

# Teacher Guide

## Year 3-4: Lesson 1

### THE AUSTRALIAN NATIONAL ANTHEM

#### UNLOCKING OUR STORIES: AUSTRALIA'S SYMBOLS

Unlocking Our Stories is a trusted and engaging resource for teaching about the national symbols in Australian classrooms. Developed by the Department of the Prime Minister and Cabinet, this curriculum-aligned resource for Years 3–8 will help you and your students discover the rich meaning and history of the Australian National Anthem, the flag of Australia and other national symbols.

# Introduction to Lesson 1

## LESSON OBJECTIVES

The objective of this lesson is for students to:

- **remember** the words to the first verse of the Australian National Anthem
- **understand** the purpose of a national anthem
- **evaluate** the meaning of the lyrics.



## AUSTRALIAN CURRICULUM LINKS

### HUMANITIES AND SOCIAL SCIENCES

#### Year 3 - History

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)

#### Year 4 - Civics and Citizenship

The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)

## INCLUSIVE LANGUAGE AND BEHAVIOURS

Some of the content in this lesson may generate diverse opinions and touch on culturally sensitive topics. To assist you in providing a safe and inclusive learning environment, please read through the following guidelines:

### Creating a culturally inclusive classroom:

- be aware of your own perspective on issues and any potential for bias
- show that you are comfortable discussing different perspectives and opinions
- demonstrate genuine interest in learning about different perspectives and opinions
- avoid creating a 'correct' and 'incorrect' approach to culture
- value the different experiences that each student brings to discussions
- make connections to students' prior knowledge and experience
- monitor the language you use when referring to people from diverse backgrounds
- watch for attitudes that may promote discrimination and racist behaviour
- encourage respectful discussion and debate when there are different points of view
- use inclusive language (monitor the use of 'we', 'us', 'them', 'they')
- encourage critical thinking and questioning
- provide the opportunity for all students to identify as Australian

Adapted from [Cultural inclusion](#) (NSW Department of Education, 2020)

# Introduction to Lesson 1

## LESSON OVERVIEW

The recommended learning progression and timing is outlined below.

- Step 1** **Read** the story chapter and check for understanding (10-15 mins)
- Step 2** **Explore** the lessons objectives through activities and discussion (20-40 mins)
- Step 3** **Practise** through worksheets and interactive lesson (20-30 mins)
- Step 4** **Go further** with independent or whole class activities (varying duration)

## CONNECTING HOME AND SCHOOL

Encourage students to deepen their understanding of their own cultural background by utilising the resources provided for engagement at home. The At Home area, within the Unlocking Our Stories website, provides links and information to help parents and carers support their student's learning. The At Home Guides include background information and recommendations for conversations and activities that can be held at home.

## DIFFERENTIATION

Teachers are encouraged to use their discretion to present the material in this lesson based on their students' individual needs and existing knowledge and understanding. This includes presenting information orally to the whole class or small groups, providing screen reading technologies, giving support through peer partnering and allowing students to work independently and self-paced.

Further differentiation options are presented in the student worksheet where 16 additional activities are provided. These are grouped according to subject area (English, Maths and Science, The Arts and additional research) and increase in complexity and demand. Tasks requiring more time are indicated with a star.



## RESOURCES AND LINKS

[Information about the Australia National Anthem](#)

[Printable lyrics for the Australian National Anthem](#)

[Video recordings](#)

# Introduction to Lesson 1

## BACKGROUND INFORMATION FOR TEACHERS

The Australian National Anthem identifies Australia at home and overseas. It is used at official and public ceremonies, and sporting and community events.

Originally composed in 1878 by Peter Dodds McCormick, the Anthem has undergone a number of changes. In 2021, the second line of the Australian National Anthem was changed from 'For we are young and free' to 'For we are one and free'.



### *Verse 1*

Australians all let us rejoice,  
For we are one and free;  
We've golden soil and wealth for toil;  
Our home is girt by sea;  
Our land abounds in nature's gifts  
Of beauty rich and rare;  
In history's page, let every stage  
Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

### *Verse 2*

Beneath our radiant Southern Cross  
We'll toil with hearts and hands;  
To make this Commonwealth of ours  
Renowned of all the lands;  
For those who've come across the seas  
We've boundless plains to share;  
With courage let us all combine  
To Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

## LISTEN

[The Australian National Anthem](#)  
Melbourne Symphony Orchestra



# Introduction to Lesson 1

## HISTORY

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The original composition of 'Advance Australia Fair' was written by Peter Dodds McCormick in 1878 and was four verses long.

Up until 1973, 'God Save the Queen' was sung as the National Anthem.

In 1973 the Australia Council for the Arts held the Australian National Anthem Quest competition to find the lyrics and music for a new Australian National Anthem. Despite receiving more than 1400 entries, the judges decided the entries did not meet the high standards of Australia's traditional songs 'Advance Australia Fair', 'Waltzing Matilda' and 'Song of Australia' and recommended the final choice for the Anthem should be made from these three songs.

The Bureau of Statistics then ran a national poll of 60 000 people, which found 'Advance Australia

Fair' was favoured by 51.4 per cent of people, followed by 'Waltzing Matilda' (19.6 per cent).

In 1974 'Advance Australia Fair' was adopted as the Australian National Anthem, but in 1976 'God Save The Queen' was reinstated.

In 1977 the Australian Electoral Office conducted another poll, which again found 'Advance Australia Fair' was the preferred anthem (43.6 per cent), followed by 'Waltzing Matilda (28.45 per cent).

In 1981 the National Australia Day Council recommended the Australian National Anthem consist of verses one and two of 'Advance Australia Fair' with some modification.

On 19 April 1984 the then Governor-General, the Rt Hon Sir Ninian M Stephen KG AK GCMG GCVO

KBE, proclaimed the Australian National Anthem the tune of 'Advance Australia Fair' and the verses drafted by the National Australia Day Council.

From 1 January 2021, the words of the second line of the Australian National Anthem were amended from 'For we are young and free' to 'For we are one and free', by Proclamation made by the Governor General, General the Honourable David Hurley AC DSC (Retd), on the Government's advice.



# Introduction to Lesson 1

## PROTOCOL

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**The Australian National Anthem is an important national symbol of Australia and should be treated with respect and dignity. All Australians are encouraged to sing the Australian National Anthem and these protocols are to assist you when singing or performing the Anthem at a ceremony or public event.**

1. Traditionally, only the first verse of the Australian National Anthem is used but both verses can be used.
2. When the Australian National Anthem is played at a ceremony or public event it is customary to stand.
3. The event organiser can choose when the Anthem is played during an event.
4. The tune or tempo of the Australian National Anthem should not be modified and alternative words should not be used.
5. Any musical instrument may be incorporated into a performance of the Anthem.
6. The Australian National Anthem should be performed in English.
7. Individuals or organisations can perform Advance Australia Fair in a language other than English, but this should not be represented as a version of the Australian National Anthem. As a result, protocols do not apply to its use e.g. it is not necessary to stand when the song is played.
8. If Advance Australia Fair is performed in a language other than English, along with the Australian National Anthem, the Anthem should be played first.
9. When the Australian National Anthem is played at the same event as the anthem of another nation, you should play the anthem of the visiting nation first.

# Step 1 - Read the Story

## THE CASE OF THE MISSING EMU

The story is the catalyst for each lesson in this series. It is important to read the Prologue and Chapter 1 of The Case of the Missing Emu before commencing the lesson.

### Story overview

Emu has gone missing from the Commonwealth Coat of Arms on Old Parliament House. Emu is on a quest to bring all Australians together. The only clue that Emu left was a sticky note with the letter 'E'. Mila and Kai need to help Kangaroo by finding all of the sticky notes Emu has left around town. But will they solve the case before the Prime Minister leads the next school excursion to Old Parliament House? Time is ticking!

In this chapter, the characters explore the meaning of the lines in the Australian National Anthem. Chapter 2 explores the flags of Australia and Chapter 3 investigates other national symbols.

Use the guidance below to support understanding before, during and after reading.

## BEFORE READING - Prepare for Understanding

Explore the meaning of key vocabulary

Vocabulary words	Definitions in this context
Parliament	the highest level of government in Australia
rejoice	celebrate
toil	work hard
abounds	is full of, abundant
girt	surrounded by
strains	musical sounds
fair	favourable, helpful

## DURING READING - Support Understanding

Discuss and explain:

- What is Old Parliament House?
- What does it mean to 'become an Australian citizen'?

# Step 1 - Read the Story

## AFTER READING - Check for Understanding

Use questioning to check for understanding.

### Literal

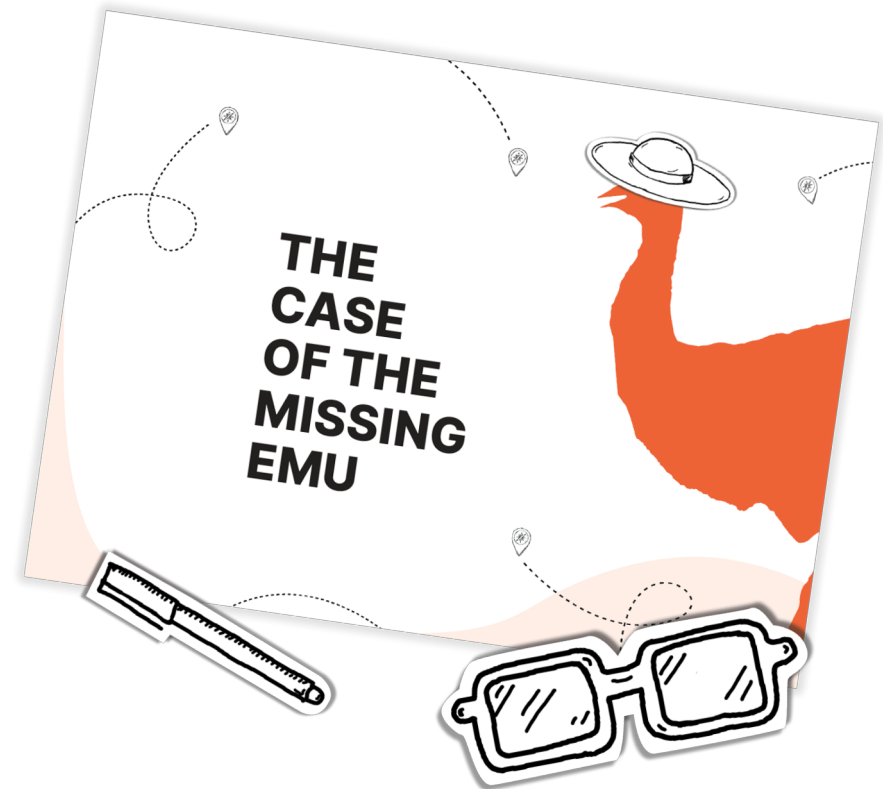
1. Who were Kai and Mila searching for?
2. What is a Coat of Arms?
3. What will happen if they don't find Emu in time?
4. What is a national anthem?

### Inferential

1. What does Kai think of the catchphrase: 'Never fear, Mila and Kai are here'?
2. Why were the children collecting sticky notes?
3. Why was there a sticky note on the island in the pond?

### Evaluative

1. Why do you think Emu wants to 'bring all Australians together'?
2. Does the phrase 'wealth for toil' mean you will be rich if you work hard, or are there other ways to be wealthy?
3. What do you think is meant by 'Advance Australia Fair'?
- 4.





# Step 2 - Explore the Objectives

Help students successfully achieve the lesson objectives by providing explicit instruction, inclusive discussion and deeper explanation of the key concepts

## REMEMBER

**Remember** the words to the Australian National Anthem.

Use memorisation techniques to assist students to learn the words of the Australian National Anthem.

- Print a copy of the lyrics for each student using this song sheet.
- Complete activities on the worksheet and in the interactive lesson to support memorisation of the lyrics.
- Play the video of the National Anthem regularly and have students sing along.
- Create a class challenge to learn the words of the National Anthem in a given timeframe.
- As a class, lead the singing of the National Anthem at a school assembly or official event.

## UNDERSTAND

**Understand** the purpose of a national anthem.

Explain the purpose of an anthem.

*A national anthem is a song that identifies a country at home and overseas. It is used at official and public ceremonies, and sporting and community events.*

- Ask students where they have heard the Australian National Anthem.
- Discuss any existing knowledge of anthems from other countries.
- Explain the [protocols](#) guiding the use of the Australian National Anthem.

## EVALUATE

**Evaluate** the meaning of the lyrics

As well as developing an understanding of the meaning of the lyrics, find opportunities to evaluate their meaning.

- Discuss how successful the Australian National Anthem is in representing all Australians.
- Discuss why some changes have been made to the words of the National Anthem.
- Complete activities on the worksheet and in the interactive lesson to support evaluation of the meaning.
- Explore some of the figurative language used in the National Anthem.

# Step 3 - Practise

## INTERACTIVE LESSON

Complete the interactive lesson as a whole class or on individual or shared devices.

- The interactive lesson reinforces the learning from the story.
- Students learn facts and answer the interactive questions.
- The questions are self-correcting.
- No login details are required.
- Students can complete the lesson multiple times.

## STUDENT WORKSHEET

The student worksheet can be used to further reinforce the students' understanding of the Australia National Anthem.

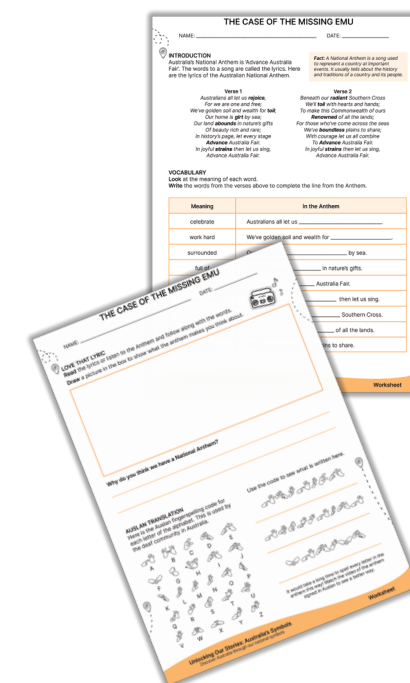
The first two pages of the worksheet explore:

- The vocabulary of the Australian National Anthem.
- The purpose of an anthem.
- The Auslan version of the 'Advance Australia Fair'.

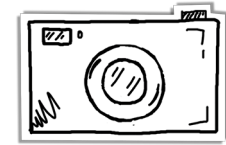
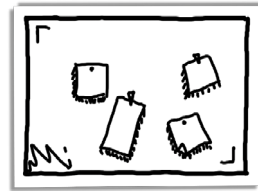
Before students complete the worksheet, play the video of [the Australian National Anthem](#)



Before students complete the Auslan activity, play the video of the [National Anthem with Auslan](#) signing.



# Go Further: *English*



## VERSION VARIATIONS

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Find a version of the 'Advance Australia Fair' in a First Nations language (ideally, the local language) or in a language that is important to the cultural background of the class.

Compare the lyrics in the English paraphrase with the lyrics of the Australian National Anthem. Discuss why there are differences between the two versions.

Learn some or all of the lyrics in another language.

## RHYME AND REASON

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There are lots of rhyming words in the Australian National Anthem.

Discuss how rhyming makes music more interesting and easier to remember.

Make a list of the pairs of rhymes. Add other rhyming words to each pair.

View an online rhyming dictionary and use it to add to each list.

## GOLDEN SOIL

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Explain imagery as a writing tool.

Australia is not really covered with golden soil. Our soil comes in many different colours. What does golden soil really mean?

Look for other examples of imagery in the Australian National Anthem.

Students take a verse from their favourite song and rewrite the lyrics using imagery as a tool.

## PICTURE IT

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Discuss how emojis are used in modern communication.

Demonstrate how to swap a word in the Australian National Anthem for a picture or emoji. Does it make it harder or easier to understand?

Independently, or as a class, create a poster with the emoji-enhanced lyrics.



# Go Further: *Maths and Science*



## AUSTRALIANS ALL

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Explain how a census is used to determine a country's population.

What is the population of Australia today? What was the population when 'Advance Australia Fair' was written in 1878?

Calculate the difference.



## CRACK THE CODE

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Explore the Pigpen Cipher which uses a pigpen shaped grid to represent the alphabet. Explain how it works and where it came from.

Students use the Pigpen Cipher to write a line from the Australian National Anthem and see if their classmates can work out which line they wrote.



## BOUNDLESS PLAINS

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Australia's deserts are home to some unique animals. Many of them are nocturnal.

Create a list of nocturnal animals found in Australia.

Why are so many desert animals nocturnal? What other adaptations do Australian desert animals have that help them survive?



## ACROSS THE SEAS

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Create a survey to determine the cultural diversity of the class.

Was anyone in the class born overseas? What about their parents or grandparents?

Conduct the survey and chart the findings in a graph.

Extension: Conduct the survey in other classes and collate and compare the data.

# Go Further: *The Arts*



## IN HISTORY'S PAGE

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Many learners find that connecting the brain and the hands is an effective memorisation tool.

Turn the Australian National Anthem lyrics into a handwriting lesson or allow students to experiment with a 'fancy' writing style.

Encourage creativity and display the finished work in your classroom.



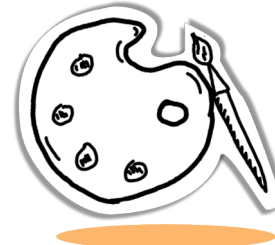
## THERE'S MORE

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Most Australians know the words to the first verse of the Australian National Anthem.

Encourage students to learn the lyrics for Verse 2 of the National Anthem.

Volunteer your class to recite or sing both verses at the next school assembly.



## BEAUTY RICH & RARE

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Discuss the natural beauty of Australia allowing students to describe places they have visited. Highlight the difference between natural and built environments.

Display images of some of Australia's most well known natural wonders.

Have students choose one landmark and present it creatively, e.g. as a drawing, painting, collage, mosaic, etc.



## LET EVERY STAGE

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Provide copies of the Prologue and Chapter 1 of *The Case of the Missing Emu*.

Divide the class into small groups to create a play or readers theatre from the story.

To support emerging readers, one child or the teacher could act as the narrator with other students providing tableaux to represent each scene.

# Go Further: *Research Tasks*



## GIRT BY SEA

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Explain 'girt' means 'surrounded by'. Australia is surrounded by sea – an island.

While Australia is a large island, it also has many smaller islands.

Use a map or atlas to find the names of some of the biggest Australian islands.

Extend learning by determining which state each island belongs to.



## OUR RADIANT SOUTHERN CROSS

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Explain that a constellation is a group of stars. The Southern Cross (also called the Crux) is a constellation that can be easily seen in the Australian night sky.

Find out five facts about the Southern Cross.



## THIS COMMONWEALTH

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The Commonwealth of Australia has six states and many territories. What is the difference between a state and a territory?

Identify the Australian Capital Territory and Northern Territory on a map of Australia.

Find out about the other Australian territories that are not part of the Australian mainland.

Create a presentation with one slide for each territory.



## ANTHEM TIMELINE

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Explore the history of the Australian National Anthem.

There are many opportunities to explore how and why the Anthem has changed.

Discuss how a poll is used to measure public opinion.

Create a timeline to show what happened on each important date.

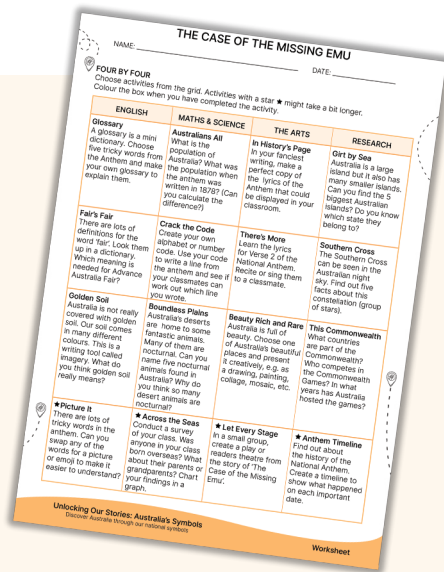
# Go Further: *Independent Tasks*

## FOUR BY FOUR GRID

The final page of the student worksheet provides student-focused instructions for all 16 activities so they can be completed independently, in small groups or as homework tasks.

### DIFFERENTIATION

As students move down each column, the activities become more complex. The activities with a star ★ are most difficult or will take longer to complete. Teachers may wish to guide students to activities that are best suited to their individual needs.



## WORKSHEET ANSWERS

### Vocabulary

Rejoice, toil, girt, abounds, Advance, strains, radiant, renowned, boundless

### Love That Lyric

Pictures will vary.

We have a national anthem to represent all Australians with a song that can be used at official events. (Answers will vary)

### Auslan Performance

Advance Australia Fair



## *In the next lesson ...*

*The Case of the Missing Emu continues. Each time you get close, Emu slips away. Your pile of sticky notes is growing but you still haven't solved the case. What is the message Emu wants all Australians to know? Help Kai, Mila and Kangaroo to collecting clues while Emu discovers the facts about our Flags. But time is running out. Don't let the Prime Minister down.*

