



SHRINE OF REMEMBRANCE

EDUCATION PROGRAM

Teachers' Manual

Loyal Friends



Early years

Prep
yr2





INTRODUCTION

Outline

This program introduces students to the Shrine of Remembrance. They find out about the main features of the Shrine of Remembrance and how these features help us to remember the service and sacrifice during war and peacekeeping.

They also explore some of the effects of war on the lives of service personnel, animal service during war time and those who stayed at home in Australia.

Students are introduced to the Values of the Spirit of ANZAC. Core values are identified through the service of animals during war time and peacekeeping.



Key Understandings

- People come to the Shrine of Remembrance to remember and commemorate the service and sacrifice of men and women in war and peacekeeping.
- People build public monuments such as the Shrine of Remembrance to remember those who served and sacrificed their lives.
- The core values of the Spirit of the Anzacs.

Focus Questions

- Why do we visit the Shrine of Remembrance?
- What will I see when I go there?
- What special events could I see at the Shrine of Remembrance?
- How is the Shrine of Remembrance like our local war memorial?
- How is it different?
- How did wars affect people in our local community?
- What can I do to help remember people who served in war and in peacekeeping?

Key Terms

You will need Resource 1: Key term labels. Make copies of Resource 1 for use in a range of activities. You can enlarge by 131% to prepare larger labels.

Air Force, ANZAC, ANZAC Day, Army, Book of Remembrance, Crypt, Eternal Flame, Flag, Forecourt, Last Post, Legacy, Legacy Garden, Lone Pine, The Man and His Donkey, Medal, Memorial, Navy, Ode, Peacekeeping, Plaque, Poppy, Ray of Light, Regiment, Remembrance, Remembrance Day, Remembrance Garden, Sacrifice, Sanctuary, Service, Service men and women, Shrine of Remembrance, Statue, Stone of Remembrance, Uniform, War, War Memorial.

Victorian Essential Learning Standards (VELS)

Level 1, Level 2.

Strand: Physical, Personal & Social Learning; Discipline based learning; Interdisciplinary learning.

Domains: Interpersonal development, English.

Dimensions: Interpersonal development, Building social relationships, Working in a team
 Personal Learning – The individual learner, Managing personal learning
 English – Reading, Writing, Speaking and listening

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INTRODUCTION

* These books are available from the Shrine of Remembrance Bookshop and can be ordered by phoning 9654 8415.

Recommended reading (Teachers and/or students)

- Amis, Nancy, *The Orphans of Normandy: A true story of World War II told through drawings by children*, Pocket Books 2003 (French children's writing and drawings during World War II. Children writers are aged 10- 13)
- Bacon, Francis, *Escape*, Pearson Longman Inquizitive Readers 2004
- Burke, Di (Ed), *Why Are They Marching, Daddy?**, ANZAC Day Commemoration Committee of Queensland 2002 (Includes ANZAC kit for Early Childhood)
- Crew, Gary & Tan, Shaun, *Memorial*, Lothian 1999
- Department of Education, Science and Training, *Discovering Democracy*, Curriculum Corporation, 1998 – 2001 (See especially *Australians All!*, & *Australian Readers*)
- Department of Veterans' Affairs, *Australians at War: Primary Schools Education Resource*, * 2002 (Sent to all primary schools)
- Department of Veterans' Affairs, *The Spirit of ANZAC: ANZAC Day Education Resource*, 2001 (Sent to all primary schools)
- Department of Veterans' Affairs, *Time to Remember: Understanding Australia's Experiences of War and Peacekeeping*, * Curriculum Corporation 2003 (A resource for lower and middle primary students sent to all primary schools)
- Department of Veterans' Affairs, *We Remember: Primary School Education Resource Exploring Commemoration*. * Curriculum Corporation 2001 (Sent to all primary schools) Includes Hattensen, S., *Remembering Charlie Cooper*
- Farrer, Vashti, *Walers Go to War*, * ANZAC Day Commemoration Committee of Queensland 2001
- Farrer, Vishti, and Small Mary. *Feathered Soldiers*. An illustrated tribute to Australia's wartime messenger pigeons. * ANZAC Day Commemoration Committee of Queensland. 2006.
- Hill, Anthony. *Animal Heroes*. * Thrilling true stories of animals who have worked and played alongside Australia's fighting forces. Penguin Books. 2005
- Jorgensen, Norman & Harrison-Lever, Brian, *In Flanders Field*, Sandcastle Books
- Linnan, Tracey. *Peace in Our Communities: A teaching and learning package for primary schools*, ANZAC Day Commemoration Committee of Queensland 2004
- Parkes, Brenda, *What Do Historians Do?*, Longman Inquizitive Readers 2004
- Pohl, Michael. *Teaching Thinking Skills in the Primary Years – A whole school approach*. Hawker Brownlow 1997.
- Rees, Peter, *Peace Makers*, Pearson Longman Inquizitive Readers, 2004
- *Shrine Pictorial Booklet*. *
- Small, Mary, *Simpson and Duffy*, * ANZAC Day Commemoration Committee of Queensland 2001 (includes primary teaching and learning package)
- Tonkin, Rachel, *What Was The War Like, Grandma?** Hodder, 1995 *Why are they Marching Daddy?** ANZAC Day Commemoration Committee of Queensland. 2004.

Recommended Websites:

- ANZAC Day Commemoration Committee of Queensland, www.anzacday.org.au
(See: An introduction to Anzac Day for early childhood)
- Australian War Memorial, www.awm.gov.au
Look under the **collections database** for additional photographs
Look under the **Encyclopaedia** for useful background information
Look under **Commemorations** which describes each component of a commemorative ceremony and its history.
- Australians at War, www.australiansatwar.gov.au
- Australia's War 1939-1945, www.ww2australia.gov.au (Teacher reference)
- Department of Education & Training, Veterans on Line education materials, www.sofweb.vic.edu.au/vol/teach/activindex.htm
- Department of Veterans' Affairs, Remembering Charlie Cooper, 2001. You can download this big book which was sent to primary schools in 2001 at www.dva.gov.au/commem/commac/remday01/bigbook/intro.htm. This big book can also be purchased at the Shrine. It forms part of the education kit, We Remember*.
- Dickin Medal: Victoria Cross for animals, www.awm.gov.au/encyclopedia/dickin/index.htm
- Gallipoli Commemorative Site, www.anzacsite.gov.au
- 'Horrie the Wog Dog', www.awm.gov.au/encyclopedia/horrie/index.htm
- Kirkpatrick, John Simpson, www.awm.gov.au/encyclopedia/spatrick.htm
- Pigeons (On a Wing and a Prayer), www.anzacday.org.au/history/ww2/anecdotes/pigeons.html
- Red Lead- the cat who knew, www.awm.gov.au/atwar/remembering1942/education/perth.htm
- Service records, www.ww2roll.gov.au
- Shrine of Remembrance, www.shrine.org.au
- Simpson and his Donkey, www.awm.gov.au/encyclopedia/simpson.htm
- Transcripts of interviews with veterans, www.australiansatwarfilmarchive.gov.au
- Valuing our Veterans, www.dva.gov.au/commem/commac/studies/anzacsk/eduact3.htm
- Veterans On Line, www.sofweb.vic.edu.au/vol/voldg/VOLBioindex.htm
- Victoria Cross Winners, www.anzacday.org.au/education/medals/vc/austlist.html
- Waler Horses and the Light Horse, www.awm.gov.au/encyclopedia/animals/horses.htm

Special Shrine commemorations:

Legacy children's day - ANZAC Day Ceremony for schools: Held prior to ANZAC Day (25 April), phone 9663 3564 for details.

ANZAC Day	25 April
Battle for Australia	First Wednesday in September, phone HTAV on 9417 3422
Remembrance Day	11 November

Check the Shrine's website, www.shrine.org.au for other regular commemorations.



PART A



GETTING READY TO VISIT THE SHRINE OF REMEMBRANCE.

Select and/or adapt activities appropriate to the students in your class. These activities will give your students the necessary background information to make their visit to the Shrine of Remembrance enjoyable and rewarding.

CONTENTS

1. Class display and reading corner
2. Class Spotto and Discussion: What do we already know?
3. What do we want to see? What do we want to find out when we visit the Shrine of Remembrance?
4. Local excursion: Why do we have a war memorial in our local area?
5. Introducing key terms - part 1
6. Introducing key terms - part 2
7. What am I?
8. What was the War Like Grandma? : How did the war affect people in Australia?

1. Class display and reading corner

In the Reading Corner display books with photographs and illustrations of service personnel and scenes from war and peacekeeping activities. Display storybooks listed as 'Recommended reading'.

Select stories from the Reading Corner to read as a class prior to the excursion. Also read and discuss stories in Resource 2: Stories about animals and war.

2. Class Spotto and Discussion: What do we already know?

Students find a space in which to stand. Select prompts such as those listed below. At the given signal, students move around the classroom to find someone who has:

- been to their local war memorial
- seen a red poppy
- seen pictures of soldiers, sailors and/or pilots in uniform
- seen pictures of equipment soldiers, sailors and/or pilots use
- seen medals or pictures of them
- heard a bugle play
- visited the Shrine of Remembrance
- heard of ANZAC Day and knows something about it
- been to the ANZAC Day march in the city (Melbourne)
- watched the ANZAC Day march on television
- been to an ANZAC Day event in their local community.

Use student responses from the previous activity as the starting point for a class discussion. If necessary, provide appropriate information and further questions to expand student ideas.

Ask questions such as:

- Where is the local war memorial?
- What do you see there?
- What do you think happens there?
- Why do you think soldiers, sailors, pilots and nurses march?
- Do you think these marches are a happy or sad time for these people? Why?
- What do you think you will see when you visit the Shrine of Remembrance?
- Why do you think these things will be there?
- If you went to a special commemoration ceremony at the Shrine of Remembrance, what do you think you might see? Who might be there? What might be happening?

You will need Resource 2: Stories about animals and war

This activity helps establish the level of students' prior knowledge.



*You will need
Resource 5: The Last
Post and The Ode.*

3. What do we want to see?

What do we want to find out when we visit the Shrine of Remembrance?

Seek student responses to the above questions. List responses and any additional questions students suggest. To broaden the range of questions that students prepare, use Questioning Techniques - Closed = convergent thinking, Open = Divergent thinking, Skinny = simple thinking, Fat = complex thinking. (Teaching Thinking Skills in the Primary Years - a whole school approach by Michael Pohl. Hawker Brownlow). Bring a copy of these questions on the excursion to the Shrine of Remembrance. Allocate questions to students to ask on the day. Rehearse these questions prior to the excursion.

Play the Last Post and read The Ode so students are familiar with both prior to the excursion. These are played and read every half hour at the Shrine of Remembrance.

Information about the Last Post and The Ode are provided in Resource 5. The CD, Music for a Commemorative Ceremony was sent to all primary schools in 2003 by the Department of Veterans' Affairs. It was part of the Prep- Year 4 education kit, Time to Remember. A recording of the Last Post is available on this CD and also on the Department of Veterans' Affairs' website (together with The Rouse and Reveille) at www.dva.gov.au/commemoration/customs/last_post.htm.

*You will need Resource
1: Key terms labels and
Resource 3: The Shrine
of Remembrance - Key
Features. Note: Enlarge
Resource 1 by 141% to
prepare larger labels.*

4. Introducing key terms - part 1

Use Resource 1 to display labels before commencing these activities so students become familiar with them. Play word recognition games to help students confidently recognise and use these words.

Use Resource 3 to display photographs of the Shrine of Remembrance, its interiors and grounds. Students identify as many key features of these structures as they can. Label these features. They could also visit the Shrine of Remembrance website at www.shrine.org.au. They browse and identify familiar features.

Add new words to the class list as students discover these.

Use these key words and terms to make a class glossary or frieze. Continue to develop this after the excursion

*You will need
Resource 3: Shrine
of Remembrance
Key Features*

5. Introducing key terms - part 2

Students sit in a circle with the photographs in Resource 3 placed in the centre. Place the labels on a nearby table or ledge. Select one pair of students to choose a label and then to identify the key feature. Invite other students to explain the purpose of that key feature. Use this information to build up a data chart for each feature. Students provide further information after the excursion.

6. What am I?

Prior to the excursion provide students with copies of the clue cards in Resource 4. Rehearse these so students are familiar with the words when they are used at the Shrine of Remembrance (optional component of program). Some students may need to revisit these cards on several occasions to be confident with the text. Students could work in pairs to support each other. Encourage students to predict answers to check at the Shrine of Remembrance.

7. What was the War Like Grandma?: How did the war affect people in Australia?

Explain that this picture storybook is set in Port Melbourne during World War II. This book may be read to students during their visit if time permits.

Challenge students to imagine that they are the people who had to go to war. Ask them:

- How do you think this might change your life and the life of your family and friends?
- What are some of the things that might change at your house, in your neighbourhood?
- What are some of the things you would have to go without now?
- What are some of the things you might not be allowed to do anymore?
- What things might be the same and what things might be different?

Students think of five things they use every day.

They imagine that these things are no longer available. What would they do? Could they use something else?

Think of five jobs people in your community do that are important to you. Predict what might happen if these people went away to a war or a peacekeeping activity.

Make a list of responses from these activities.

Read the story to the class. Check predictions and add any new examples mentioned in the story.

● You will need Resource 4: What am I ? cards.

● This book is available from the Shrine of Remembrance bookshop.



PART B



EXCURSION DAY AT THE SHRINE OF REMEMBRANCE

Have you made a booking? Bookings are essential and can be made by contacting the Education Centre on (03) 9661 8113, (03) 9661 8116 or (03) 9661 8117 email: education@shrine.org.au.

Students will need to be divided into class size groups prior to arrival. Education Program groups will be advised of the required groupings on the returned booking confirmation form. General Tour groups are advised to divide students into groups of 20-30 (i.e. class size) A ratio of one teacher/adult per 10 Primary Students and one teacher per 20 Secondary Students is required for both Education Programs and General Tours. 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.

When the teacher in charge of the excursion enters the Shrine Visitor Centre:

Please report to the Reception Desk with your booking confirmation letter showing your booking number. You will be directed to the Education Centre (for education programs) or to the introduction/viewing room for General Tours. Your group will be given an official welcome. Secure bag lockers are available in the Education Centre for Education Programs. Bag storage is also available for General Tour groups.

WHAT TO BRING:

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

WELCOME TO STUDENTS

Students will be welcomed by Shrine staff. As an introduction 'Tuning in' activity, to establish students' level of knowledge, they will be asked a few questions such as:

- Has anyone ever been to a war memorial?
- Where was it?
- What did you see there?
- What is it used for?
- What did you see today as you came closer and closer to the Shrine of Remembrance and to the Visitor Centre?
- When you came through the large glass doors into the courtyard of the Visitor Centre, what did you see there?
- Did anything you see in the courtyard make you feel that you might be entering a special building? What was it? How did it make you feel? Why did it make you feel that way?
- What special things did you see as you came inside and walked around the Visitor Centre?
- Were there any ceremonies or events happening outside when you arrived here? If so, do you know what they were?
- Did you see any flags flying? Which flags were they?

APPROPRIATE BEHAVIOUR

Students will also be asked to suggest what is acceptable/unacceptable behaviour in the Shrine of Remembrance and on the exterior Forecourt. The importance of the building as a place of commemoration where respectful behaviour is necessary will be emphasised. This is especially required during the 'Ray of Light' commemoration ceremony. Students will be actively involved in this experience as the highlight of their visit. Teachers are responsible for student behaviour at all times.

Guidelines are provided in the brochure, 'Information for Visiting Groups' that accompanies this kit. A comprehensive outline is also included in the booking literature.

EDUCATION PROGRAM

The Shrine of Remembrance is an ideal educational setting for students to undertake programs that encourage remembrance of our veterans, their service to Australia and their legacy of nationhood - the ANZAC spirit.

The Education Centre, comprises of classrooms, an auditorium, conference room and offices. Multi-media equipment and interactive activities will enhance the programs now on offer for all schools and tertiary students as of 2006. Teacher PD sessions are also available.



A visit to the Shrine of Remembrance is a relevant and inspiring experience which enhances Values Education. Students will not only gain valuable insights into Australian History and changing identity, but will be encouraged to reflect on the personal qualities exemplified by the Spirit of ANZAC.

Our current programs have been revised for a seamless transition to the VELS curriculum and National Framework for Values Education in Australian Schools underpinned by the Values of the Spirit of the ANZAC. Units on offer will be consistent with Curriculum initiatives, particularly the Thinking Curriculum. Visit our website www.shrine.org.au.

Bookings are **essential** as a booking number will be required for all school groups who visit the Shrine of Remembrance in 2006 and beyond. Please be sure to book your education program visit early, as places for our exciting and engaging programs are filling very fast.

For booking enquiries and assistance, please contact Margaret Markovic, Manager Education Programs Ph: 9661 8113, 9661 8116, 9661 8117, Fax: 9661 8122 or email education@shrine.org.au

WHY IS THE SHRINE A SPECIAL PLACE? EDUCATION PROGRAM

Loyal Friends Prep - Year 2

The 'Loyal Friends' program is a Values Education program underpinned by the Values of the Spirit of ANZAC and VELS.

Students will be welcomed by trained Education Staff in the Education Centre. An Introduction DVD will also be viewed prior to the program starting. Core values of: Love, Loyalty, Respect, Friendship, Acceptance, Courage, Bravery and Protecting will be introduced to students. These values will be woven through storytelling about the service of animals during war time and peacekeeping.

Students will then be engaged in 'hands-on' activities to reinforce the Values whilst bringing the animals from the stories to life.

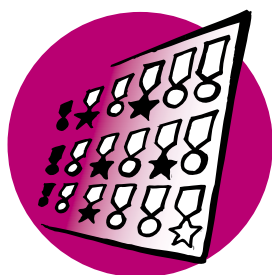
A 30 minute tour of the Shrine of Remembrance featuring animal service during war and conflict is a core component of this program. The tour concludes the Education Program as students recall the information from their session along the tour path.

The Program, including the tour, is one and a half hours in duration. This program does not incur a fee but donations are gratefully accepted. Travel assistance is also available to schools who meet the criteria, so please enquire about this when making your booking. Bookings are essential.

EDUCATION TOUR



STATION 1
Visitor Centre - Entry Courtyard



STATION 2
Visitor Centre -
Gallery of Medals and Garden Courtyard



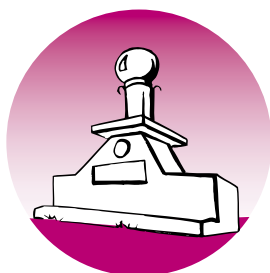
STATION 3
The Crypt



STATION 5
The Man and His Donkey



STATION 4
The Sanctuary



STATION 6
Memorial Horse Trough



PART C



POST VISIT ACTIVITIES

Select activities appropriate to the needs of your students.

1. What did we learn at the Shrine?

Students sit in a 'community circle'. Use any of the following questions as a 'sharing time' discussion.

- What was the thing you enjoyed most?
- How did you feel as you walked around the Shrine of Remembrance?
- Did you feel different inside the Shrine of Remembrance & outside the Shrine of Remembrance?
- What was the most interesting thing you learnt today? Why was it interesting?
- Tell your friend three other things you saw or learnt about today.
- In what ways is the Shrine of Remembrance like our local war memorial?
- In what ways is it different?
- What are some of the things you saw that make you remember the service of men and women in war and peacekeeping?
- Did you think about your family while you were at the Shrine? What did you think about?
- When you go home tonight what will you tell your family about your excursion?

After one question is asked and answered, students in the outer circle could move clockwise one place so they share conversation with a different student.

2. Key features: What did we see and why is it there?

In their group students:

- take turns to choose and read a 'What am I?' card from Column 1 and decide the correct answer
- paste the correct photograph next to the 'What am I?' card in Column 2
- paste the label next to the photograph in Column 3.

Model the first 'What am I?' with the class, then ask students in pairs to complete the remaining five. There will be 3 photographs and labels remaining at the end of this activity. Challenge students to make up their own 'What am I?' cards for these remaining photographs and to test them with another pair of students.

3. Question and answer session : Did we all learn the same things at the Shrine?

Explain that questions should test their knowledge about what they saw, where they saw these features and their purpose. Challenge students to develop 'open and closed, fat and skinny' questions that will make other students think.

Select one student to ask their first question to the class. The class suggest the correct answer. Limit class responses to 2 or 3 per question. If no correct answer is given by a member of the class, the questioner then gives the answer and if correct, may have a second turn. If someone in the class is correct they become the new questioner. Repeat the process as appropriate.

You will need Activity Sheet No. 1: Things We Saw at the Shrine of Remembrance and Activity 2: Photographs and Labels. Students work in pairs or small groups.



You will need Activity Sheet No. 3: Class book

4. Class book

As a class, write an experience book about the excursion. Decide upon a suitable title such as 'Remembering and saying thanks'.

Use stems such as the following from Activity Sheet No 3: Class book to help students organise their thoughts:

- The things that I saw at the Shrine of Remembrance that help me to remember are
- The things that I heard at the Shrine of Remembrance that help me to remember are
- One of the feelings I had when I was at the Shrine of Remembrance was
I felt this way because.....
- It is important to remember the Values of the Spirit of ANZAC because
- One way I can remember the animal war service from the 'Loyal Friends' program is to

Each student completes and illustrates one or more of these stems. Place completed sentences with the same stem together in the class book. Students label their contributions. Read the book to another class or at a school assembly.

5. Class message for the Shrine of Remembrance,

Use Resource 3 to record the class visit to the Shrine of Remembrance. Ask students later to explain their contribution to the mural or collage to the class. Record these explanations to annotate the mural.

You will need Resource 2: Stories about animals and war and Resource 6: Animals during times of war: Photographs

6. Why were animals in war and peacekeeping important?

Students recall where they saw animals at the Shrine of Remembrance. These will include the camel, donkey and horse in the Sanctuary murals, the Man and His Donkey statue and the water trough memorial to war horses.

Read the stories provided in Resource 2 and look at the pictures in Resource 7 to broaden student understanding about the roles played by animals during times of war and peacekeeping. Students should understand that animals served practical roles (such as transporting people and goods) and an emotional role as pets and mascots.

Students then use these stories, photographs and their recollections from the excursion to make a web or poster. Decide upon a suitable title such as 'Animals were important in war too.' Students write their own sentences to explain photographs and/or illustrations.

7. Personal reflection: Why is the Shrine of Remembrance a special place?

Students reflect on the two questions asked before they commenced the Shrine Education Tour. They are:

- Why is the Shrine of Remembrance such an important place?
- What does the Shrine of Remembrance have to do with me and my family?

Present the following statement to the class:

- I think the Shrine of Remembrance is an important place because.....

Provide thinking time then seek individual responses to the statement.

Record and display responses.

Distribute Activity Sheet No.6. Students write or draw personal responses to the question. Encourage students to include references to their family's service in war and/or peacekeeping activities.



SHRINE OF REMEMBRANCE
MELBOURNE



Helen
MACPHERSON SMITH Trust
SERVING VICTORIA

trust

supporting education at the Shrine of Remembrance.