



SCHOOL	CONTACT TEACHER	PHONE NO.

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

COST: \$20.00 per student. Accompanying adults free. An invoice will be sent after the visit. No GST. Government schools must supply a **purchase order number** prior to the excursion.

Parents and carers – a maximum of two parent/carer helpers per class can attend. This may change due to COVID-19 guidelines at the time.

TEACHER CHECKLIST

- Visit plan** – emailed to **each teacher** for their class preparations.
- Name tags** – first name only, essential for us to personalise the lessons and manage the students.
- Hand sanitiser, first aid, student medical kits** – for use by your staff and students as required.
- One parent or grandparent helper per class** – if possible, not essential. Especially needed to help with knitting.
- Students briefed on fire safety** – students should understand basic fire safety when near an open fire.
- Lunch and drinks** – the day usually starts with morning tea. There are no tea or coffee making facilities for adults but take-away is nearby or BYO thermos.
- Water bottles** – essential in Terms 1 and 4. 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.
- Wet weather gear** – the students need wet weather gear for travelling between spaces.
- Dressing up** – students are welcome to dressed up. **Sun hats** are needed for the outdoor sessions.
- Souvenir pen and ink sets** – email your order: Costs can be added to your school invoice.
- Special needs notified** – let us know if you have students with special needs or need the wheelchair ramp.
- Change in numbers** – please notify us if the number of students booked has changed. This impacts our staffing.

AT SCHOOL AT WAR PROGRAM

	Class A	Class B
10.00-10.20	Morning tea, store bags. Please assemble in front of wooden building by 10.25am .	
10.25-10.35	1915 Assembly	
10.40-11.30	The War Front (1877 room) Gallipoli map, postcard to a soldier, decoding Morse Code, pen and ink writing	The Home Front (1910 room) Military training camp model, making comfort items, Red Cross work, fundraising
11.35-12.25	The Home Front (1910 room) Military training camp model, making comfort items, Red Cross work, fundraising	The War Front (1877 room) Gallipoli map, postcard to a soldier, decoding Morse Code, pen and ink writing
12.30-12.55	Lunch. Please return to start at 1.00pm	

1.00-1.50	Empire Day preparations (outdoors) – semaphore flags, marching drill, Empire Day tableau	Empire Day preparations (outdoors) – Empire Day tableau, semaphore flags, marching drill
1.55-2.00	Depart	

VISIT INFORMATION

Wet weather – the excursion will go ahead. Physical exercise and drill will take place in an historic classroom. The students need wet weather gear for moving between spaces.

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.**

Country – Wallumedegal Country

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

Play areas – there is no access to the play 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.

Resources – information and links [NSW schools and the ANZACs](#)

Risk management advice – is on our website on the [Schools page](#).

COVID-19 safety plan – is on our website on the [Schools page](#).

Bread and golden syrup ingredients labels – are on our [Schools page](#).

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

COVID-19 related cancellations – cancellations due to changed risks and circumstances due to COVID-19 will not incur a cancellation fee. Please provide as much notice as possible as casual staff have been allocated to work on your excursion days.

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.

Aspects of a typical 1915 school assembly will be recreated to set the tone and 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.*

Empire Day preparations - *asphalt*

Marching drill and semaphore signalling

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. Modules on elementary signalling including semaphore flags and morse code were also taught. In many schools the younger girls and boys also participated.

The students will 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*

Empire Day tableau

Empire Day, celebrated on 24th 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 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 origins 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

Decoding Morse code

As part of their military training, boys from 12 years were trained in making and reading the signals of Morse alphabet. Students will decode a simple sentence and use morse code to write a response in code.

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

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

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.

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

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

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

Stage 2 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

Years 7-10 Life Skills

Outcomes

HTLS-5 recognises the significance of people and events in the past

HTLS-6 explores the significance of changes and developments in the past

HTLS-7 recognises a variety of historical sources

HTLS-8 uses sources to understand the past

HTLS-12 investigates the past using historical skills

Historical skills and concepts

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

Content

Australians at War: World Wars I and II (1914–1918, 1939–1945)

Significant events and experiences for Australians at home and at war

Students:

- explore the experiences of a soldier during the wars, eg signing up/attitudes to conscription, life in the trenches (World War I), life on the battlefield in North Africa, South-east Asia or the Pacific Islands (World War II), separation from friends/family, using ICT and other sources as appropriate
- explore issues that affected Australians at home during World War I, eg pay and conditions for workers, shortages/rations, attitudes to conscription, communication and information, using ICT and other sources as appropriate
- investigate the changing roles of women during the wars, eg at work, in the home, in volunteer work, politically, using ICT and other sources as appropriate