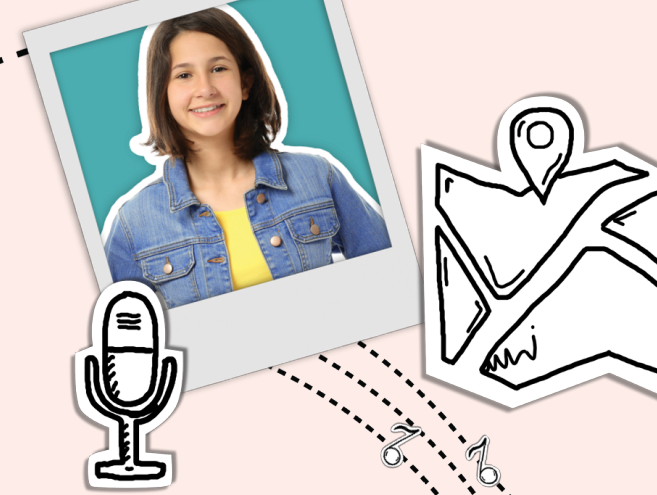




Teacher Guide

Year 5-6: 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 our Anthem, Flags and other national symbols.

Introduction to Lesson 1

LESSON OBJECTIVES

The objective of this lesson is for students to:

- **understand** how and why the Anthem has changed over time
- **apply** knowledge of the protocols for use to a new situation
- **evaluate** the recent changes to the lyrics.



AUSTRALIAN CURRICULUM LINKS

HUMANITIES AND SOCIAL SCIENCES

Year 5 - History

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)

Year 5 - Civics and Citizenship

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

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.

Year 6 - History

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)

Year 6 - Civics and Citizenship

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)

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.

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

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

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

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.

RESOURCES AND LINKS

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

[Video recordings](#)

[History of the Australian National Anthem](#)

[Protocols for the Australian National Anthem](#)

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 TALENT QUEST

The story is the catalyst for each lesson in this series. It is important to read the Prologue and Chapter 1 of **The Talent Quest** before commencing the lesson.

Story overview

Laleh and Aidan have entered the local talent quest but their hopes of winning are threatened by a mischievous marsupial. Neville the Numbat wants to be famous but no one gives him any attention. Sabotaging national symbols all across the city in an effort to be noticed, Neville leaves poetic clues for Laleh and Aidan to solve. Can they save the symbols and get their shot at fame or will Neville steal the show?

In this chapter, the characters explore the protocols for respectful use of 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
numbat	a small termite-eating Australian marsupial
protocol	the rules of behaviour used on official occasions
ceremonies	important occasions
media coverage	wide attention across television, radio & newspapers
notorious	famous for something bad
havoc	damage or destruction
sabotage	damage done on purpose to stop someone else being successful

DURING READING – Support Understanding

Discuss and explain:

- What is a numbat?
- What is a protocol? How is it different from a rule or law?
- What does it mean to be notorious? How is it different to being famous?

Step 1 – Read the Story

AFTER READING – Check for Understanding

Use questioning to check for understanding.

Literal

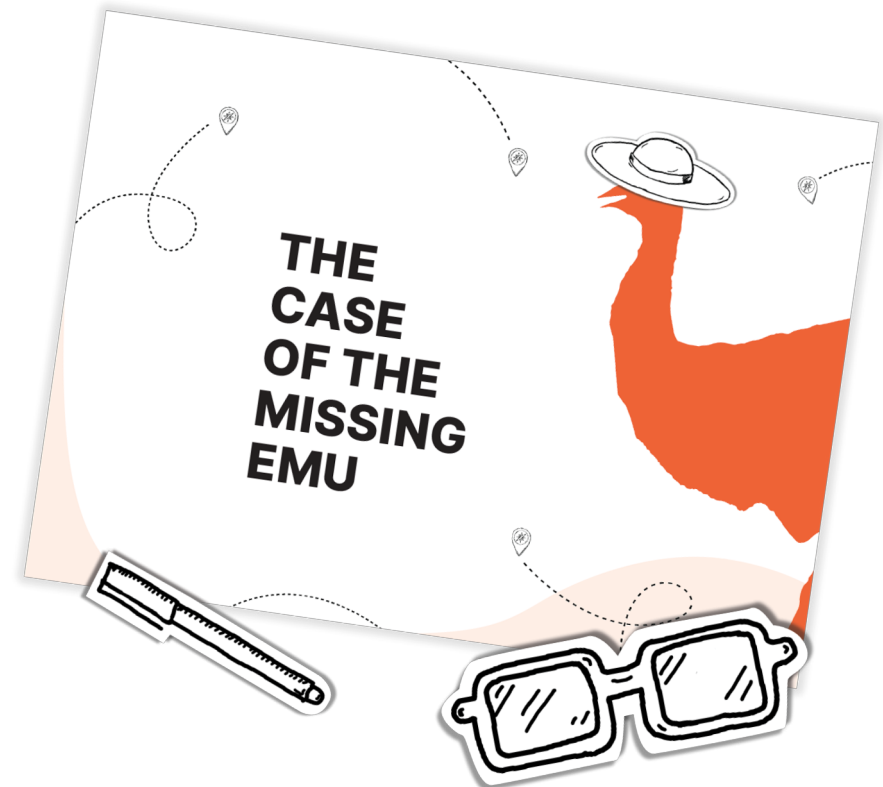
1. What sort of animal is Neville?
2. What problem was the security guard at the sports stadium facing?
3. Why is Neville sabotaging the national symbols?
4. How did Aidan help solve the clues?

Inferential

1. What was wrong with Laleh and Aidan's costumes for the talent quest?
2. Why did Aidan think Laleh would be good at solving the clues?
3. Can you solve any of the clues Neville left?

Evaluative

1. Why do you think there are so many protocols for using the Anthem correctly?
2. Do you think most Australians know what the protocols are?
3. Do you think it's right that people who break the rules receive so much media coverage?



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

UNDERSTAND

Understand how and why the Anthem has changed over time.

Examine the key events in the history of the Australian National Anthem.

Display or distribute copies of the [history of the Anthem](#).

- ‘God Save the Queen’ was ‘reinstated’. What does that word mean?
- How would people of different cultural backgrounds and beliefs respond to the National Anthem?
- Discuss the suitability of ‘Waltzing Matilda’ as an anthem.
- Discuss the use of a poll to measure public opinion. Conduct a poll in the class.

APPLY

Apply knowledge of the protocols for use to a new situation.

Explore the [protocols](#) guiding the use of the Australian National Anthem.

- Explain the meaning of a protocol and how it differs from a rule or law.
- Discuss the rights and responsibilities of Australian citizenship.
- Discuss the consequences of failing to follow the protocols.
- Devise a set of guidelines for using the Anthem at school events. How might this be different from a sports event?

EVALUATE

Evaluate the recent changes to the lyrics.

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

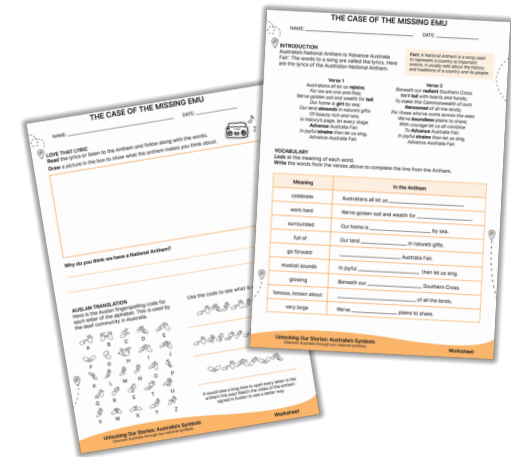
- Discuss how successful the Anthem is in representing all Australians.
- Discuss why some changes have been made to the words of the National Anthem.
- Complete activities on the worksheet and in the interactive lesson to support evaluation of the meaning.

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 National Anthem.

The first two pages of the worksheet explore:

- Key events in the history of the Australian National Anthem.
- The impact of changes to the Anthem.
- The effectiveness of the Anthem in representing all Australians.
- Correct use of the Anthem at official events.

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



Go Further: *English*



EMOJI ANTHEM

Identify which words from the National Anthem could be exchanged for an emoji without changing the meaning.

Does it make it harder or easier to understand?

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

NEVILLE SHAKESPEARE

Neville the Numbat leaves clues in rhyming couplets.

A rhyming couplet is two lines of poetry that end with a rhyme.

This technique is used by many authors including William Shakespeare.

Write rhyming couplets to give facts about the Anthem, its history or how it should be used.

BY THE RULES

Create a rule book explaining how to use the National Anthem protocols correctly at school assemblies.

Discuss the best way to communicate the rules to the school community.

Prepare a presentation for the next assembly to teach the whole school about the protocols.

NO TO MATILDA

The results of the public opinion poll showed that 'Waltzing Matilda' was a popular option for the National Anthem.

Find a copy of Waltzing Matilda and read the words.

What story does it tell? Do you think it would have been a worthy Anthem?

Write a speech giving your opinion on whether it is a suitable song for Australia's National Anthem.

Go Further: *Maths and Science*



TIMELINE

Look at the timeline shown on the first page of the worksheet.

This is a vertical timeline with no scale. The events are simply listed in order.

Use the history of the Anthem dates and information to design a horizontal timeline of the Anthem.

Can you make it to scale?



OUR RADIANT SOUTHERN CROSS

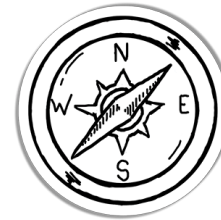
Also called the Crux, this constellation can be seen in the Australian night sky.

The Southern Cross has been used in navigation for thousands of years.

Find out how the Southern Cross can be used to find 'due south'.

Create a set of instructions to use at home to find 'due south'.

Research the difference between 'true south' and 'magnetic south'.



BOUNDLESS PLAINS

Australia is a large country. In fact, 29 New Zealands could fit inside Australia.

Land areas of countries are usually measured in square kilometres (km²).

Equate a square kilometre to an area relevant to the class.

Find out the area of other countries and calculate how many times they could fit in Australia.



ACROSS THE SEAS

Many Australians have come from 'across the seas'. This is called migration.

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

Was anyone in the class born overseas?

What about their parents or grandparents?

Present findings using a suitable graph or infographic.

Go Further: *The Arts*



ANTHEM'S GOT TALENT

Explain that the Australian National Anthem can be played using any instruments. Use percussion or body percussion to accompany a recording of the Anthem.

If students can play musical instruments or are confident to sing, teach them how to play or sing the Anthem.

Alternatively, allow small groups to learn the Anthem and perform it to the class.

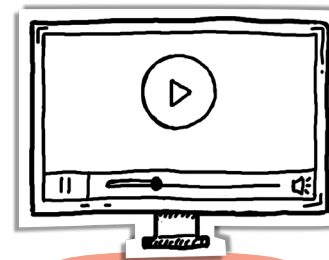


EVERY STAGE

The National Anthem stirs up images and emotions for many people.

Explore movements that explain the lyrics and meaning of the Anthem.

Create a series of movements or a dance to tell the story of the Anthem as it is played.



AUSLAN INTERPRETATION

'Advance Australia Fair' has been [recorded in Auslan](#).

View the video and discuss the use of a sign to symbolise a whole phrase. Try to replicate some of the signs together.

Discuss the fingerspelling code and how Auslan uses whole phrases to make it quicker and easier to communicate.

Challenge students to learn the whole song in Auslan.



ANTHEM ARTWORK

The National Anthem brings out different ideas and emotions for everyone.

[Play the Anthem](#).

Brainstorm a list of emotions that students think people may feel as they listen. What images do they imagine?

Allow students to create an artwork to show how the Anthem makes them feel when they hear it.

Go Further: *Research Tasks*



GIRT BY SEA

Explain the meaning of the word 'girt' – 'surrounded by'.

Demonstrate the use of an atlas or map to find the names of all the seas and oceans that surround Australia. Note any text styling used to differentiate between an ocean and a sea.

Provide a blank map of Australia and have students label them on a map.



NATURE'S GIFTS

Australia abounds in nature's rich and rare gifts. Discuss the difference between natural and built environments.

Provide a list of natural wonders of Australia or allow students to compile their own.

Create a 'fact card' for each wonder and add them to a large map of Australia.



THIS COMMONWEALTH

Explain the two meanings of the word 'Commonwealth'.

1. Since Federation, Australia has been formally known as 'The Commonwealth of Australia' meaning that all the states are united for the common good.

2. Australia is also part of the Commonwealth of Nations under the headship of the King.

Find out about Sir Henry Parkes, the Father of Federation, and his role in bringing the states together.



THE COMPOSER

Peter Dodds McCormick composed 'Advance Australia Fair' in 1878 – over 100 years before it became our Anthem.

Provide resources for students to research his life.

Use the information to create a short biography, slideshow or timeline of his achievements.

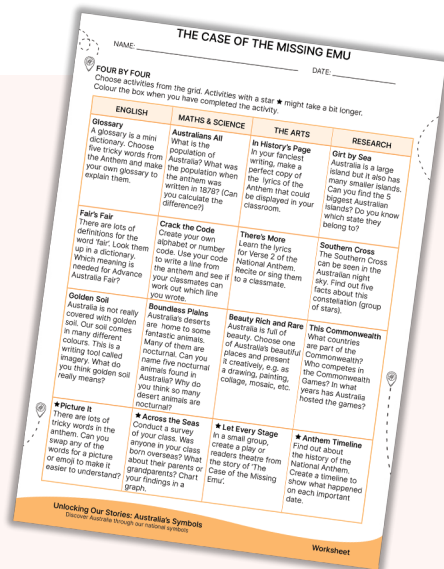
Go Further: *Independent Tasks*

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

In History's Page

1878, 1973, 1974, 1977, 1981, 1984, 2021

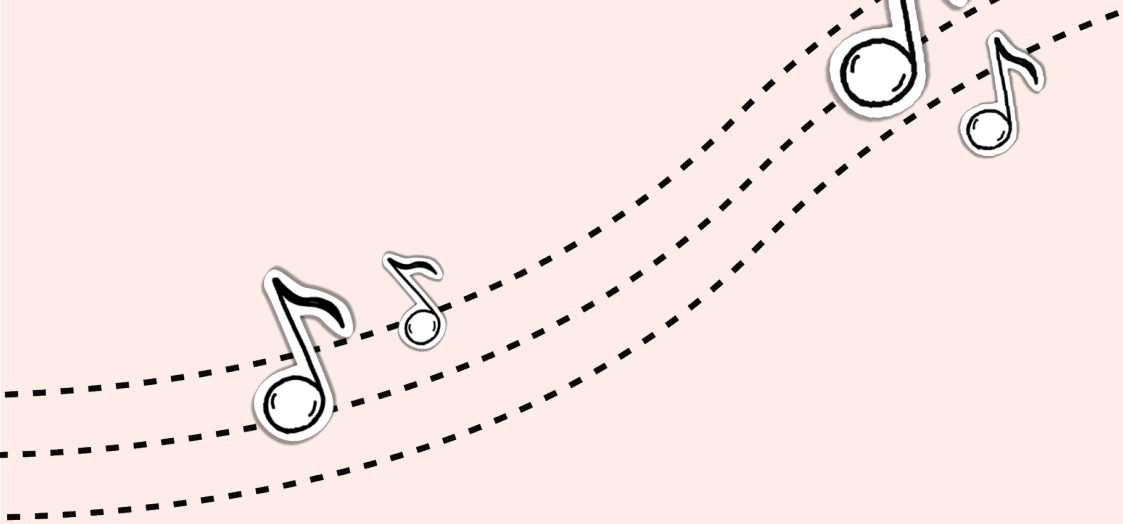
One, Not Young

The word young was removed to acknowledge that First Nations peoples have lived in Australia for thousands of years. (Answers will vary)
 Australians can be 'one' by having shared understanding and values about what it means to be an Australian. (Answers will vary)

You're in Charge

WE ARE ONE





In the next lesson ...

Neville is still creating havoc across the city. This time the Australian Flag is his target and it's up to Laleh and Aidan to crack the codes and save the day. Time is running out and it looks like none of them will make it back to the talent quest in time.

