



SHRINE OF REMEMBRANCE

REMEMBRANCE BOX OUTREACH PROGRAM

For VELS Levels 1 and 2



Why is our local war memorial a special place?

Prep
yr2



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.

This Prep to Year 2 program focuses on commemoration in the student's local community. Students consider their local war memorial as a starting point for exploring how they can understand and remember the service and sacrifice of Australian servicemen and women in war and peacekeeping. During the program students will undertake small group work, examining authentic artefacts and memorabilia and reflect on the purpose of local war memorials and the commemorations that happen there. They meet local veterans who share their stories with them, and help students understand the nature of their service and sacrifice.

Key understandings:

- War memorials help us remember the service and sacrifice of Australians, including people from our local community.
- People march on Anzac Day and come together in silence on Remembrance Day because it brings the community together to remember those who served and to say thank you.
- Many people from the local community have served in war and peacekeeping activities.

Focus questions:

- What is a war memorial?
- Why do men and women march on Anzac Day and observe silence on Anzac Day and Remembrance Day?
- How did war affect our community?
- How can I say thank you?

Acknowledgement

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Front Cover Image: First World War Memorial by Paul Montford, Camperdown, Victoria. Image courtesy of Shrine of Remembrance.



PART ONE: INTRODUCTION



Curriculum Links:

Victorian Essential Learning Standards (VELS):

This program contributes towards students' achievement of the Learning Focuses at Levels 1 and 2 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 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

DOMAIN:	LEARNING FOCUS
Civics and Citizenship	<p>Level 1: They begin to develop a sense of belonging to the school community... Students learn about and celebrate special cultural, local, community and national days... They engage in school and cultural events in a responsible and active way.</p> <p>Level 2: They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.... Students begin to participate in a range of class and school activities such as... marking... national ... commemorations. They explore the purpose and benefits of school, community and national events.</p>
The Humanities	<p>Level 1: They draw on their own experience to help them understand the world around them. Through activities such as... examining photographs and buildings, and visits from community members, they learn about concepts of time... change and continuity. Through reading and listening to narratives, including personal stories, and participating in [commemorations] students begin to learn about ... cultures and histories</p> <p>Level 2: They develop their understanding of the concepts of time ... through a study of changes in the local community. By comparing the experiences and artefacts of their daily lives with those of their parents and grandparents and other community members, students reflect on how life at home and in the community has changed.</p>



PART ONE: INTRODUCTION



Resources:

Picture storybooks:

- Burke, Di (Ed), *Why Are They Marching, Daddy?* ANZAC Day Commemoration Committee of Queensland 2002 (includes ANZAC kit for Early Childhood students)
- Crew, Gary & Tan, Shaun, *Memorial*, Lothian 1999,
- Hattensen, Stacey, *We Remember* ('Remembering Charlie Cooper'), Department of Veterans' Affairs, 2001. Sent to all schools in 2001. Copies are available online from the Department of Veterans' Affairs (www.dva.gov.au)
- Hoy, Catriona & Johnson, Benjamin, *My Grandad Marches on Anzac Day*, Lothian Children's Books, 2005.
- Tonkin, Rachel, *What Was The War Like, Grandma?*, Hodder 1995 (Port Melbourne during the Second World War.) (Out of print)

Websites:

- ANZAC Day Commemoration Committee of Queensland, www.anzacday.org.au (Includes an education section with additional activities.)
- Australian War Memorial, www.awm.gov.au (Includes KidsHQ, Education and an extensive photograph collection.)
- Australians At War (ABC), www.australiansatwar.gov.au (Includes a Teaching section and primary resource kit. Suitable for senior primary students and above but also as a teacher reference.)
- Gallipoli and the Anzacs, www.anzacsite.gov.au (Teacher reference)
- RSL, www.rslvic.com.au (Includes lists of local war memorials and honour boards throughout Victoria)
- Shrine of Remembrance education pages, www.shrine.org.au/education



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 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.*

What's going on?

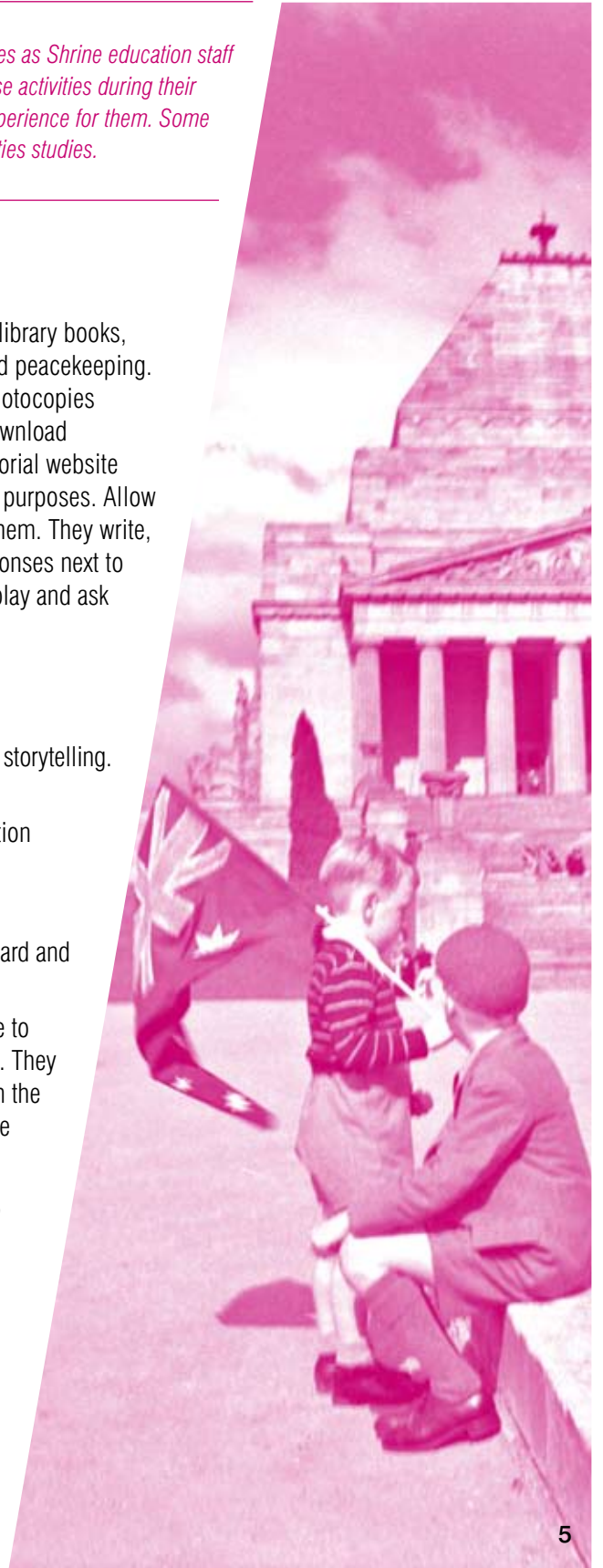
To create interest in the forthcoming visit, prepare a classroom display of library books, picture storybooks, artefacts and photographs about Australians in war and peacekeeping. Your local RSL and/or parents may be able to lend you some artefacts (photocopies and/or photographs of them) to display in the classroom. You can also download photographs including local war memorials from the Australian War Memorial website (www.awm.gov.au), although you may want to enlarge these for display purposes. Allow students time to view them. Each student selects one item that interests them. They write, draw or tell the teacher why this item interests them. Display student responses next to the artefact. On the day of the visit, remind your visitors to look at the display and ask some students about the items.

Key terms:

Most of these terms will arise in association with the local excursion and/or storytelling. This is the most appropriate time to discuss the meaning of specific terms.

To reinforce these words and their meanings you could play word recognition games such as:

- matching word and definition cards
- word cards are placed face downwards, students take turns to select a card and having read and said the word, they explain its meaning
- make two sets of cards, with one word on each card and distribute these to students. They move around to find another student with the same word. They share their ideas about the meaning of their word. At a given signal from the teacher, pairs who agreed sit down while others remain standing. Decide upon the meaning with the class. Continue until all pairs are sitting.
- Ask a question for which one of the key terms is the answer (Teacher or, after some practice, students could ask the questions)



PART TWO: PRE-VISIT ACTIVITIES

KEY TERMS AND DEFINITIONS	
air force	Pilots who serve in war and peacekeeping
Anzac Day	On 25 April we remember the service and sacrifice of our defence people.
army	Soldiers who serve in war and peacekeeping
honour board	A board with the names of those who died in the war.
local community	The people in the area where I live.
navy	Sailors who serve in war and peacekeeping
nurse	A person who looks after the sick and wounded defence people.
pilot	A person who flies a plane
Remembrance Day	On 11 November 1918 World War One ended.
sacrifice	To give something up.
sailor	A person who works on a defence ship.
service	To help others
soldier	A person who works and fights in the army
veteran	A person who once served in war or peacekeeping.
war memorial	A place where we go to remember those who served in war and peacekeeping.

Local excursion:

Several possibilities exist depending upon what is available locally and usually within a reasonable distance of the school. These are:

- **Local war memorial:** A list of these is available at www.rslvic.com.au.
- **School Honour Board:** Many older school halls or entrance areas have an honour board, usually made of a darker wood with the names of those who died in gold lettering. A list of these is available at www.rslvic.com.au.
- **Local RSL:** An area will be set aside as a memorial to ex-service men and women. Ask too about the one-minute's silence every evening.

If possible, visit and/or photograph one or more of these. This also could be an opportunity to meet on site with a veteran or two who is coming to the school with the Shrine education staff. Arrange to meet at a time when a snack or meal can be shared.

Before the visit, explain the purpose of the excursion. Find out if any students have been there and they share their experiences. Families may have photographs of their children at a war memorial in the local area or elsewhere that can be shared with and discussed by the class.



PART TWO: PRE-VISIT ACTIVITIES

On site, help students to identify the memorial's key features such as the words, 'Lest We Forget'; the Rising Sun badge, dates of conflicts (1914 -1918 and 1939 -1945); alphabetical lists of names of those who were killed in war, any statuary, flagpole(s) and the Australian, Aboriginal and/or defence flags. Photograph these features for display, labelling and use back at school.

If a wreath or memorial garden is also there, talk about the purpose of each of these.

Discuss what happens when people come here. This includes public ceremonies (**Anzac Day, Remembrance Day**) and private visits. The veteran could explain where officials, veterans and the public all stand, what takes place in the main parts of the ceremony and why. Make sure students also know about the one minute silence at 11am on 11 November, Remembrance Day, the time when the First World War ended but also remembering all service persons in war and peacekeeping today.

If there is no memorial in the local community or honour board from First or Second World War, the school may have honour boards with the names of former principals, or winning houses for each year. Discuss their purpose. Sometimes local churches have a war honour board (see www.rslvic.com.au).

A selection of Victorian war memorials and school honour boards can be viewed on the Shrine's education blog at www.shrine.globalstudent.org.au/. This is progressively being expanded through school involvement in a follow-up, information-sharing project.

The Australian War Memorial website (www.awm.org.au) has a collection that includes photographs of war memorials throughout Australia and overseas. You can download and enlarge these.

At school make a class book of students' responses to their excursion. Print digital photographs for students to use in the book or students draw their own illustrations. They write or have a buddy (cross-age tutoring) or adult write their sentence(s) for them. Students show their displayed book to the Shrine staff and veterans on the day of their visit. If the students agree, it could also be presented to the veterans to say thank you.

Storytime:

Start by reading '*Remembering Charlie Cooper*' in the kit, 'We Remember' sent to all schools in 2001. A pdf file of the story can be viewed at www.dva.gov.au/commemorations/documents/education/we_remember.pdf or purchased from the Department of Veterans' Affairs. It can be used as preliminary reading for the visit to the local war memorial as it highlights the main features of a memorial. Use the story again to check what students saw after returning to school. If there is no local war memorial, this story is the next best thing to introduce students to the idea of these memorials.

You could also read one or more of the following stories to the class:

- Burke, Di (Ed), *Why Are They Marching, Daddy?* ANZAC Day Commemoration Committee of Queensland 2002 (includes ANZAC kit for Early Childhood students)
- Crew, Gary & Tan, Shaun, *Memorial*, Lothian 1999 (Year 2 and above)
- Hoy, Catriona & Johnson, Benjamin, *My Grandad Marches on Anzac Day*, Lothian Children's Books, 2005. [This story will also be read during the Shrine's visit]
- Tonkin, Rachel, *What Was The War Like, Grandma?*, Hodder 1995 (Port Melbourne during the Second World War)

Deconstruct these stories as they help students better understand the purpose of memorials, why commemorative marches are held and the effects of war on a **local community** (Port Melbourne). *My Grandad Marches on Anzac Day* has a particularly poignant final sentence, 'One day I will march on Anzac Day and I will do the remembering.'



PART TWO: PRE-VISIT ACTIVITIES

There's lots of information at home (Level 2 VELs)

If you can find a copy of Rachel Tonkin's picture story book, *What Was The War Like Grandma?* (now out of print) read this to the class. It is the story of her husband, Peter's parents and grandparents living in Port Melbourne during the Second World War.

Students visit the Australian War Memorial's website www.awm.gov.au/education/kidshq and in the Home Front section, play 'Spot the Difference' to see the differences in an imaginary town now and during the Second World War. (Teachers will need to register first)

To help students understand the impact of war on the local community, they talk with parents, grandparents and other seniors about their memories (or the memories of their parents and grandparents) of how war affected their community. That community could be where students now live, another part of Australia or in another country.

Send a note home with students explaining the task and asking them to focus on events such as food and petrol rationing, handing clothes down, making toys and sports/games equipment (for example making paper balls) when these could not be purchased, blackouts, places of entertainment closed at night, no or little street lighting, women doing 'men's work' and looking after the family when men went 'off to war'. If students want to know about potentially sensitive issues like family members going to war and not coming back, answer only the question asked. If students want to know more, they will ask. At school share information and stories students heard at home. Explain too that most **veterans** in their conversations since the war focus on the friendships made and the good times they had, not the battles.

Question time

Explain that they will be meeting a Shrine education staff member and one or more local veterans will be visiting the school to talk to students about their local war memorial/school honour board and how these are used to remember the **service** and **sacrifice** of Australians. Prepare questions with the class about:

- features of the memorial students were unsure about or wanted to know more about
- the Anzac Day march – where they march, how long it takes, who can be a part of the march, can anyone go and watch?
- why we have one minute of silence on Remembrance Day.
- what happens when the march arrives at the war memorial – where they stand, music used, parts of the ceremony, wreath laying
- what happens after the march when veterans have reunions, catch up with friends
- how war affects their community (See previous activity)

Write each question on a paper strip. Allocate one question per student and rehearse these so students feel confident about asking their question during the visit.

Thank you

Prior to the visit also arrange for one or two students to say thank you to the veterans at the end of the visit. Rehearse the speech(es) at school before the visit. Students might like to present their class book about the excursion to the veterans then or a later time (when everyone has read it).



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 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.



PART THREE: THE VISIT



The program

This program will introduce students to the service and sacrifice of Australian men and women through an understanding of commemoration in their local community.

After being welcomed by Shrine staff, the students will take part in an introduction 'tuning in' activity to establish students' level of knowledge and they will be asked a few questions such as:

- Has anyone ever been to their local war memorial?
- Where was it?
- What did you see there?
- What is it used for?
- Who marches on ANZAC Day?
- Is it used on other days of the year?

The core components of this program are the hands-on activities with Remembrance Box artefacts and memorabilia and sharing stories with veterans. Students examine artefacts and memorabilia and think about when they were used, who might have used them and what they might mean. They might have medals that are worn on ANZAC Day, a Christmas card from the trenches in the First World War or a slouch hat.

Local veterans share their stories with students, particularly why they march on ANZAC Day. They tell students about their own service history - about their food, clothing, hygiene and shelter. Students ask questions, including any of those on their paper strips made prior to the visit.

If your program is being held in conjunction with the Shrine travelling exhibition, students have the chance to explore the exhibition and reflect on the similarities and differences between their local war memorial and the Shrine of Remembrance.

These activities will help students reflect on and appreciate the service and sacrifice of Australian veterans and make lasting connections between schools and the ex- service community.



PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

GOING FURTHER ACTIVITIES:

Quiz

To reinforce information and ideas from the veterans and Shrine staff's visit, use the question strips students prepared prior to the visit. Students each take turns to select a question from the container. Provide time for them to read the question or seek help with reading it. As each question is read, seek responses from the class. If an answer is challenged, ask the reader what they think the answer is.

Veterans' stories

Students reform in the small groups in which they heard veterans' stories.

They use the photograph taken of the veteran and work together to recall and retell their veteran's story. Record student's ideas using a tape recorder and/or parent helper. Once the story has been written up, students make individual drawings to illustrate part of the story. Conclude with student suggestions to complete the following sentence: 'The service and sacrifice of people like our veteran, _____, was most important because.....' Collate all student work from this activity to make a class book of veteran's stories or a wall story.

Local war memorials project

Help the Shrine develop an online database of local war memorials in Victoria by sending digital photographs of your local war memorial and/or school honour board to education@shrine.org.au. These will be placed on the Shrine's page on Global Student at www.shrine.globalstudent.org.au.

Include an overview photograph together with other photographs of particular highlights and features. It might be possible to photograph a ceremony (or part of it) taking place there

Student writing, drawings or reflections about their visits and investigations would also be appreciated.

Make your own wreath

Students make their own wreath for Anzac Day (25 April) and/or Remembrance Day (11 November).

For Anzac Day, this will need to be made using artificial poppies or from flowers from students' gardens. Retell students the story of the red poppies, a sign that life was returning and of the poem, In Flanders fields (www.awm.org.au/commemoration/customs/poems.asp).

A template and instructions for making poppies can be found at www.awm.org.au/education/programs/prepost/PRIM_makePoppy.pdf



PART FOUR: SUGGESTED POST-VISIT ACTIVITIES

For Remembrance Day, Flanders red poppies can be grown from seed, planted in late summer or early autumn. They will flower in spring. Seedlings can also be purchased later in the year. Seeds and seedlings are available from most nurseries. Growing poppies links to Science.

Wreath-laying can take place at the school's ceremony or students could attend the ceremony at their local war memorial. In either instance invite your visiting veterans to attend the school ceremony or to meet the students after the local ceremony. At the school ceremony students could display some of their work from this program.

Making sense of the Travelling Exhibition: (If your class visited the exhibition)

1. Discussion:

Discuss what students saw at the Exhibition about the building of the Shrine and what it commemorates as well as what they would see there today. Record each idea on a paper strip. Sort these strips into related ideas such as the building of the Shrine, ceremonies, children at the Shrine, statues or the Shrine today.

2. Annotated Mural/Collage:

Students work in small groups, each group painting a large panel to illustrate one of the related ideas from the previous activity. Once finished, they attach their paper strips to annotate their mural. Place the annotated murals in order to tell the story of the Shrine.

or

Distribute the paper strips from the discussion, one to each student. They complete a drawing to illustrate their sentence. Sort and arrange these illustrated sentences as a storymap or frieze to tell the story of the Shrine.

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 school's 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

Civics and Citizenship – Community engagement

A. Maintaining Links with Veterans

Students think of things they can do to keep in touch with veterans. These could include:

- Invite them to school to help the students celebrate their learning resulting from the visit by the veterans and the Shrine staff
- Invite veterans to school ceremonies for Anzac Day, Battle for Australia and Remembrance Day and other special occasions such as Grandparents' Day, Christmas Concert, sports days etc. Make them a special member of your class or school community.
- Arrange to visit the local RSL to find out how veterans support one another and are supported by organisations such as Legacy and the RSL.
- Consideration could also be given to inviting them to be voluntary classroom helpers.

B. Other CCE Activities

- Arrange for the whole class or representatives to attend ceremonies at your local war memorial.
- Plan a small fundraising event to help Legacy.
- Buy a badge or poppy for Remembrance Day (as well as make the class wreath).
- Suggest ways to help other senior citizens in their community.

Celebrate your learning

Display student work about their local war memorial, service and sacrifice around the classroom.

Invite parents and veterans to school to view and hear about things students have learnt. Conclude with a celebratory lunch or afternoon tea.

Visit the Shrine of Remembrance

Why not visit the Shrine itself to take part in one of our education programs. More details are available at www.shrine.org.au/education. The program for P-2 is called 'Loyal Friends' and explores the service and sacrifice of animals during war and peacekeeping. 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.

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