



WHY DO WE COMMEMORATE? PRE-VISIT LESSON

This lesson plan offers a way to look at why commemorations take place, why they are important to different communities and why, as Victorians, your students are called upon to participate in acts of remembrance. This can be used for a range of commemorations, large and small, at the Shrine of Remembrance or elsewhere.

This editable word document contains an outline of objectives, links and measures to connect to other units of study. This is followed by a lesson plan – the timings are suggestions - please adapt the level of focus you give to each activity based on your own classroom. There are background notes, useful for teachers in preparing the lesson, but also for students to access for their empathy task. The worksheets are included – it may be easiest for students to record answers directly into a soft copy so their work can be shared.

You can view our [commemorative calendar](#) for regular and relevant Victorian commemorative experiences you can incorporate in your lesson. You may also use this resource as preparation for a school based commemoration.

Year level: Year 5-9

Duration: 60 mins

Topic: Commemoration in Victoria

Intended Learning Objectives

- To **understand** the purpose of a commemorative event
- To **empathise** with all those affected by war (service people and civilians)
- To **prepare** for a visit to the Shrine of Remembrance

Curriculum Links

Civics and Citizenship

Citizenship, Diversity and Identity ([VCCCC016](#)) ([VCCCC025](#)) ([VCCCC037](#))

History

Historical Concepts and Skills ([VCHHC086](#)) ([VCHHC087](#)) ([VCHHC102](#)) ([VCHHC126](#)) ([VCHHC128](#))

Intercultural Capability

Cultural Practices ([VCICCB009](#)) ([VCICCB017](#))

Personal and Social Capability

Social Awareness and Management ([VCPSCSO029](#))

Evidence of Learning

1. **Monitor broad engagement and participation of students in class discussions**, engaging questioning techniques if necessary to deepen critical thinking and communication of students
2. **Peer feedback** after sharing empathy task responses
3. **Students express expectations** of their experience at the Shrine of Remembrance



Lesson Plan and Activities			
Time	Resource	Activity	Evidence
10min	ANZAC Day 2015 at Shrine of Remembrance YouTube Ode of Remembrance and Last Post	<p>Hook</p> <p>Watch the You Tube clip as a class.</p> <p>Invite your students to reflect on their own experiences of Anzac Day by asking questions such as: Have you been to an Anzac Day commemorative ceremony? Why did you go? Who did you go with? What did you see? How did you feel?</p> <p>Definitions</p> <p>Ask students to speculate about what <i>commemoration</i> means and how it is different to <i>celebration</i>. Discuss commemoration as a type of <i>anniversary</i>. Think about various anniversaries we celebrate or commemorate. Split them into solemn anniversaries and happy anniversaries.</p> <p>Consider how we behave in these different types of anniversaries. Commemoration is about respectful observance – we watch, reflect and contribute in a quiet and thoughtful way during a service.</p>	
10min	Dropbox Gallery Images at Commemorations Please include image captions if reproducing these for classroom use	<p>Discussion and Brainstorming</p> <p>Ask the group why people attend Commemorations. View linked images in resources. What sorts of people in our community attend and why?</p> <p>Brainstorm the answers on the board. Some examples might be but are not limited to: Current service personnel, veterans, families, students and teachers, tourists, politicians/community leaders, migrants/refugees from countries affected by war, amongst many others.</p>	<p>1. Monitor broad engagement and participation of students in class discussions, engaging questioning techniques if necessary to deepen critical thinking and communication of students</p>
25min	Background Notes Worksheet Both resources are included at the end of this document	<p>Empathy Task</p> <p>Allocate one of the brainstormed communities to each student. Ask them to imagine they are attending a commemoration as though they are a member of their allocated community.</p> <p>Using technology available in your classroom, students work through the <i>worksheet</i>, and use the <i>background notes</i> for real life examples and</p>	



		<p>information to help them form their responses. Students consider what the different elements of a commemoration might mean to them. They are to work independently, research using the links in the documents and record what they think they would feel on the worksheet.</p>	
5min		<p>Presenting Perspectives to the Class</p> <p>Choose students across each community perspective to present their work.</p> <p>Encourage the rest of the class to ask questions about the community perspective being presented.</p> <p>At the conclusion, ask students what they enjoyed/learned from the presentations. They can frame responses in the following way</p> <p>"I really liked _____'s work because_____"</p> <p>Then email/save their completed work for your access. You may choose to revisit these responses after your participation in commemoration to see if they have any additional insights into what different people experience during acts of remembrance.</p>	<p>1. Peer feedback after delivery of collaborative learning activity</p>
10min	Student Expectations	<p>Conclusion</p> <p>Quickly summarise the presentations and the different elements of the commemoration students will now be able to recognise.</p> <p>Survey students' expectations of the Shrine of Remembrance and their upcoming commemoration. You can share this with the Education Team by sending responses to education@shrine.org.au.</p>	<p>2. Students express expectations of their experience at the Shrine of Remembrance</p>



BACKGROUND NOTES: WHY DO WE COMMEMORATE?

Students will need to understand some elements of the service they are going to observe

They will see and hear speeches ('addresses') from **dignitaries** – some of these people may be present

- Governor of Victoria, Linda Dessau
<https://www.governor.vic.gov.au/victorias-governor/about-governor>
- Trustees of the Shrine of Remembrance
<https://www.shrine.org.au/About-Us/People/Shrine-of-Remembrance-Trustees>

They will see and hear a commemorative custom called a **catafalque party** which offers a symbolic display of respect for the dead

- Catafalque party
<https://www.army.gov.au/our-history/traditions/catafalque-party>

They may see and hear other **military displays** such as marching military personnel, aircraft flyovers, firing of guns or cannons (called a 'salute'), flags lowered to half-mast

- Parading troops
<https://www.army.gov.au/our-history/traditions/the-parade-ground>
- Flyovers of the Shrine normally originate at the RAAF Museum at Point Cook
https://en.wikipedia.org/wiki/RAAF_Museum#Flying_display
- The meaning of Gun salutes
<http://www.lighthorse.org.au/origins-of-the-21-gun-salute/>
- Flags at half-mast
<https://www.awm.gov.au/commemoration/customs-and-ceremony/flags>

They will hear **poetry** and **music**, including bugle calls, hymns and anthems, and be invited to join in singing some of these. A program with the words will be distributed.

- 'For the Fallen'
<http://www.greatwar.co.uk/poems/laurence-binyon-for-the-fallen.htm>
- Music for commemorative ceremonies
<https://anzacportal.dva.gov.au/conduct-event/multimedia>

They will be asked to participate in **a period of silence** and student representatives from every school will be invited to **lay a wreath** of flowers

- Silence
<https://www.army.gov.au/our-history/traditions/the-significance-of-silence>
- Wreaths and floral tributes
<https://www.awm.gov.au/commemoration/customs-and-ceremony/wreaths>

Students will need to understand why they are present

The Shrine of Remembrance holds the Vision "*That all Victorians remember, value and commemorate service and sacrifice.* So, it is the job or the Mission of the Shrine "*To engage all Victorians in commemoration through reflection, ceremony, education and learning.*" Schools are invited and encouraged to attend Commemorations such as Remembrance Day and Legacy Day, to form partnerships with associations through programs such as Adopt-An-Ex as well as visit the Shrine for booked education programs.



WORKSHEET: WHY DO WE COMMEMORATE?

Walk in the shoes of _____, who is attending a Remembrance Day Service at the Shrine.

Consider the different parts of a commemoration below from your special perspective listed above.

Part of the Commemoration	Describe what your reactions, thoughts and feelings might be in each part of the commemoration.	Links
Official Party/Marching – like the Governor, the Premier, and Shrine Trustees.		Governor of Victoria, Linda Dessau https://www.governor.vic.gov.au/victorias-governor/about-governor Trustees of the Shrine of Remembrance https://www.shrine.org.au/About-Us/People/Shrine-of-Remembrance-Trustees Young Ambassadors https://www.shrine.org.au/Education/Programs/YoungAmbassadors
People in uniform standing guard (Catafalque Party)		Catafalque party https://www.army.gov.au/our-history/traditions/catafalque-party
Military Displays such as flyovers, gun salutes and flags at half-mast.		Parading troops https://www.army.gov.au/our-history/traditions/the-parade-ground Flyovers of the Shrine normally originate at the RAAF Museum at Point Cook https://en.wikipedia.org/wiki/RAAF_Museum#Flying_display The meaning of Gun salutes http://www.lighthouse.org.au/origins-of-the-21-gun-salute/ Flags at half-mast https://www.awm.gov.au/commemoration/customs-and-ceremony/flags
Ode of Remembrance and the Last Post		'For the Fallen' http://www.greatwar.co.uk/poems/laurence-binyon-for-the-fallen.htm Music for commemorative ceremonies https://anzacportal.dva.gov.au/conduct-event/multimedia
Period of Silence		Silence https://www.army.gov.au/our-history/traditions/the-significance-of-silence
Laying a Wreath		Wreaths and floral tributes https://www.awm.gov.au/commemoration/customs-and-ceremony/wreaths



SHRINE OF REMEMBRANCE
MELBOURNE

STUDENT EXPECTATIONS: WHY DO WE COMMEMORATE?

After this lesson, I understand commemoration to mean:

On my visit to the Shrine I am looking forward to:

While at the Shrine, I would like to learn more about:



Sample student response sheet:

WORKSHEET: WHY DO WE COMMEMORATE?

Walk in the shoes of a veteran, who is attending a Remembrance Day Service at the Shrine.

Consider the different parts of a commemoration below from your special perspective listed above.

Part of the Commemoration	Describe what your reactions, thoughts and feelings might be in each part of the commemoration.	Links
Official Party/Marching – like the Governor, the Premier, and Shrine Trustees.	If I was a veteran it would make me feel special that all these special people are here to remember my service and the service of others like me in the past	Governor of Victoria, Linda Dessau https://www.governor.vic.gov.au/victorias-governor/about-governor Trustees of the Shrine of Remembrance https://www.shrine.org.au/About-Us/People/Shrine-of-Remembrance-Trustees Young Ambassadors https://www.shrine.org.au/Education/Programs/YoungAmbassadors
People in uniform standing guard (Catafalque Party)	I know this is what soldiers do at a funeral. When I see them move to the Eternal Flame I know this is when I need to be most respectful.	Catafalque party https://www.army.gov.au/our-history/traditions/catafalque-party
Military Displays such as flyovers, gun salutes and flags at half-mast.	This would remind me of military parades and marching when I was in the services. It can be so hard to stand still for such a long time! Flyovers and gun salutes usually happen right on the important time we remember. E.g. 11am on Remembrance Day	Parading troops https://www.army.gov.au/our-history/traditions/the-parade-ground Flyovers of the Shrine normally originate at the RAAF Museum at Point Cook https://en.wikipedia.org/wiki/RAAF_Museum#Flying_display The meaning of Gun salutes http://www.lighthouse.org.au/origins-of-the-21-gun-salute/ Flags at half-mast https://www.awm.gov.au/commemoration/customs-and-ceremony/flags
Ode of Remembrance and the Last Post	When I hear this poem and the Last Post I think about my friends who may have been killed or wounded in battle, I think about all the people who signed up and served before me – the tradition of service that I have been part	'For the Fallen' http://www.greatwar.co.uk/poems/laurence-binyon-for-the-fallen.htm Music for commemorative ceremonies https://anzacportal.dva.gov.au/conduct-event/multimedia



SHRINE OF REMEMBRANCE
MELBOURNE

	of.	
Period of Silence	<p>This period of silence is important to be still and think about what I have seen and heard today. I might just listen to the sounds around me of everyone at the commemoration showing our respect together through silence, just like the silence when all the bombing and shooting of the First World War ended at 11am.</p>	<p>Silence https://www.army.gov.au/our-history/traditions/the-significance-of-silence</p>
Laying a Wreath	<p>I will watch others lay a wreath, often on behalf of a group or organization. This is them making an offering, a way of saying "thank you" to those who have given their lives or have experienced conflict as part of the ADF.</p>	<p>Wreaths and floral tributes https://www.awm.gov.au/commemoration/customs-and-ceremony/wreaths</p>