

TRAVELLING ANZACS

Y3

Discover the significance and symbols of ANZAC Day as we follow their journeys.

HASS – HISTORY

Bring ANZAC Day alive through roleplay, storytelling, and object exploration at Revolutions Transport Museum. After examining ANZAC symbols, your students will 'set off' by train to board a ship headed to Gallipoli. Journeying through the museum, they will stop at our donkey and horse to hear stories exploring ANZAC values, pause at the imposing field gun to gain an understanding of the meaning of ANZAC day and finish with a parade.

In this program, your Year 3 students will:

- ✓ Discover the origins of this day of commemoration.
- ✓ Explore the significance of ANZAC symbols.
- ✓ Learn through hands-on, active learning amidst historical objects.
- ✓ Recognise different perspectives and draw conclusions.

WHAT TO EXPECT

Using different kinds of transport on display within the Museum as our touchpoints, your students will follow an ANZAC soldier's experience from recruitment to return.



To establish connection and empathy, we begin with a puzzle game. In pairs, can students find which soldier their props represent, exploring how their soldier is the same, and how he differs from people of today.



Your students can then get hands-on with reproduction uniform, discussing the meaning of the slouch hat and the iconic rising sun symbol.



Learning through role-play, your class will take on the role of soldiers boarding the train travelling to the ships taking them off to Gallipoli and wave goodbye to those, playing the role of their family and friends. We will explore how they think the soldiers and their families felt and the meaning of the flags they waved.



Following our soldiers' progress to Gallipoli and North Africa, the class hears stories focussed on World War I transport animals, exploring the origins of ANZAC Day and the values these stories embody.



At the original World War I Turkish field gun, we introduce the poppy symbol. Here, students will practice bandaging each other, as we consider how the ANZAC and Ottoman Empire soldiers might have felt.



To conclude, it's back on the train carriage as returning soldiers and time for an ANZAC parade and reflection on what the class have learnt.



Cost	\$7.00 per child
Availability	Monday to Friday, Term 1 and 2
Duration	75 minutes
WA Curriculum Links	<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 10px; background-color: #f9a825; margin-right: 5px;"></div> Humanities and Social Sciences <i>See over for details</i> </div>

Important information

- Parent helper assistance is required for individual groups.

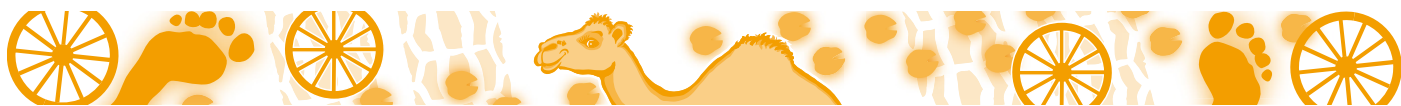
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WA CURRICULUM LINKS

HUMANITIES AND SOCIAL SCIENCES

Knowledge and understanding

History

Significant events, symbols and emblems that are important to Australia's shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia (WA3HAKUH3)

For example:

- Australian commemorations and celebrations, such as ANZAC Day, Australia Day, NAIDOC Week, National Sorry Day

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and researching

Locate and collect information from a variety of sources (WA3HASKQ3)

For example:

- electronic sources, such as television and websites
- print sources, such as books, photographs, images and plans
- other sources, including interviews, museums and library catalogues

Analysing

Identify different points of view in information and/or data (WA3HASKA3)

Evaluating

Use decision making processes (WA3HASKE2)

For example:

- share views and recognise different points of view



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