

## WHAT WILL YOU DO?

### FINDING OUT

The video describes the landing at ANZAC Cove on the Gallipoli Peninsula on 25 April, 1915. The Australian War Memorial website has an article called 'A Difficult Landing'. Look at the photographs and read some accounts of the landing.

Australians served in many other places around the world in World War I (WWI). Many saw their friends wounded or killed. Talk with an adult about how that experience might feel. Imagine what it was like for the medical personnel who had to treat the wounded and carry them to safety.

### SORTING OUT

Think about the scariest moment you have ever experienced in your life. What happened? What did you do? Was there anyone around who could help you? Who have you talked to about this experience? How do you think wartime was similar or different for people who served in WWI?

How does remembering scary moments in your life help you imagine the feelings of our Defence personnel in WWI? Why is it important for us to imagine and talk about the emotions they felt all those years ago?

### TAKING ACTION

Imagine you are a young soldier or medical officer serving at Gallipoli. Write a letter from the trenches to your parents or a friend at home about your experience. Describe how you felt as you rowed ashore amidst the gunfire. What thoughts went through your head? What sounds do you hear during the day and night? What can you smell around you? What do you want to say to your family?

#### Related content:

- [www.rsleducation.com.au/Themes/Commemoration/years-3---6/What-will-you-do](http://www.rsleducation.com.au/Themes/Commemoration/years-3---6/What-will-you-do)



## WHAT WILL YOU DO?

### TEACHERS' NOTES

Allow students the opportunity to talk with a partner about a frightening experience they may have had. Encourage them to describe their feelings in detail. Create a word wall for students to contribute interesting words for emotions. Discuss the importance of talking through a frightening experience with a trusted adult and encourage students to seek help after feeling strong emotions.

View the video before you show your students. Consider how appropriate the content may be for your class. To help younger or anxious students imagine the feelings of Australians involved in WWI, you may choose to play the audio alone.

Search for ANZAC Cove in Google Earth. Depending on students' prior experience, you may encourage them to use the app on their own device or show it yourself using a data projector or classroom screen. Use 'street view' to explore the landing area around ANZAC Cove and view the beach from sea level. Talk about the emotions a young soldier may have felt, landing on the rocky beach while being fired on from the hills above. Encourage further contributions to the 'emotion' word wall.

Share a selection of Australian children's literature about WWI, including books which feature writing letters home. There are many excellent chapter books that will have suitable excerpts describing emotional responses to war, which can be read aloud. Have students undertake the writing exercise in 'Taking Action'. Encourage use of vocabulary from the 'emotions' word wall.

This resource supports the following Humanities and Social Sciences (History), Health and Physical Education and English Content Descriptions and General Capability:

- ACHASSI053 and 074 Locate and collect information and data from different sources, including observations
- ACPPS056 - Examine the influence of emotional responses on behaviour and relationships.
- ACELY1682 - Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
- ACELY1694 - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
- ACELY1704 - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience
- ACELY1714 - Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience



Consider inviting a member of the Defence community into your classroom to talk about their experience of war or conflict and the emotions they felt. Your local RSL Sub Branch will be able to recommend a veteran who can visit the school and talk with your students. To find your local RSL Queensland Sub Branch, please visit [www.rslqld.org/Contact-Us/Sub-Branches](http://www.rslqld.org/Contact-Us/Sub-Branches)

## **Suggested Children's Literature:**

### *Picture Books*

From Gallipoli with Love: A Letter from the Trenches by Neil Doherty

One Minute's Silence by David Metzenthien and Michael Camilleri

Jim's Letters by Glyn Harper and Jenny Cooper

Digger: The Dog Who Went to War by Mark Wilson

Gallipoli by Kerry Greenwood

The Last ANZAC by Gordon Winch, illustrated by Harriet Bailey

My Gallipoli by Ruth Starke and Robert Hannaford

### *Chapter Books*

Australia's Great War: 1915 by Sally Murphy

Road to War by Valerie Wilding

Soldier Boy by Anthony Hill

Private Peaceful by Michael Morpurgo

