EXTENSION ACTIVITIES
Using Thinking Curriculum

The Future of the Past – Middle Years

yr5 yr10
Student Visual Literacy/ Design and Communication Activity:

SLOGANS:

Your ability to analyse, interpret, discuss, modify concepts, compare, contrast, hypothesise, predict, reformulate, problem solve, synthesise, organise and present, is required to complete this task.

View, discuss and use the skills outlined above to analyse the slogan of your choice. With your partner or small group members, draft a new SLOGAN which will be relevant to the Military Service of men and women and a change in social thinking in the 21st Century.

FOLLOW UP:

Students continue to work on their draft on return to school. This could be a Homework or individual assessment task.

Students are encouraged to send their final product to the Education Centre, Shrine of Remembrance. Their work may be presented in a variety of ways. Please send digital work via email to mmarkovic@shrine.org.au. Alternatively printed work may be sent to Education Centre, Shrine of Remembrance GPO Box 1603 Melbourne 3001. Student work is highly valued and is displayed within the Education Centre for students, teachers and visitors from other schools and beyond to view and admire. Please be sure to clearly identify student name and school on the work.

Teachers can purchase the posters used in this activity from the Shrine of Remembrance. A pack of 8 posters = $17.95 to assist students when they return to school.

Values Education - Civics and Citizenship

PROS AND CONS’:

Students will be required to analyse a situation before making an appropriate decision. Values Education needs to be deeply understood by the students with prior work having been introduced to them before attempting this activity.

The values of Care and Compassion, Doing your best, Fair go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion will be evident in the decision making process in addition to small group discussions and whole class presentations.

1. Divide the class into small groups.

2. Read the following scenario to the class:

The first Victoria Cross on territory administered by the Australian Commonwealth was awarded for actions carried out on this date in 1942 by Private Bruce Steel Kingsbury, 2/14 Australian Infantry Battalion, A.I.F., for bravery in action at Isurava (on the Kokoda Track), Papua (Posthumous Award).

CITATION: In New Guinea, the Battalion to which Private Kingsbury belonged had been holding a position in the Isurava area for two days against continuous and fierce enemy attacks. On 29th August, 1942, the enemy attacked in such force that they succeeded in breaking through the Battalion’s right flank, creating serious threats both to the rest of the Battalion and to its Headquarters. To avoid the situation becoming more desperate it was essential to regain immediately lost ground on the right flank. Private Kingsbury, who was one of the few survivors of a Platoon which had been overrun and severely cut about by the enemy, immediately volunteered to join a different platoon which had been ordered to counter – attack. He rushed forward firing the Bren gun from his hip through terrific machine-gun fire and inflicting an extremely high number of casualties on them, Private Kingsbury was then seen to fall to the ground shot dead by the bullet from a sniper hiding in the wood. Private Kingsbury displayed a complete disregard for his own safety.
‘PROS AND CONS’: (continued)

His initiative and superb courage made possible the recapture of a position which undoubtedly saved Battalion Headquarters, as well as causing heavy casualties amongst the enemy. His coolness determination and devotion to duty in the face of great odds was an inspiration to his comrades. (9th February 1943)
The VC www.anzacday.org.au is the highest decoration able to be achieved for conspicuous bravery in wartime by those of Australia’s Armed Forces.

“To him go out the grateful thanks of those whose lives he saved that day by freely giving his own. Wherever men speak of courage, wherever men speak of sacrifice, he will be remembered, his name ever an inspiration and a challenge:. (unit historian).

3. Discuss the situation with the class. Fill in any missing details to try to make the situation appropriate to your students. Ideally, previous study would be beneficial.

(This scenario is a feature of the ‘Spirit of ANZAC DVD shown at the conclusion of the Education Program)

4. Once the students seem to have a fairly good understanding of the situation, ask each group to list the pros and cons about the choices made by Private Bruce Kingsbury VC.

5. After the groups have listed all of the possible Pros and Cons, invite the groups to compare and discuss their lists. Follow up with whole class presentations which could be enhanced by students creatively adding visuals, slogans, poetry etc. Discuss with the class the pros and cons of making choices in their own lives. Encourage them to describe choices they have had to make which in turn, have affected others. Hopefully students will make better choices in their lives whether it be socially, in the classroom, school yard at home or as member of a team.

Identify the values which have worked through this activity. Further discussion or relevant activities could develop the understanding and active citizenship further for your students. (The Values of the Spirit of the ANZACs are : courage, endurance, duty, love of country, mateship, good humour, self-worth and decency)

‘PROS AND CONS’: (continued)

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Please be sure to identify the student name and school on the piece of work.

Values Education

PERSONALISED NUMBER PLATES:

The ‘Spirit of ANZAC’ values are courage, endurance, duty, love of country, mateship, good humour, self worth and decency.

Students are invited to design and present a personalised number plate which clearly and creatively illustrates the values of the ‘Spirit of ANZAC’. Visit www.vicroads.vic.gov.au and go to ‘Special Interest Plates’, to assist you in your use of number, letter and code to create your final product. You may also consider a visual to enhance your plate.

Students are encouraged to send their final product to the Education Centre, Shrine of Remembrance. Their work may be presented in a variety of ways. Please send digital work via email to mmarkovic@shrine.org.au. Alternatively printed work may be sent to Education Centre, Shrine of Remembrance GPO Box 1603 Melbourne 3001. Student work is highly valued and is displayed within the Education Centre for students, teachers and visitors from other schools and beyond to view and admire. It would be ideal to receive student work prior to ANZAC Day, 25th April or Remembrance Day 11th November, but not essential.

Please be sure to identify the student name and school on the piece of work.
## Activity and Resource Sheets

**The Reverse**
Name 10 things you would never see at the Shrine of Remembrance.

**The What If?**
What would be the global outcome/consequences if Australia did not assist in Peacekeeping and Humanitarian service.

**The Disadvantages**
List the disadvantages for children/teenagers during ‘rationing’ in WWII.

**The Combination**
List and then combine some of the attributes related to female military service since WWII.

**The Alphabet**
List A-Z words associated with all wars and conflicts in which Australians have served.

**The BAR**
Use BAR to improve the design of an APC (armoured troop carrier).

**The Variations**
Suggest many reasons why Australia is a multi-cultural country.

**The Picture**
Identify and list the emotions in this picture.

**The Prediction**
How different would Australia be if the Japanese had been successful in their Bombing of Darwin and the taking of Port Moresby?

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**The Different Uses**
National Pride can mean many things to many people. How many different scenarios can you come up with in relation to National Pride?

**The Ridiculous**
Try to justify our war history not being taught or understood by future generations.

**The Commonality**
Research to find out how Japan was allied with Australia in WWI and in Iraq.

**The Question**
The answer is ‘Vyner Brooke’. Research and compose 5 questions that give this answer.

**The Brainstorming**
Brainstorm the possible consequences of ongoing terrorism.

**The Inventions**
Invent a code that would be beneficial in a multi-lingual war situation.

**The Interpretation**
Give some possible reasons why women were only involved in nursing during WWII.

**The Brick Wall**
What are some of the social perceptions/non acceptance of culture, religion and attitudes which challenge the Values of the Spirit of the ANZACs.

**The Construction**
Construct a model of the Shrine of Remembrance using straws and cardboard.

**The Forced Relationship**
How might the Government use some or all of the following items to encourage young adults to join the services? ICT, media, benefits and adventure.

**The Alternative**
List some ways that you could advocate the Values of the Spirit of the ANZACs to non-English speaking refugees.

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**Acknowledgement:** Michael Pohl’s Thinkers Keys – Hawker Brownlow

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# The Future of the Past: Values Education/Civics and Citizenship

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<th>Activity and Resource sheets recommended for Years 5 to 10</th>
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## The Shrine of Remembrance Education Program 2006 © All rights reserved.

### Remembering
- **Verbal / Linguistic**
  - Write a ceremonial/reminiscence speech which will be read to the whole school on Remembrance Day.
- **Logical / Mathematical**
  - Survey teachers and students to identify who has family members who have served Australia in the past or present. Graph your findings.
- **Visual / Spatial**
  - List the food items found in a ration pack.
- **Bodily / Kinaesthetic**
  - Create a pictorial record to illustrate the important work undertaken by women at home during WWII.
- **Musical / Rhythmic**
  - List the most popular songs at home and abroad during WWII.
- **Interpersonal**
  - Make a mind-map which can identify what you already know about WWII.
- **Intrapersonal**
  - Work with a partner to identify the areas that Australians have served during war and conflict and memorialising on a world map.
- **Emotion**
  - Special commemorative days are very emotional for many reasons. Identify and record (minimum 20) these emotions.

### Understanding
- **Verbal / Linguistic**
  - How would you explain/relate the Values of the Spirit of the ANZACs to others?
  - Choose a particular Battalion from WWII. Summarise the chosen Battalion service on a timeline. Include significant events in the history of your chosen Battalion.
- **Logical / Mathematical**
  - Interpret the messages and the hidden messages found in the Propaganda Posters.
- **Visual / Spatial**
  - Explain ‘rationing’ and ration dockets used during WWII in Australia, to your class or assembly.
- **Bodily / Kinaesthetic**
  - Choose one of the songs from your list. Analyse the lyrics to unpack the message and/or meaning of the song.
- **Musical / Rhythmic**
  - Combine different words or numbers to tell of your own recipe for world peace. E.g. flour + sugar + yeast = bread.
- **Interpersonal**
  - With your partner – survey teachers and students to identify and summarise those who are living in Australia as a result of war/conflict or memorialising service by Australians in their country of origin.
- **Intrapersonal**
  - Find a photograph from any of the websites you have explored during this study, that clearly illustrates a range of emotions. Share your result with your class.

### Applying
- **Verbal / Linguistic**
  - Use a PMI Chart to record 3 positives and 3 negatives for WWII, Vietnam and Vietnam War.
  - As a Ret of Tobruk, record a typical day in your log book. Include details such as date, time, location, weather conditions, emotions, etc.
- **Logical / Mathematical**
  - Research Australia under attack. Use your research information to create a pictorial account or exhibition about this WWII attack of our home land.
- **Visual / Spatial**
  - Implement an evacuation drill for your class or whole school. Follow/Adapt the procedure used by Air-raid Wardens in Australia during WWII.
- **Bodily / Kinaesthetic**
  - The song “I was only 19” – Vietnam era – has been re-recorded http://brokenyellow.com. Organise a viewing for your class.
- **Musical / Rhythmic**
  - Share at least five of the most important contributions that you intend to make toward peace in your lifetime.
- **Interpersonal**
  - Invite a veteran’s from your local RSL to visit your class. Organise a ‘meet the Veterans’ day for your class and/or school.
  - Valuing our Veterans – is a good starting point.

### Analysing
- **Verbal / Linguistic**
  - Use a Venn diagram to compare some similarities and differences between Peacekeeping and War.
  - Compare strategies used at Gallipoli. Illustrate your findings on an accurate map of the area and surroundings.
- **Logical / Mathematical**
  - Compare the jungle uniform worn by Australian Infantrymen during the Vietnam War to the uniform worn by Australian soldiers in the deserts of Iraq. Illustrate your results with descriptions.
  - Geographically compare on the world map the important role played by Australia and the areas that have been affected by war:
  - The Shrine of Remembrance in the 21st Century. Present your results creatively.
  - Justify the 38th Battalion being sent to New Guinea in January 1942.
  - Evaluate and report on the use of codes/coded messages during war time.
- **Visual / Spatial**
  - Hypothesise World War 1 in 10 years time. Share your hypothesis with your class/assembly, and justify with evidence of reasoning.
  - Defend the required physical and health qualities deemed necessary for young Australians to enlist for service during WWII or Vietnam War.
- **Bodily / Kinaesthetic**
  - Invite class members to respond analytically after the viewing of the song “I was only 19”.
  - You have become hopelessly lost in the middle of an unknown swamp. You have no compass or any other equipment and your platoon is nowhere to be seen. What would you do?
- **Musical / Rhythmic**
  - Move discussion of the song “I was only 19” into an evaluation session. Discuss (in small groups) the messages, language used, emotions, visual strength in the interpretation of the lyrics etc.
  - Use your understanding and knowledge of ‘rationing’ during WWII to judge your ability to adapt, if such a situation occurred in the 21st Century.
- **Interpersonal**
  - Group work with a task to judge/evaluate the issue of Conscription – Vietnam era. Organise a debate. Perhaps involve local Vietnam Veterans.
- **Intrapersonal**
  - Attend a student lecture series at the Shrine of Remembrance. Spend time with the presenter after the presentation. Refer to the calendar of events www.shrine.org.au.
  - Write thank-you letters to the Veterans who have been involved in your activities.
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### Creating
- **Verbal / Linguistic**
  - Produce an animated representation (Kahoot appropriate) of a Propaganda Poster WWII/Vietnam. Posters can be purchased from The Shrine of Remembrance/or www.awm.gov.au type in recruitment search.
  - Plan/produce the travel plan/o’rderates used by the Japanese to claim Port Moresby and then Australia.
- **Logical / Mathematical**
  - Create a cartoon flip-book which illustrates the traditional order of service used for ANZAC Day or Remembrance Day.
  - Illustrate the strong relationship between Australians at War and Sport.
- **Visual / Spatial**
  - Design and produce a ‘Concert Program’ that would have been performed by the POWs in Changi Prison. Include songs relevant to home and those which uso satire. Refer to your list from an earlier activity.
- **Bodily / Kinaesthetic**
  - Create a literacy folder/album which has a variety of poetry, stories, cartoons, etc that you enjoy and relate to from WWII, Vietnam and WWII.
- **Musical / Rhythmic**
  - Write thank-you to the Veterans who have been involved in your activities.
- **Interpersonal**
  - Create a class book or display of the photographs used to identify a range of emotions in an earlier activity.

### Acknowledgement
- Blooms and Gardner’s Multiple Intelligence Taxonomy – Hawker Brownlow
supporting education at the Shrine of Remembrance.