



TEACHERS RESOURCE KIT





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1. The Program

Identity: One- Many is an education program for Stage 3 students designed to complement the HSIE syllabus, in particular the units of work *Identity and Values*.

Identity takes students on a journey to explore the Australian identity and the major historical events that have shaped it. Students will be involved in role-play activities, 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, visual art and drama.

The aim of the program is to:

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





1.2 Areas of the Syllabus Addressed

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

NSW Curriculum	
English	
<i>Talking and Listening</i>	
Talking and Listening	TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well organised ideas dealing with more challenging topics.
Skills and Strategies	TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
Human Society and its Environment	
<i>Change and Continuity</i>	
Significant Events and People	CCS3.1 Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.
<i>Cultures</i>	
Identities	CU3.3 Describes different cultural influences and their contribution to Australian identities.
Cultural Diversity	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.
Drama	
Making	DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
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.
The Australian Curriculum	
History	
<i>Australia as a nation</i>	
Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australia migration programs since the war. (ACHHK115).	Comparing push and pull factors that have contributed to people migrating to Australia
	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. Connecting stories of migration to students' own family histories.
The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrant, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)	Investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry)
	Considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography)





2. Pre-Visit Activities

2.1 What is an Australian?

As a class brainstorm the definition of 'Australian', what is it? What are the key symbols and words that come to mind for students?

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.

In class ask students to locate their families country or countries of origin on a large world map.

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. Ask students to prepare a PowerPoint presentation, poster or scrapbook to present to their classmates.

2.3 Timeline

Create a class timeline noting key events in Australian History that pertain to the development of our contemporary Australian identity including:

- Aboriginal occupation
- 1788 First Fleet arrival
- Convict transportation
- Immigration Schemes- Ireland and England
- 1850s gold rush- Chinese immigration
- 1901- Federation
- 1902- Female Suffrage
- WWI- ANZAC
- WWII-Post WWII immigration scheme

Have students brainstorm words that they associate with each of the events on the timeline. These events will be explored further in a drama exercise during their excursion.





2.4 Word Search

S	V	I	M	A	G	E	W	Q	N	A	T	I	O	N	A	L	I	S	M
D	X	D	K	C	O	N	T	E	M	P	O	R	A	R	Y	L	P	D	W
F	A	E	J	T	V	T	F	D	C	J	K	R	K	R	I	K	R	I	R
G	X	N	G	R	B	H	G	F	I	N	F	L	U	E	N	C	E	S	T
H	F	T	W	A	M	F	H	G	T	V	L	G	J	Q	T	H	S	C	Y
I	H	I	E	D	A	E	J	H	I	M	E	N	Y	P	E	F	P	R	U
M	I	T	T	I	U	D	K	J	Z	V	M	R	H	L	R	D	O	I	K
M	L	Y	Y	T	S	E	L	K	E	D	B	M	S	N	N	S	N	M	F
I	S	F	H	I	T	R	S	M	N	S	L	G	A	I	A	X	S	I	G
G	U	S	R	O	R	A	F	V	T	A	E	D	R	G	T	G	I	N	H
R	F	H	W	N	A	T	I	O	N	F	M	S	E	F	I	Y	B	A	J
A	F	J	A	L	L	I	T	D	S	H	J	A	Y	D	O	H	I	T	I
T	E	N	S	J	I	O	Y	S	D	N	M	T	S	R	N	B	L	I	N
I	R	G	D	H	A	N	T	H	E	M	I	E	D	E	A	F	I	O	O
O	A	D	F	T	H	Q	U	H	T	N	G	T	F	T	L	D	T	N	L
N	G	W	T	R	T	E	I	C	U	L	T	U	R	E	R	S	Y	O	T
T	E	R	J	E	E	G	L	M	Y	M	R	Y	G	A	T	R	B	L	E
Y	U	G	U	W	Q	N	M	K	U	B	W	U	J	D	G	M	H	O	C
U	S	T	E	R	E	O	T	Y	P	E	Q	I	K	G	Y	U	K	I	C
M	U	L	T	I	C	U	L	T	U	R	A	L	I	S	M	K	L	U	E

Anthem
 Australia
 Citizen
 Community
 Contemporary
 Culture
 Discrimination
 Diversity

Emblem
 Federation
 Identity
 Image
 Immigration
 Influence
 International
 Multiculturalism

Nation
 Nationalism
 Responsibility
 Stereotype
 Suffrage
 Symbol
 Tradition





3. On Site Experience and Activities

3.1 On the Day

Times

Tour times can be negotiated to suit your school's requirements. Please enquire when making your booking.

Duration and Facilities

It is recommended that teachers allow a minimum of two (2) hours for this experience plus time for a meal break. There are shaded picnic areas with tables and chairs if you wish to have morning tea or lunch on site. No hot food is available on site however the giftshop sells hot and cold drinks, potato chips, chocolates and confectionery. The Museum giftshop also stocks a wide variety of aviation and historical memorabilia, including books, DVD, clothing, toys, stationary and postcards.

On Arrival

Tour Guides will meet you at the bus in front of the giftshop entrance for the commencement of the experience.

Once students have alighted from the bus (or have arrived by other means) they will be provided with an introduction to the site and will need to participate in a brief activity focusing on the rules associated with their visit to the Temora Aviation Museum.

Buses

There is ample bus and coach parking in the main parking lot which is within 50 metres of the main entrance building.

Personal Clothing and Equipment

The buildings are air conditioned in summer but the hangars are not heated in winter so clothing should be appropriate to the weather. Closed shoes must be worn. All students will need to bring a pen and clipboard or a laptop with the activity sheet loaded onto it, to enable worksheet activities to be completed. *Please print worksheets double-sided on A3 paper.* Please ask students to bring personal cameras to assist them in recording their day. The photos from which can be used later in class.

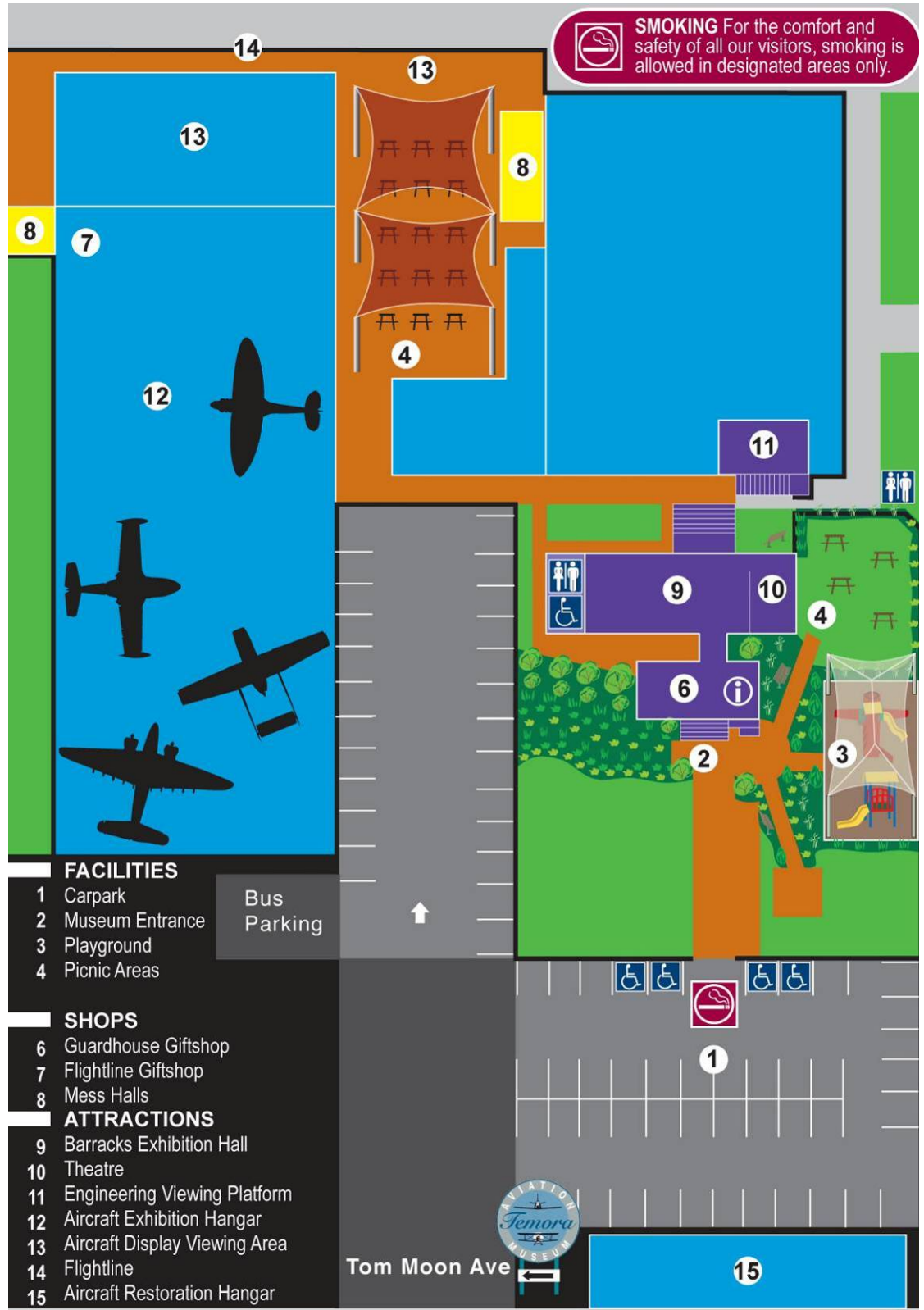
Important!

The Temora Aviation Museum is a unique site and students will be instructed to stay behind rope barricades and not touch the aircraft. Our risk management documentation is available for download at www.aviationmuseum.com.au. We would appreciate it if for every ten students there is one adult (not including the Guide).





3.2 Facility Map





4. Post-Visit Activities

4.1 My Symbol of Australia

Ask students to consider which symbol of Australia they identify with most and why. Is it a symbol that is popularly recognised or is it something that the students have individually identified and is of personal significance?

Ask them to create an advertising poster selling Australia using that symbol.

4.2 Country of Birth

Using data set H5 found at

<http://www.abs.gov.au/websitedbs/CaSHome.nsf/Home/History+Datasets> have students plot the top 5-10 counties of birth as recorded in the Australian Census 1901-2006 on a graph.

Survey the birth place of the students in the class and include the data in the graph as a distinct component and discuss this as a group.

4.3 Personal Identity Passport

Using the template in the resource section have students create an identity passport. As an extension activity have students create a mixed media self portrait that incorporates all the elements as described on their identity passport.

Scan or take digital photos of all students identity passport artwork and reproduce them in a smaller size to create a photo mosaic class mural. Free software such as AndreaMosaic <http://www.andreaplanet.com/andreamosaic/download/> can be used to create the photo mosaic or you may choose to allocate this task to individual students to do manually after deciding as a class what your collective identity image is.

4.4 Time Capsule

Create a class time capsule. Have students select items that they feel identify themselves as a group, as individuals and items that they believe are representative of contemporary Australian identity.

Using the National Museum of Australia's resource Life at the Time of Federation

http://nma.gov.au/education/school_resources/civics_and_citizenship/life_at_federation/

create a time capsule of Australian identity at the time of Federation. Ask students to compare the contents of the two capsules and discuss how Australian identity has changed and evolved.





4.5 We Are Australian

Teach the students the song *I Am Australian* by the Seekers. Music can be downloaded from www.musicnotes.com.au. As a class discuss the imagery describing the Australian identity as portrayed in the song and have students create artworks representing each verse.

Ask students to revisit their definition of 'Australian' and write their own verse.

Students may also want to consider a recent event which they believe contributes to the Australian identity and write a verse about it. For example the composer Bruce Woodley (the Seekers) wrote two extra verses to reflect on the tragic events of the 2009 Black Saturday Bushfires which was performed at the Australian National Morning Service. See <http://alldownunder.com/australian-music-songs/i-am-australian.htm>.

4.6 Australia's Local Hero

Ask students to research a recipient of the Australian's Local Hero Award as found at <http://www.australianoftheyear.org.au/recipients/?action=list&type=2&cat=3>. Ask them to answer the following questions about the recipient.

- Why did they receive the award?
- What values do they possess?
- Why do you think their contribution to Australia is worthy of the award?
- What are the similarities between them and you?
- If you were to meet them what questions would you want to ask?

4.7 Changing Australian Values- Australian of the Year

Have students read the history of the Australian of the Year Award <http://www.australianoftheyear.org.au/pages/page553.asp>. (It may be easiest to break the text into sections and allocate each group a portion of the text). Have students deduce the Australian values as described in each evolutionary phase of the award? How has the focus of the award changed over time? As a class, table your analysis and discuss why these values have changed.

Create a list of values that the students think an Australian of the Year should possess.





4.8 Migrant Stories

Allow student to explore migration stories in the Migration Heritage Centre's online exhibition *Belongings* <http://www.migrationheritage.nsw.gov.au/belongings/> .

Have them answer the following questions.

- Why did they migrate to Australia?
- What were their initial experiences of Australia?
- What struggles did they have to overcome?
- What values can you identify in their experience?
- If you met them what questions would you want to ask?

As part of the Post WWII Immigration Scheme the federal government set up migrant camps, hostels and accommodation centres. A number of these were located in regional and rural areas. In New South Wales accommodation centres were located in Adamstown, Balgownie, Bankstown, Bathurst, Berkeley, Bradfield Park, Bunnerong, Burwood, Cabramatta, Cronulla, Dundas, East Hills, Ermington, Goulburn, Greta, Katoomba, Kingsgrove, Kyeemagh, Leeton, Lithgow, Mascot, Matraville, Mayfield, Meadowbank, Nelson Bay, North Head, Orange, Parkes, Port Stephens, Randwick, St Marys, Scheyville, Schofields, Unanderra, Villawood, Wallerawang and Wallgrove. The largest accommodation centre was located in Bonegilla (VIC).

See <http://www.naa.gov.au/about-us/publications/fact-sheets/fs170.aspx>

Ask students to research the closest migrant accommodation centre to their school, where was it and what was life like for the people living and working there. If possible contact a former resident or staff member and ask them to visit the class to give the students a talk on their experience.

See also: <http://www.migrationheritage.nsw.gov.au/exhibitions/fieldsofmemories/index.shtml>.





5. Additional Resources

5.1 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

5.2 My Identity Passport Template





MY IDENTITY PASSPORT

NAME: _____ **AGE:** _____

FAVOURITE COLOUR: _____ **FAVOURITE FOOD:** _____

FAVOURITE PASSTIMES: _____

MY DREAM IS TO: _____

I WANT AUSTRALIA TO BE A COUNTRY THAT: _____



MY IDENTITY PASSPORT

NAME: _____ **AGE:** _____

FAVOURITE COLOUR: _____ **FAVOURITE FOOD:** _____

FAVOURITE PASSTIMES: _____

MY DREAM IS TO: _____

I WANT AUSTRALIA TO BE A COUNTRY THAT: _____



5.3 Student Worksheet

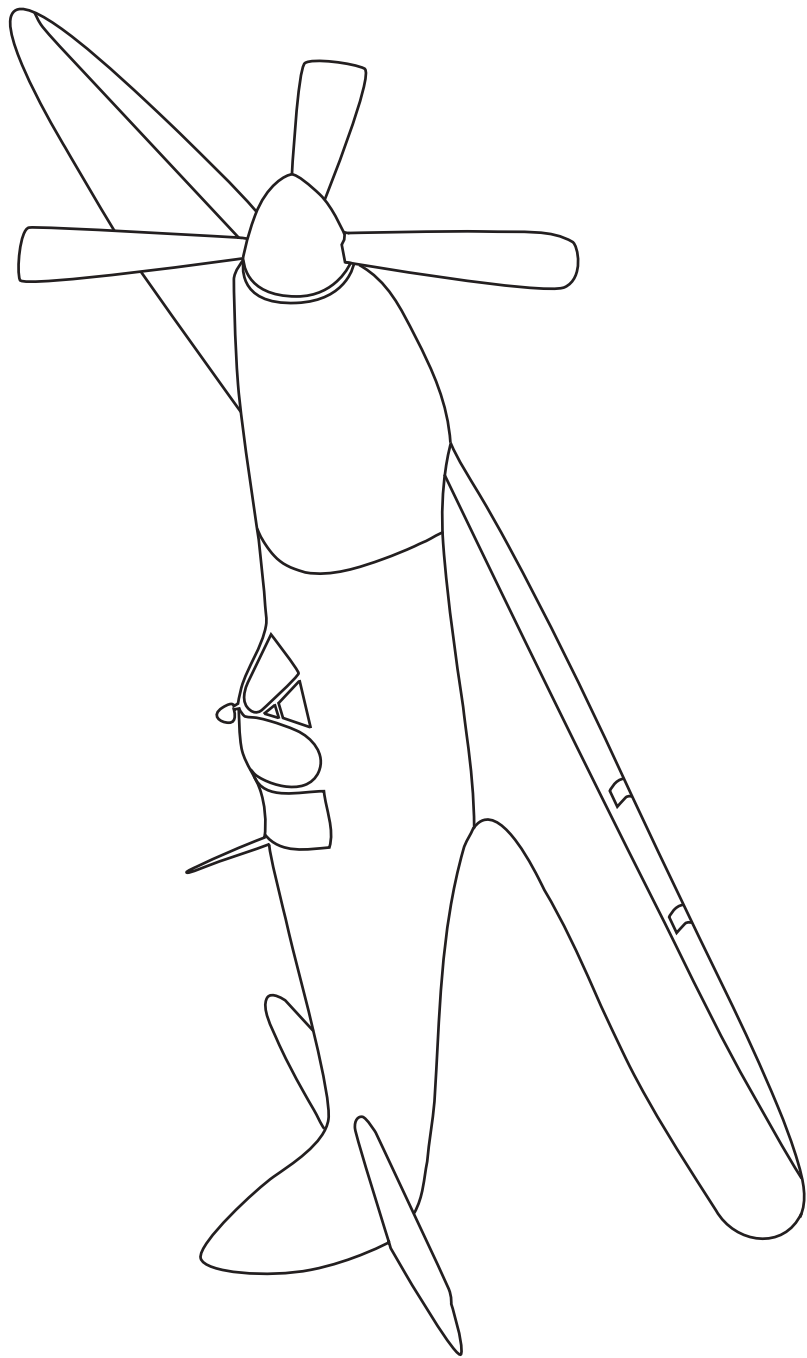
Please print the attached student worksheet double-sided on A3 paper.

For double-sided printing please select short edge binding so that both pages are the same orientation.



Practice Sketch

Using the plane template below sketch out your identity markings before you create your final artwork.



Name: _____ Date: _____
School: _____

List the key events in Australian History that have shaped the Australian Identity.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Other events that you can think of include: _____



Patrick Kennedy

How do you think the following would have felt and why:
Pat when he wrote the letter?

Pats mum when she received the letter?

A reader of the local newspaper reading Pat's letter who also has a friend or family member fighting in WWI?





Symbols and Identity

In the space below draw 2 symbols that the pilots have used to identify themselves on their aircraft.

Symbol	Why do you think the pilot chose this symbol?

About Me!

My ancestry is? _____

Associated symbols include: _____

--	--	--	--

My favourite things: _____

Colour: _____

Pastimes: _____

