigate some of the history behind the Anzac Spirit through the personal stories of visiting local veterans and hands-on small group work with artefacts and memorabilia. These stories and artefacts bring the history alive and help students of better appreciate the service and sacrifice of Australian service men and women.

Key understandings:

- Relations between peoples and nations change over time.
- War, despite its horrors, also gives us stories of hope and friendship.
- The events at Anzac Cove have become an important part of Australian identity.

Focus questions:

- What are some of the stories of hope and friendship to come out of war?
- Why do people respect the Anzac Spirit?
- What happened on the first Anzac Day?
- What can I do to remember and help maintain peace between different countries?

Acknowledgement

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PART ONE: INTRODUCTION



Curriculum Links:

Victorian Essential Learning Standards (VELS)

This program contributes towards student achievements of the Learning Focuses at Level 3 of the VELS in:

VELS STRANDS AND DOMAINS											
LEVELS	PHYSICAL, PERSONAL AND SOCIAL LEARNING				DISCIPLINE-BASED LEARNING			INTERDISCIPLINARY LEARNING			
	Health & Physical Education	Interpersonal Development	Personal Learning	Civics and Citizenship	The Arts	English	The Humanities	Communication	Design, Creativity and Technology	Information and Communications Technology	Thinking Processes
LEVEL 3		✓	✓	✓		✓	✓	✓	✓	✓	✓
LEVEL 4		✓	✓	✓		✓	✓	✓	✓	✓	✓

DOMAIN:	LEARNING FOCUS
Civics and Citizenship	<p>Civic knowledge and understanding</p> <p>Students... describe symbols and emblems of national life in Australia and identify values related to symbols and national celebrations and commemorations.</p> <p>Community engagement</p> <p>At Level 3, students participate in school celebrations and commemorations of important events.</p>
The Humanities	<p>Humanities knowledge and understanding</p> <p>Students describe and sequence some key events in Australian history, some key commemorations and celebrations including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation.</p> <p>Humanities skills</p> <p>At Level 3, students use a range of historical evidence, including oral history, artefacts, narratives and pictures to retell events and describe historical characters... They ... frame questions to further explore historical events.</p>



PART ONE: INTRODUCTION



Resources:

Storybooks:

Brasch, Nicholas, *Gallipoli: Reckless Valour*, Scholastic,

Foreman, Michael, *A child's garden... a story of hope*, Walker Books, 2009 (Links with the idea of regrowth in the poem, *In Flanders' Fields*)

Foreman, Michael, *War Game: Village Green to No-Man's-Land*, Pavillion Books, 2006, ISBN 978-1-84365-089-8 (Links to *Christmas in the trenches*. The soccer game that was played)

McCutcheon, Jonathan, *Christmas in the Trenches*, Peachtree Publications, 2006

Wilson, Mark, *My Mother's Eyes: The Story of a Boy Soldier*, Lothian 2009

Websites:

Anzac Day Commemoration Committee of Queensland www.anzacday.org.au (includes activities for students)

Australian War Memorial www.awm.gov.au (Teacher reference, extensive photographic collection and educational materials)

Christmas in the trenches (song) www.youtube.com/watch?v=QTXhZ4uR6rs (Music video for student use, 7 minutes 39 seconds)

Christmas in the trenches (song) www.youtube.com/watch?v=s9coPzDx6tA=related (Music video for student use, 3 minutes 29 seconds)

Christmas in the trenches (lyrics) www.worldwar1.com/sfcitt.htm. (Print for student use)

Department of Veterans Affairs, www.dva.gov.au (Includes educational activities and resources)

Eublogs at: <http://edublogs.org/>

Eyewitness to History, www.eyewitnesstohistory.com (Teacher reference)

First World War.com: The war to end all wars, www.firstworldwar.com/features/christmastruce.htm (Teacher reference)

Gallipoli and the Anzacs, www.anzacsite.gov.au (Teacher reference)

Global Teacher and Global Student, Shrine's webpage, www.shrine.globalteacher.org.au/

Shrine of Remembrance, www.shrine.org.au/education. (Teacher reference, student activities, commemoration ceremonies background and activities)

Open Education, www.opednews.com (Teacher reference)



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. Some activities can be used in English sessions as well as during integrated/Humanities studies. The two activities based on picture storybooks, Gallipoli: Reckless Valour and Christmas in the Trenches together with Preparing for the visit (the final activity) are the most important to undertake as preparation for the visit.

Library and display corner

Set up classroom displays using pictorial information, library reference books, a list of websites students can browse for further information, picture story books, short stories and novels from the Resources list.

Encourage students to either write a short book review about books they read or prepare a short oral presentation to explain the book and why they did or did not enjoy reading it.

Key terms

Make large signs, each with a key term to place in the library and display corner. These words are: **allies, Anzac, Anzac Day, Anzac Spirit, campaign, foe, friend, peace, remembrance, Remembrance Day, sacrifice, service, Shrine of Remembrance, truce, valour.**

Use Activity Sheet 2.1. Students first read the words and their definitions. They then cut these up. Make a column of the key terms. They take turns to select a definition and match it to its key term. Play word games to reinforce the meaning of these words.



PART TWO: PRE-VISIT ACTIVITIES

ACTIVITY SHEET 2.1: KEY TERMS AND DEFINITIONS	
allies	Friends. The countries supporting Britain and France against the Germans were called The Allies.
Anzac	Australian and New Zealand Army Corps
Anzac Day	25 April is the day when we remember the campaign at Gallipoli and the service and sacrifices of Australians in war and peacekeeping since that time.
Anzac Spirit	This refers to the behaviours and values Australian soldiers showed at Gallipoli such as courage, bravery, determination, mateship and friendship
campaign	For soldiers this meant everything they did to achieve their target or purpose. The Gallipoli campaign was designed to get as far as Constantinople.
foe	Enemy
friend	Someone you trust, can rely upon and admire
peace	A time when there is no war or conflict
remembrance	Thinking about the people who served their country in the past
Remembrance Day	11 November. This was the last day of World War One. Today on this day we remember all wars and peacekeeping activities and those who served.
sacrifice	To give something up. The ultimate sacrifice is to die for the cause you believe in.
service	To help others.
Shrine of Remembrance	This building in Melbourne is a place where we go to remember and commemorate the service and sacrifice of others in war and peacekeeping.
truce	A time during which fighting stops.
valour	Personal courage and bravery. Especially in battle.

Gallipoli: Reckless Valour

Read Nicholas Brasch's pictorial history, *Gallipoli: Reckless Valour* to the class. You may need to do this over a number of sessions as it contains lots of valuable ideas and information. If the school does not have a copy, you can buy a copy from many booksellers or borrow a copy from the Shrine education staff (to be returned on the day of their visit). Note: Shrine staff will refer to the book during their visit.

First discuss the meaning of the title. What does it suggest to students about the content of this book? (All will be explained on page 29).

As well as telling students the story behind Gallipoli and Australia's reputation as a result of it, the book is valuable for a number of reasons:

- the relief map on page 7 clearly illustrates the problems and challenges after landing at Anzac Cove (as it is now known) rather than on the beach closer to Gaba Tepe.
- the visual materials provide an equally important insight into the Gallipoli campaign, the landscapes that



PART TWO: PRE-VISIT ACTIVITIES

confronted them and some of the living conditions there. Photographs prefixed with AWM can be accessed from the Australian War Memorial website (www.awm.gov.au) using the number provided in this book.

- pages 9 and 30-31 provide an alternative way of producing a timeline that is easily read and understood. It is similar to a storyboard
- discuss the propaganda posters on pages 10 – 11 and 15 and their purpose.

As the class reading of the story progresses, record good decisions and bad decisions. Identify the challenges faced by the ANZACs, what they did to meet these challenges and how successful students think they were.

Set up a classroom challenge. Students take turns to be the quiz master, asking each other questions about information from the book. Use de Bono's Six Thinking Hats to promote richer and deeper thinking by students. Start with factual information (White hat). A student continues as quiz master until someone gives the correct answer to a question. Use the book to check answers when there is a disagreement. Move then to the other hats Red (emotional), Yellow (positives), Black (identifying concerns, negatives), Green (creative improvement). The Blue hat (reflecting on the thinking processes) is not appropriate here.

Introducing the Shrine

Students can view information online at the Shrine's website, www.shrine.org.au. The sections 'About the Shrine' and 'Education' will be the most useful.

When students research at school or at home to find information about the Shrine, focus their attention on the following questions:

1. Why was the Shrine built?
2. What important developments have happened at the Shrine since 1954? Find out about the Second World War Memorial, the Remembrance Garden, and the Visitors' Centre.
3. What are the main features of the Shrine and its grounds today?
4. What ceremonies, commemorations and types of public events are held at the Shrine?
5. What happens at a commemoration ceremony (Anzac Day, Battle for Australia and Remembrance Day are three of these commemorations for which information is available online).



PART TWO: PRE-VISIT ACTIVITIES

The Christmas truce of 1914

Students read the lyrics and/or listen to John McCutcheon's song about the Christmas truce of 1914 and view photographs and illustrations related to the lyrics. (See Resources p.4)

Students then tell you what was happening in northern France as retold in this song. Discuss the important messages the song and photographs convey.

Another book students may enjoy is Michael Foreman's *War Game: Village Green to No Man's Land*, about the soccer match played between the Germans and Allies. (See Resources p.4)

What was it like at the front?

Students visit the Australian War Memorial website at www.awm.gov.au. They use the 'Search' window and type in all or some of the following codes to view these original photographs of the landscape, landing and soldiers at Gallipoli:

C01621	C02423	J02452	G00907
C01135	C01177	C01920	P00252.001

After viewing the photographs they prepare an oral or written statement to describe what it must have been like living and fighting there. Share these as a class.

Preparing for the visit

Students list any questions arising from the pre-visit activities to ask the Shrine staff and/or veterans during their visit.

Explain the importance of having the veterans there as part of the Shrine visit, to share their memories and stories. As a post-visit activity students could write a short biography of their veteran. As a class, discuss and record the types of questions students could ask to seek information for their biography. Remind students that they need to be sensitive in asking their questions.

Select students to welcome and later to thank the Shrine staff and veterans. Shrine staff notes include the following in the Introduction section:

"The classroom teacher invites a student/students to welcome their guests. This should include a brief outline of what students have already investigated in class and what they are hoping to learn today."

Develop ideas to help the student or students who will do the welcoming.

As a class, also suggest things to include in their thank you speeches including reference to the importance of appreciating the service and sacrifice of so many men and women in war and peacekeeping and of finding ways to remember them (which the students will consider again after the Shrine's education visit).

UNIT NOTES

Note: The song includes the words 'bloody' and 'gave 'em hell' once each. You might wish to view both versions of the song on Youtube and select the one most appropriate for your class. There are other versions also available.

www.youtube.com/watch?v=QTXhZ4uR6rs
(7 minutes 39 seconds)

[This version links to today and mentions that wars still continue]

www.youtube.com/watch?v=KMHMUS59jDw&feature=related
(3 minutes 29 seconds)

The lyrics are available at www.worldwar1.com/sfcitt.htm or from the Shrine by emailing education@shrine.org.au. The picture storybook will be read to students on the day of the Shrine visit. They will gain more from that reading by having the lyrics deconstructed at school.



PART THREE: THE VISIT



Organising your visit

• Make a Booking

Check the Shrine website www.shrine.org.au/remembrancebox to see if the program will be coming to a regional centre near you. If not, don't worry: new locations are being added all the time and we may be able to come direct to your school (subject to availability).

Make a booking by emailing education@shrine.org.au or telephoning **(03) 9661 8113**. As the program is designed to be delivered in a variety of different locations, including in school, you will be advised of where to meet your Shrine staff member when booking.

- **The Program is one and a half hours in duration. It is provided free of charge but donations are gratefully accepted.**

On the day of your visit

• What to bring:

- A list of class questions derived from pre-visit activities
- Digital camera

• Please divide students into class size groups prior to arrival.

A ratio of one teacher/adult per 10 Primary Students and one teacher per 20 Secondary Students is recommended. Other adults are most welcome to accompany teachers and students.

Teachers are responsible for student behaviour at all times. Shrine staff are facilitators of the program you have booked, they are not responsible for checking appropriate student behaviour, participation or movement.

The program

In this program students gain a historical perspective on the changing relationships between nations and their journeys from conflict to cooperation and peace through stories such as *The Christmas Truce of 1914* and Kemal Ataturk's statement of friendship.

A core component of the program is hands-on activities using the artefacts and memorabilia in the specially developed Remembrance Box. In discussions with local veterans, students learn about the service and sacrifice of Australian service men and women, exploring the history of the Spirit of ANZAC and what it means to them.

If the program is being held in conjunction with the Shrine travelling exhibition, students will also have the opportunity to visit the exhibition and learn about the history of the Shrine, why it was built and how it has changed over time in response to new conflicts.

This program takes an international perspective on the remembrance of war and peacekeeping, helping students understand that the costs of war touch all sides and exploring how friendship and cooperation can take the place of conflict.



PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

Select activities appropriate for your students from the following:

Mural, collage or frieze

Students reflect upon the living conditions of service men and women during the First World War. In small groups they design a mural or, individually prepare a sheet for a collage or frieze to convey their thoughts about the living conditions of Australian service men and women at Gallipoli, in northern France or both. This should be accompanied by written pieces (several sentences to a page, a story, poem) explaining these conditions and students' reactions about them.

Alternatively, students write and present a dramatic piece which conveys the same messages about living conditions at the front.

Veterans stories

Students use information from their questioning of their veteran to write a biography. Encourage students to undertake research for additional information. The Australian War Memorial's website, www.awm.org.au/find/results.asp helps students search basic information about a veteran. They could also find out about places where their veteran served and the nature of service there. Photographs from the AWM collection could be useful here.

Students could give their veteran a copy when they come to celebrate their learning.

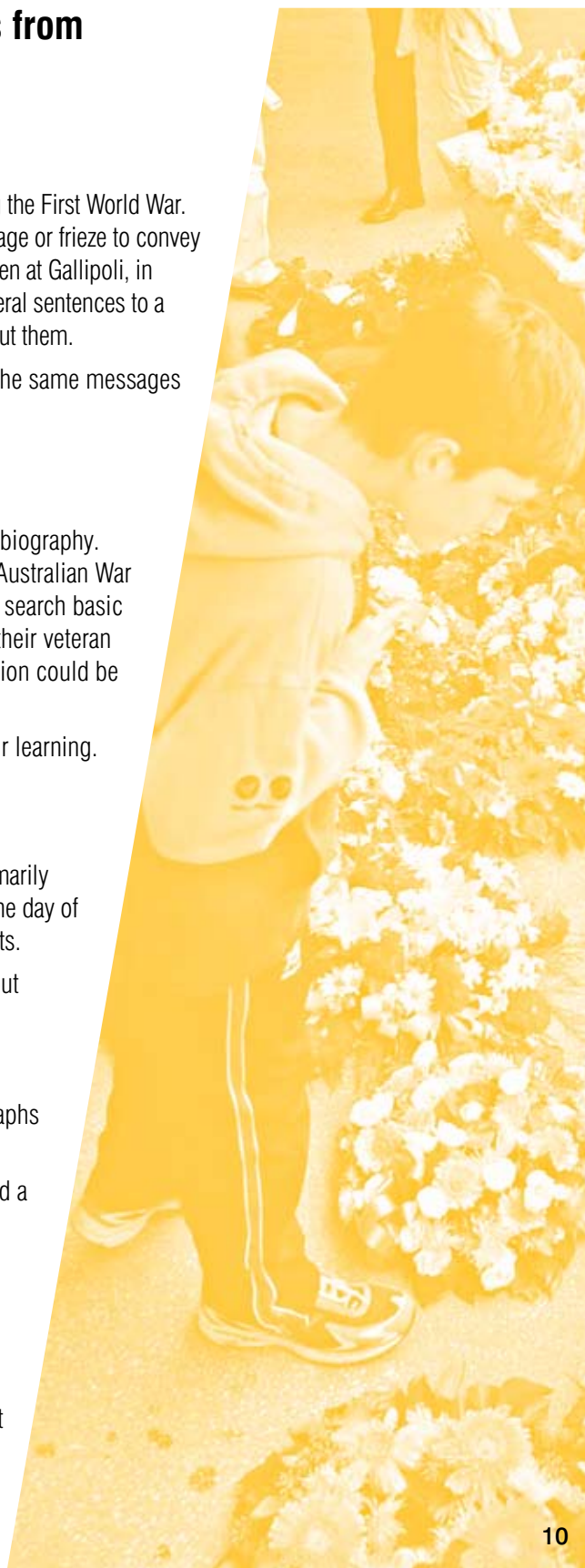
Not only on Anzac Day....

Commemoration ceremonies are also held on other occasions. The one primarily associated with the First World War is Remembrance Day (11 November), the day of the armistice ending that conflict although it now commemorates all conflicts.

Display a series of 'Fact sheets' on which students record information about a number of key places and events associated with the First World War: for example, animals and the First World War, famous places, battles and campaigns; living conditions; health and hygiene. Students visit websites such as the following and use the search engine to find facts and photographs associated with each:

- Australian War Memorial at www.awm.org.au (Includes fact sheets and a very extensive photographic collection and an education section)
- Anzac Day Commemoration Committee of Queensland www.anzacday.org.au (includes activities for students)
- www.eyewitnesstohistory.com

Share these fact sheets as a class. Ask students to share information and ideas about aspects of service and sacrifice that they found to be the most surprising, interesting or made them feel sad.



PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

For further information about special commemoration days visit

www.shrine.org.au/content.asp?Document_ID=1413. This includes historical background which can be read to students or which older students can read for themselves together with a range of student activities about these commemoration days. Note: The Battle for Australia will be investigated in the visits for Years 5 – 8.

Students can find out more about the commemoration services at www.awm.org.au/commemoration. Students will find the final section of the information about Anzac Day or Remembrance Day the most useful in explaining the parts of a commemoration ceremony. The other text is best used as background reading for teachers and perhaps some advanced Year 5 students.

Students work in pairs or individually and use the information about the commemoration service to prepare a brief statement explaining why the commemoration includes each of these elements. They could prepare a statement which could be read by students at your school commemoration. Students could also learn *In Flanders Fields* (poem) by John McCrae as a choral poem.

Making sense of the Shrine Travelling Exhibition:

Students prepare a presentation in which they later share information with their classmates about the aspect of the exhibition on which they focussed. Students first decide upon the key ideas and information they need to share and organise this into logical groups of related ideas. They then decide how they can best display and share this information with the class. Brainstorm presentation modes as a class, catering for a range of learning styles such as a picture storybook, wall story, diorama, annotated mural/frieze, Powerpoint presentation, interview and dramatic presentation.

Civics and Citizenship – Community engagement

A. Maintaining Links with Veterans

Decide which of the following it is practical for your class to undertake. Students may have other suggestions of ways they can maintain links with their veterans.

- Invite your veterans to return to the school to view students' completed work and for a celebratory lunch or morning tea.
- Visit your local RSL to see how they remember and support their veterans.
- Arrange for your class or representatives to take part in official ceremonies at the local war memorial for Anzac Day (25 April), Remembrance Day (11 November) and/or other occasions commemorated locally.
- Prepare invitations inviting veterans to your school's Anzac Day and/or Remembrance Day ceremonies and to special events at school such as a school concert, musical production or sporting event. This could be a valuable way to encourage veterans with some spare time to become classroom helpers.

The Shrine of Remembrance's education website, www.shrine.org.au/education has information about two programs, Veteran Letter Writing Program (Years 5 and 6) and Adopt an Ex-Service Organisation.

PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

B. Other CCE Activities

Find out about the National History Challenge's In War and Peace competition for Years 5 to 12 on the Australian War Memorial's website, www.awm.org.au/education/classroom/histcomps.asp.

Build your own class blog

Contribute to the Shrine's Remembrance Box blog at www.shrine.globalstudent.org.au

If you would like to post to the blog yourself you will need to register for a username and password at <http://globalstudent.org.au/>. If you wish, you can create a blog for your class at the same time. There is no cost to do this.

Once you've created a username and password, send the email address you have registered with to education@shrine.org.au and you will then be given permission to post your materials directly onto our blog. Alternatively, please send material to education@shrine.org.au and we will do it for you. You and your students can then comment on the photograph and/ or other material without registering.

Please post/ provide at least one photograph and encourage the students to comment on other schools' posts.

Students can use a range of multimedia to showcase their investigations, to share them with others, to seek additional information and ideas from other students and set up discussion groups. You may be able to establish partnerships with other Victorian schools or schools in places where Australians have served such as Villers-Bretonneux, Ypres, Flanders Fields and Turkey and schools in countries that are now our friends again such as Germany, Italy and Japan. Use parent helpers with these tasks.



PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

Thank you

Students write a personal reflection on the idea, 'Friends, foes and friends again' as a way of thanking the veterans for their service and sacrifice and to remind them to work for peace in their daily lives - in their families, at school, in the community and/or nation, and globally.

Celebration of our learning

Display students' work and plan your celebration including any presentations. During the celebration selected students thank the veterans for their participation in their class activities and for their service and sacrifice. Make sure students take the veterans and any other invited guests around to show them the class' work. This could also be a good occasion on which to launch the class blog and/or announce their decisions concerning future citizenship activities involving the class and veterans.

Shrine visit

Arrange to visit the Shrine and undertake the program, 'Does the Shrine have a place in a multicultural Australia?' (Years 3 -5). Your school may also qualify for a travel subsidy to help with transport costs to the Shrine. The funding is provided by METLINK and is administered by the Shrine. Please email education@shrine.org.au for more information or to make a booking.

metlink 

