



SCHOOL	CONTACT TEACHER	PHONE NO.

DATE/S	NO. CLASSES	GRADE/S	NO. STUDENTS

**COST: \$18.00 per student.** Accompanying adults free. An invoice will be sent after the visit. No GST.

### TEACHER CHECKLIST

- Visit plan** – emailed to **each teacher** for their preparations.
- Name tags** – first name only, essential for us to personalise the lessons and manage the students. The students stay within the school grounds and are not out in public.
- One parent or grandparent helper per class** – if possible, not essential. Especially needed to help with knitting.
- Lunch and drinks** – students will eat lunch and recess in the grassy grounds. There are no tea or coffee making facilities but take-away is nearby.
- Water bottles** – essential in Term 1. There is minimal air conditioning. It can be hot inside and outside.
- Bags** – small backpacks or library bags are preferred as they will be left outside. Birds can get into plastic bags.
- Students dressed up** – students are encouraged to dress as 1915 school pupils to help them step into role.
- Souvenir pen and ink sets** – email your order. \$5 per set which can be added to your school invoice.
- Prior knowledge** – it would be advantageous for students to have background knowledge. See note on p.2.
- Special needs notified** – let us know if you have students with special needs or need the wheelchair ramp.

### AT SCHOOL AT WAR PROGRAM

	Class A	Class B	Class C
10.00–10.20	Morning tea, store bags. Please assemble in front of wooden building by <b>10.25am</b> .		
10.25–10.40	<b>1915 Assembly</b>		
10.40–11.35	<b>The War Front</b> (1877 room) Pen & ink Gallipoli map, Empire Day tableau, postcard to a soldier	<b>The Home Front</b> (1910 room) Military camp model, comfort items and gift tag, Red Cross work, fundraising	<b>Junior Cadet Training</b> (outdoors) Physical exercises, marching drill, semaphore flags
11.35–12.30	<b>The Home Front</b> (1910 room) Military camp model, comfort items and gift tag, Red Cross work, fundraising	<b>Junior Cadet Training</b> (outdoors) Physical exercises, marching drill, semaphore flags	<b>The War Front</b> (1877 room) Pen & ink Gallipoli map, Empire Day tableau, postcard to a soldier
12.30–12.55	Lunch. Please return by <b>12.55pm</b>		
1.00–1.55	<b>Junior Cadet Training</b> (outdoors) Physical exercises, marching drill, semaphore flags	<b>The War Front</b> (1877 room) Pen & ink Gallipoli map, Empire Day tableau, postcard to a soldier	<b>The Home Front</b> (1910 room) Military camp model, comfort items and gift tag, Red Cross work, fundraising
1.55–2.00	Conclusion then depart		

## VISIT INFORMATION

**Wet weather** – the excursion will proceed. Physical exercise and drill will take place in an historic classroom.

**Location** – GPS: 154 Cox's Road, North Ryde, at the top of the North Ryde Public School grounds. Buses can drop off students at the Cox's Road bus stop outside the school. Enter through the picket gate near the zebra crossing.

**Driveway and car park safety** – avoid these areas. The driveway beside the museum and rear car park is used as the school's main vehicle access. Please supervise student movement and use the walkway on the west (right).

**Play areas** – there is no access to the climbing equipment at any time. Please do not use the oval from 11.10am-12.10pm and 1.50pm-2.10pm or if North Ryde PS students are using it at other times.

**Digital devices** – we intentionally create hands-on experiences without technology. However, you may wish to record the activities through photos and video. We would prefer that accompanying adults do this, instead of students.

**Cancellations** – confirmed bookings cancelled within two school-term weeks (14 days) of the visit will incur a \$200 cancellation fee.

## RESOURCES

**Empire Day** – film footage of an [Empire Day Pageant c1915](#) (Australian Screen)

**Troops marching, training camp, semaphore flag signalling** – [Engineers Camp, Moore Park Sydney](#) (Australian War Memorial) – (Marching 00:00–02:00; Semaphore flag signalling 05:00–06:30)

**Spinning** – [Spinning Yarn with a Drop Spindle](#) (YouTube)

**NSW Schools and the Anzacs** – brief [background information](#) compiled by NSW Schoolhouse Museum

**Centenary of Anzac: Engaging All Students** – DoE integrated learning resource (TBA)

**Research and Adopt a Veteran** – [DoE resource](#) for researching a local WW1 veteran

**Digitised source materials** – will be emailed after your visit

## SESSION OUTLINES

### Inquiry questions

- What is the nature of the contribution made by NSW school children to the First World War?
- What is the significance of ANZAC Day and how and why do people remember it?

### Recreated 1915 morning assembly – *asphalt or grass*

Schools held sombre and respectful assemblies daily or weekly to share updates on the war and news of local soldiers and nurses. They built respect, reverence and patriotism. Assemblies followed a similar format across schools and consisted of a prayer for the soldiers, hymn for the soldiers, patriotic songs, the National Anthem with the addition of God Bless Our Men, a pledge and salute.

A typical 1915 school assembly will be recreated to start the excursion in order to set the context, build empathy, engage the emotions and consider points of view of the period.

Source: *Morning Assembly Hamilton Infants School, The Education Gazette December 1918.*

### Junior Cadet Training - *asphalt*

From 1911 it was compulsory for all boys over 12 years to undertake military training. Junior Cadet Training for 12 and 13 year old boys was conducted at school and consisted mainly of physical exercises, marching drill and organised games. In many schools the younger girls and boys also participated.

The students will undertake a series of physical exercises whilst standing in ranks, be trained in aspects of marching drill and semaphore flag signalling. The commands, positioning and movements will be taken directly from the Junior Cadet Training Text Book. In recreating an authentic cadet training session, students will develop empathetic understanding and an understanding of cause and effect relating to compulsory training in Australian schools.

Source: *Australian Military Forces Junior Cadet Training Text Book, Department of Defence 1916*

### The War Front – *1877 schoolroom*

This set of activities will develop an understanding of cause and effect, build empathetic understanding and develop an understanding of the significance of Anzac Day.

### Pen and ink map of Gallipoli

Using an original map and world globe, the students will be shown the location of Gallipoli and its landforms and travelling distances will be discussed. The students will trace a map of Gallipoli and mark in the landforms. Whilst mapping, personal stories will be told of local soldiers and Anzacs woven together from digitised WW1 personnel records, WW1 postcards and letters.

Source: *'Suggestions for Correlation of Lessons with the War: 3. Why are the Australians fighting in Gallipoli? Make a map or model of the Gallipoli Peninsula and try to explain why our casualty lists are so heavy...'*, *The Education Gazette* December 1915

### **Postcard to a soldier**

Schools and the education department were proud of their teachers and ex-students who enlisted and they recognised their service through newsletters, gazettes and later, honour boards. Patriotic postcards offering support were sent to relatives, loved ones, acquaintances and even strangers serving at the front.

Referring to brief biographies on ex-students who served in WW1, students will write a short message on a reproduction WW1 postcard to a soldier serving at the front.

Source: WW1 postcards, excerpts from WW1 service records

### **Empire Day tableau**

Empire Day, celebrated on 24<sup>th</sup> May, was a much celebrated occasion in schools and the community. There were picnics, parades and tableaux of school children dressed in costumes to represent the countries of the British Empire. Empire Day 1915 was particularly significant in celebrating patriotism to Britain and her allies.

The students will dress in costumes and recreate a 1915 Empire Day tableau using original photographs of Empire Day tableaux to guide their costuming and positioning.

Source: photographs of Empire Day tableaux

### **The Home Front – 1910 rooms**

This set of activities develops skills in use and analysis of sources, builds empathy and develops an understanding of the significance of WW1 and the Anzacs.

### **Military training camp model**

Before sailing overseas newly enlisted soldiers spent time in a local military training camp. The Sydney camp was situated at Liverpool and the soldiers lived in tents in basic conditions.

Informed by a photo of a military camp model and postcards of military training camps in Australia and Egypt, students will create a large model of a military training camp. They will work collaboratively to make and place cone-shaped tents, position WW1 toy soldiers, horses and carts, trees and other items.

Sources: *'Military Camp: Chrystal St Kindergarten School'*, *The Public Instruction Gazette* August 1915; postcards of WW1 military camps

### **Comfort items and gift card**

Schools enthusiastically responded to calls for the making and collection of comfort items to send to the soldiers serving at the front. These included knitted woollen socks, balaclavas and scarves, hand-hemmed handkerchiefs, soap and tins of biscuits. When wool ran out they spun and dyed it.

The students will spin some wool using a drop spindle and contribute to the knitting of a scarf or hemming of a handkerchief, depending on their abilities. They will also neatly copy a verse onto a gift tag.

Sources: Photograph captioned *'The Senior Girls of the Coonamble Public School who under the supervision of the teacher's wife have spun heaps of yarn and knitted ever so many socks for the Boys at the Front'*, *The Education Gazette* January 1918; photographs of school children knitting and spinning; verses in *The School Magazine*, July 1917: *'We suggest that each child who is sending a gift to a soldier at the front, should neatly copy out one of these stanzas which he or she likes best and attach it to the gift'*.

### **Fundraising and Red Cross work**

A large campaign to raise funds for the Belgian orphans was run in schools in the lead-up to Empire Day 1915 and articles in local papers and the education gazettes promoted the creative ways children and schools raised money. Growing and selling vegetables was one method and the Fruit and Vegetable Fund was established in 1918 to grow vegetables to distribute to families who had lost their wage earners.

Informal junior Red Cross groups were formed in schools as groups to help in the war effort. Most girls wore homemade uniforms and veils, similar to nurse's uniforms, proudly bearing a red cross and boys wore arm bands.

As Red Cross members students will roll and pack cloth bandages and dressings to send to the front. The students will also use original balance scales and imperial weights to weigh and bag potatoes and pumpkins to sell

Source: Photograph captioned 'Growing vegetables for returned soldiers, Public School, Wyong Creek', *The Education Gazette June 1918*; photographs of Red Cross groups

## **Conclusion**

A brief stepping out of role and debriefing will be held with the students at the end of the final session.

## **HISTORY K-10 SYLLABUS LINKS**

### **Outcomes**

HT2-1 identifies celebrations and commemorations of significance in Australia and the world

HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time

HT2-5 applies skills of historical inquiry and communication

### **Historical skills and concepts**

Use of sources, cause and effect, perspectives, empathetic understanding, significance

## **Community and Remembrance**

### **Key inquiry questions**

- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

### **Content**

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)

- Focusing on ONE group, investigate their diverse backgrounds and outline their contribution to the local community using a range of sources, e.g. photographs, newspapers, oral histories, diaries and letters

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems (ACHHK063)

- Identify important Australian celebrations and commemorations and discuss their origins and significance in society