

Stage 2

Community & Remembrance

Teacher Resource



Temora Aviation Museum

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1. The Program

Community & Remembrance is an education program for Stage 2 students designed to complement the HSIE syllabus.

Community & Remembrance takes students on a journey to explore the Australian identity and the major historical events that have shaped it. Students will be involved in empathy exercises and exploration of primary source material. Students will gain a deep understanding of the role symbols play in communicating identity, and will create their own identity artwork.

1.1 Aims and Objectives

The objective of the program is to provide students with the opportunity to explore Australian identity through history and visual art.

The aims of the program are to:

- Explore significant events that have shaped Australia's identity.
- Engage with symbols of Australian identity.
- Examine the ANZAC legend.
- Explore the cultural diversity of Australia, with particular emphasis on the cultural origins of the students.
- Explore the concept of identity and how it is expressed.
- Challenge students to consider the past as a relevant factor to the present.



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1.2 Areas of the Syllabus Addressed

In addition to the syllabus areas outlined below *Community & Remembrance* has been designed to adhere to the principles of Quality Teaching.

NSW Curriculum	
English	
<i>Talking and Listening</i>	
Talking and Listening	EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
Skills and Strategies	EN2-12E Recognises and uses an increasing range of strategies to reflect on their own and others learning
Human Society and its Environment	
<i>Change and Continuity</i>	
Significant Events and People	HT2-1 Identifies celebrations and commemorations of significance in Australia and the world
<i>Cultures</i>	
Identities	HT2-2 Describes and explains how significant individuals groups and events contributed to changes in the local community over time.
<i>History</i>	
	Exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources.
Visual Art	
Making	VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.
Appreciating	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.



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2. Activities

The following activities are provided to engage students with the concept and practice of Australian military aviation roles in World War II.

2.1 What is an Australian?

- Brainstorm the definition of 'Australian'. What is it? What are the key symbols and words that come to mind for the student?
- Ask students to consider whether or not they think that the list that they created today would be the same that a group of school students would have created 100 years ago.

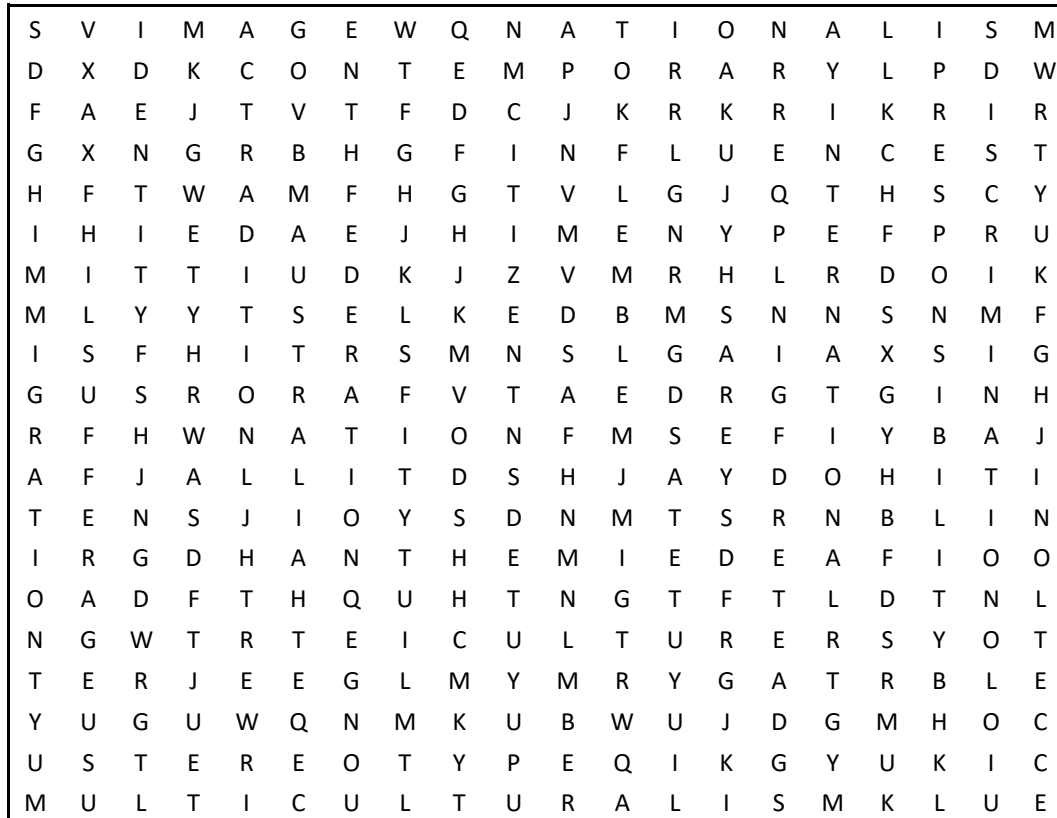
2.2 My Ancestry

- Ask students to research their cultural background. Are they of Aboriginal heritage or did their family immigrate? Ask them to find out when and from where.
- Have students investigate the key customs of one or two of their ancestral cultures including elements such as national symbols, national dress, national flag, traditional foods, festivals and customs.
- Students can complete these activities in their workbooks.



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2.3 Word Search



Anthem

Australia

Citizen

Community

Contemporary

Culture

Discrimination

Diversity

Emblem

Federation

Identity

Image

Immigration

Influence

International

Multiculturalism

Nation

Nationalism

Responsibility

Stereotype

Suffrage

Symbol

Tradition



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2.4 ANZACS and ANZAC Day

- Exploring the ANZAC legend, using the internet, ask the students to research ANZAC Day and answer the questions in their workbooks.

2.5 Australia's Local Hero

- Ask students to read the story of Patrick Kennedy and answer the questions in their workbooks.

2.6 Symbols & Identity

- Using the Temora Aviation Museum Website, research the various aircraft, and in their student workbooks draw 2 symbols that the pilots have used to identify themselves on their aircraft, and write why you think they chose these symbols.

2.7 Personal Identity Passport – About Me

- Using the template in the Student Workbook, have students create an Identity Passport.



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3. Additional Resources

3.1 Introduction to 10 EFTS

Temora has a rich and noteworthy aviation history having been home to the No. 10 Elementary Flying Training School (10 EFTS), set up by the Royal Australian Air Force (RAAF) in May 1941. 10 EFTS was the largest and longest lived of the flying schools established under the Empire Air Training Scheme during World War Two (WWII).

Throughout WWII more than 10,000 personnel were involved at the school with upwards of 2,400 pilots being trained. At its peak the unit contained a total of 97 de Havilland Tiger Moth aircraft.

Four satellite airfields were set up around the Temora district to cope with the demand to train RAAF pilots. No 10 EFTS ceased operation on 12 March 1946 making it the last WWII flying school to close.

The Empire Air Training scheme was a program implemented during the Second World War to train aircrew from the nations of the Commonwealth, for service with Britain's Royal Air Force (RAF). Realising it did not have the resources to maintain the RAF at an adequate strength to confront Germany, the United Kingdom proposed in September 1939, that 50 elementary flying schools be established in Australia, Canada and New Zealand. The graduates of these schools would then receive advanced training in Canada and proceed to Britain for service with the RAF. A conference was held at Ottawa, Canada in October 1939 to discuss the proposal. After several weeks of bargaining, an agreement was signed on 17 December 1939.

Australia undertook to provide 28,000 aircrew over three years, which represented 36% of the total number of aircrew proposed to be trained under the scheme. Under Article XV of the agreement, it was proposed that each country's aircrew would serve in distinct national squadrons once they arrived in Britain. The first basic flying course started on 29 April 1940, when training began simultaneously in all participating countries, and the first contingent of Australian airmen embarked for Canada on 14 November 1940.

The agreement was renewed for an additional two years in March 1943, although the RAF already had a large surplus of aircrew. Throughout 1944, Australia's contribution to the scheme was wound back at Britain's instigation, and it effectively ended in October 1944, although it was not formally suspended until 31 March 1945. By this time, over 37,000 Australian airmen had been trained as part of the Empire Air Training Scheme. Despite Article XV, the bulk of these aircrew served not with the designated Australian squadrons, but with RAF squadrons.



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3.2 Suggested Resources

Internet Resources

Australian Bureau of Statistics	www.abs.gov.au
Australian citizenship	www.citizenship.gov.au
Australian Flag	www.ausflag.com
Australian of the Year	http://www.australianoftheyear.org.au/
Civics and Citizenship education	www.civicsandcitizenship.edu.au
Department of Veterans Affairs	www.dva.gov.au
Founding Documents	www.foundingdocs.gov.au
Migration Heritage Centre	www.migrationheritage.nsw.gov.au
National Archives of Australia	www.naa.gov.au
National Australia Day Council	www.australiaday.gov.au
National Museum of Australia	www.nma.gov.au
Temora Aviation Museum	www.aviationmuseum.com.au

