



Australian Government

Department of the Prime Minister and Cabinet



# Teacher Guide

## Year 7-8: 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 Nation Anthem, the flags of Australia and other national symbols.

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# Introduction to Lesson 1

## LESSON OBJECTIVES

The objective of this lesson is for students to:

- **understand** the democratic process used to select the Australian National Anthem
- **analyse** the protocols for performing the Australian National Anthem
- **evaluate** the alignment of the Australian National Anthem to different perspectives of Australian identity.



## AUSTRALIAN CURRICULUM LINKS

### CIVICS AND CITIZENSHIP

#### Year 7

- How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051)
- How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)
- How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)

## 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 that require more time are indicated with a star.

#### Year 8

- The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065)
- Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)
- How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)
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# 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 lesson objectives through activities and discussion (20-40 mins)
- Step 3** **Practise** through worksheet 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



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# 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.



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# Introduction to Lesson 1

## PROTOCOLS

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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.

## RESOURCES AND LINKS

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

[Video recordings](#)

[History of the Australian National Anthem](#)

[Protocols for the Australian National Anthem](#)

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# Step 1 – Read the Story

## THE GREAT AUSTRALIAN <VIRTUAL> RACE

The story is the catalyst for each lesson in this series. It is important to read the Prologue and Chapter 1 of **The Great Australian <Virtual> Race** before commencing the lesson.

### Story overview

Students play in the first person as they compete to be part of a reality program – The Great Australian <Virtual> Race. If they complete all three challenge rounds they will make it through to the final race. Can they complete all the challenges or will The Hacker’s tricks defeat them? Students are tested in the first round to show what they know about the Australian National Anthem.

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

Check for prior knowledge:

- What is the purpose of a national anthem?
- What is the Australian National Anthem?
- Has the Anthem changed over time?

## DURING READING – Support Understanding

Discuss and explain:

- Who is ‘you’ in the story? Discuss the use and effect of second-person narrative voice.
- What is a protocol? How is it different from a rule or law?
- What is national identity and how does this compare with personal identity?

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# Step 1 – Read the Story

## AFTER READING – Check for Understanding

Use questioning to check for understanding.

### Literal

1. Why have you (the central character) not been able to enter reality competitions in the past?
2. Who are the members of your team and what are their special skills?
3. How does the competition work?
4. What did the Hacker do to the website?

### Inferential

1. Why is Amari reluctant to participate?
2. What effect do the text messages have on the team?
3. Why do 'you' try to sound confident even though you are worried?

### Evaluative

1. Why might some Australians not identify with the Australian National Anthem?
2. What does a government consider when selecting a national anthem?
3. Do you think the change to 'We are one and free' is more inclusive? Why?





# 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** the democratic process used to select the Australian National Anthem.

Examine the key events in the history of the Australian National Anthem and how they reflect the democratic process.

- Display or distribute copies of the [history of the Anthem](#).
- How did a competition contribute to the process? What was the outcome?
- Discuss the use of a poll to measure public opinion. When has this been used before? What are its limitations?
- Examine the role of the Governor-General in 'proclaiming' changes to the National Anthem? Why is this not the role of the Prime Minister?
- Discuss the suitability of 'Waltzing Matilda' as an anthem.

## ANALYSE

**Analyse** the protocols for performing the Australian National Anthem.

Examine the [list of protocols](#) guiding the use of the Anthem.

- Discuss the differences between protocols, rules and laws.
- What are the consequences for failing to follow the protocols?
- Closely examine the protocols for performing 'Advance Australia Fair' in other languages.
- Analyse a version of 'Advance Australia Fair' in a First Nations language. Compare the English paraphrase with the original lyrics.
- Watch the video of the Auslan interpretation of 'Advance Australia Fair'.
- Discuss whether the protocols are fair and inclusive.

## EVALUATE

**Evaluate** the alignment of the Anthem to different perspectives of Australian identity.

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

- Discuss how successful the Anthem is in representing all Australians.
- Evaluate the recent change to the second line of the Anthem.
- Examine the words of the Anthem from the perspective of an Australian with a different cultural background to your own. How inclusive is the Anthem?
- Discuss how national identity impacts personal identity. What happens when these two perspectives are aligned?

# 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 Australian National Anthem.

The first two pages of the worksheet explore:

- The use of a poll to measure public opinion.
- The suitability of 'Waltzing Matilda' as an anthem.
- The protocols for performing 'Advance Australia Fair' in other languages.

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



**Before** students complete the First Nations language activity, play the video of the National Anthem with Indigenous instruments. Why is this version allowed to be used at official events?



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# Go Further: *English*



## FIRST NATIONS LANGUAGE

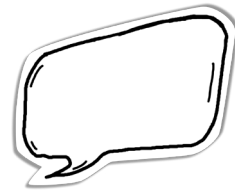
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Examine the protocols for performing 'Advance Australia Fair' in a First Nations language.

How does this compare with performing 'Advance Australia Fair' in another language or with Auslan?

A First Nations language version is usually paraphrased.

Compare the paraphrased English words with the official lyrics.



## WHAT IS A MATILDA?

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Provide students with a copy of the lyrics of 'Waltzing Matilda'.

Explain unfamiliar vocabulary.

Using either joint or independent construction, write a narrative version of the story of Waltzing Matilda.

\*Important fact: Matilda is not a character in the story.



## SONG STRUCTURE

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Look carefully at the rhyme and rhythm of the Australian National Anthem.

Analyse the number of beats per line and where there is any pattern to the rhyming lines.

Using the structure, encourage students to write their own song or poem.



## DEBATE

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Hold a class debate.

The topic is: 'That the Australian National Anthem is for all Australians'.

Provide scaffolded support and scripts as required.

Remind students of the need to be culturally and personally respectful when debating and give examples of how this is achieved.

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# Go Further: *Maths and Science*



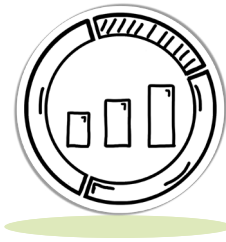
## BOUNDLESS PLAINS TO SHARE

Population density is calculated by dividing a country's area (km<sup>2</sup>) by its total population.

Compare Australia's population density with other countries.

Compare the population density of cities to rural areas.

Discuss the measures Australia has taken to 'share' our boundless plains including assisted immigration schemes such as 'ten-pound poms', humanitarian resettlement, etc.



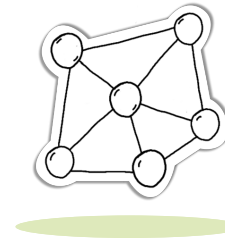
## WHAT'S A BILLABONG?

'Once a jolly swagman camped by a billabong.'

Billabong is a First Nations word for an oxbow lake. This lake is formed when a meander of a river is cut off, creating a U-shaped lake.

Show how examples of a series of diagrams can be used to explain a process.

As a class or independently, create a series of diagrams to explain how a billabong formed.



## CIPHER SECRETS

A Caesar cipher is based on an alphabet shift where each letter is replaced by another letter located a little further along in the alphabet.

Demonstrate how a cipher works.

Explain the added complexity when the cipher 'number' is not provided.

Create your own cipher and use it to write lines from the Australian National Anthem.



## ACROSS THE SEAS

Australia has a rich and diverse cultural heritage.

Use Australian Bureau of Statistics data to find the cultural origins of differing Australian heritages.

Select a suitable graph or infographic to show the cultural diversity of our country.

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# Go Further: *The Arts*



## RENOWNED OF ALL THE LANDS 1

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Ask students to imagine someone from another country describing a 'typical Australian'.

Draw and label what you think they would say.

How does this compare to you?

Is it helpful for us to have a stereotyped view of what different cultures look like?

## COMIC CHRONOLOGY

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

Who are the people involved in decision making?

Create a comic strip retelling the history of the Australian National Anthem.

## EVERY STAGE

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Play the Australian National Anthem to the class. Have students close their eyes and listen.

Using a songsheet of the lyrics, break down the meaning of each line.

Create movements or actions to depict each line.

Assemble the movements to create a mime or a dance to tell the story of the Australian National Anthem as it is played.

## ADD AN INSTRUMENT

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Within the protocols, it is permitted to add instruments to the Australian National Anthem.

[This recording](#) of the Anthem demonstrates the use of Indigenous instruments.

Use a digital recording program to add an extra instrument or beat to the Australian National Anthem. You can't change the tune or speed but you can add instruments.

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# Go Further: *Research Tasks*



## RENOWNED OF ALL THE LANDS 2

As a class, list Australians who are renowned around the world.

If students are only able to name popular identities, supplement with a suitable list of eminent Australians.

Have each student select a renowned Australian and explain why they are known around the world.

Create a fact file on their life and achievements.



## THE DIG TREE

The swagman used the shade of a coolibah tree.

This tree was also made famous during the ill-fated Burke and Wills expedition.

Research the story of the Dig Tree and share your findings.



## NATURE'S GIFTS

Australia abounds in nature's rich and rare gifts.

Choose a natural wonder of Australia and find out why it is so important.

Research any threats or risks facing the enduring beauty of each wonder.



## THIS COMMONWEALTH

Australia is a constitutional monarchy.

His Majesty The King is our Head of State.

What does this mean?

What is a constitution?

Have students research the meaning of a constitutional monarchy and create a presentation on their findings.

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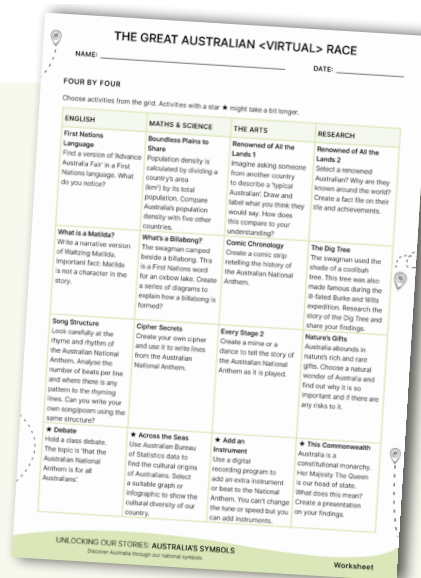
# Go Further: *Independent Tasks*

## 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

### Caesar Cipher

With courage let us all combine  
Advance Australia Fair  
We are one and free

### Time to Vote

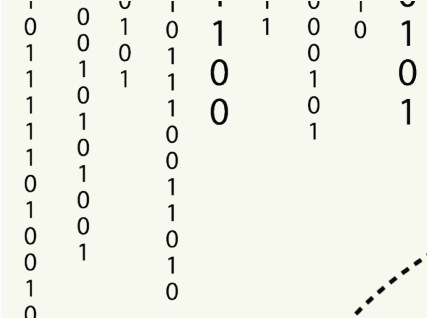
Answers will vary

### 'Advance Australia Fair' Versions

People might choose to perform 'Advance Australia Fair' in a language that is more meaningful to their own cultural background. Members of the deaf community might interpret 'Advance Australia Fair' in Auslan so they can engage with it better. (Answers will vary)

The protocols help ensure that the Anthem is treated respectfully and so that people are not able to make changes without a proper process. (Answers will vary).





## *In the next lesson ...*

*It seems that someone does not want your team to succeed. Who is The Hacker and why are they targeting your team? You and Amari will need more than just good researching skills to unravel the damage and get through this round on Australian Flags.*

