

TAKING PART IN ANZAC AND REMEMBRANCE DAYS

You don't have to have served in the Army, Navy or Air Force to be part of ANZAC Day and Remembrance Day. Attending the marches and services shows respect for people who have served in conflicts, peacekeeping operations or disaster relief.

But sometimes children can march with their school or family, lay wreaths at the cenotaph or help older veterans.

Discover what you can do to honour our service people, past and present.

FINDING OUT

Look closely at the images of remembrance events. Notice how often you see children participating. What are some different things that young people are doing to contribute at these events?

Where do you see wreaths and flowers in these pictures? Read the captions to find out why these are part of remembrance events and what they represent.

SORTING OUT

Look at the veteran at the centre of Image 4. How do you think he feels about having the school children march beside him in the ANZAC parade? Why do you think the girl on the left is wearing service medals? What do you think about this?

People often wear a sprig of rosemary at remembrance events. You will see this in Slides 4 and 9. Ask an adult to help you do an internet search to find out why. Use search terms such as 'rosemary', 'symbol' and 'remembrance'.

Related content:

- www.rsleducation.com.au/Themes/Commemoration/years-3---6/Taking-part-in-ANZAC-and-Remembrance-Days



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TAKING ACTION

Remembrance events often involve music, poems and speeches. Imagine you are going to address a group of people gathered at an ANZAC Day Dawn Service or Remembrance Day event. Write a short speech to explain how you feel about the sacrifices that members of our Defence family have made to keep others safe.

Design a wreath or floral display for a remembrance event. Once you have drawn your design on paper, try making it. Create flowers from coloured tissue or crepe paper and glue them to a cardboard base. You might also add ribbons or include some special words.

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TEACHERS' NOTES

Print or display the images for discussion. Have students talk about what they see, in particular, the ways in which they observe children participating in remembrance events. In small groups, have students complete a 'see, think, wonder' chart for a selected image. Compile a list of students' questions about the commemoration of ANZAC and Remembrance Days.

Encourage open-ended questions, for which answers might not be immediately 'Googleable'. These questions would be best answered by a veteran or a member of your local RSL Queensland Sub Branch. Consider inviting an RSL member to your school to respond to the students in person. To find your local RSL Queensland Sub Branch, please visit www.rslqld.org/Contact-Us/Sub-Branches

Consider having students plan a brief remembrance event for the classroom. You might invite parents and community members. Refer to lesson 2.1 for examples of appropriate elements. Your local RSL Queensland Sub Branch is an invaluable source of advice for planning such an event. Students can contribute by making wreaths and floral displays, performing choral or instrumental pieces, or by writing poems and speeches to be read aloud.

This resource supports the following Humanities and Social Sciences (History) Content Descriptions and General Capability:

- ACHASSI059 and 080 Interact with others with respect to share points of view
- ACHASSI102 and 130 Work in groups to generate responses to issues and challenges
- ACHASSI104 and 132 Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects
- ACHASSK064 Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, and National Sorry Day) and the importance of symbols and emblems
- ACHASSK137 The contribution of individuals and groups to the development of Australian society since Federation
- Personal and social capability: social awareness

