

## Remembrance Day





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| <b>Date:</b>     | 11 <sup>th</sup> November |
| <b>Duration:</b> | Full day                  |

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| <b>What is the special event?</b> | <p>On 11 November 1918, the guns of the Western Front fell silent after four years of continuous warfare. With their armies retreating and close to collapse, German leaders signed an Armistice, bringing to an end the First World War.</p> <p>In 1919 Remembrance Day was first observed throughout the Commonwealth. It was originally called 'Armistice Day' to commemorate the armistice agreement that ended the First World War. Each year on this day Australians observe one minute's silence at 11am, in memory of those who died or suffered in all wars and armed conflicts.</p> <p><b>Definition</b> – Armistice – an agreement made by opposing sides in a war to stop fighting for a certain time; truce. <i>Worlds that relate to Armistice – Reconciliation. Peace.</i></p> |
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| <b>Why is it important to Keiki Early Learning?</b> | <p>Remembrance Day is an important day for many Australians as it represents peace and reconciliation. Today we remember and honour the people who fought bravely to ensure the safety and rights of Australians.</p> |
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| <b>What are our expectations?</b> | <p>Ask your families if they would like to share anything about Remembrance Day with us and what Remembrance Day means to their family.</p> <p>Children will learn more about Remembrance Day and ANZAC Day as they get older in school. It is important to keep conversations age appropriate and do not say anything that may take the safety of their world away from them.</p> <p>The key at the end of the day is to keep it simple.</p> <ul style="list-style-type: none"> <li>• Focus on themes such as peace, compassion and friendship.</li> <li>• Talk about caring for each other and the world as a whole</li> <li>• Let them ask the questions, be open to their ideas on what they think it was about and guide them gently to the truth</li> </ul> <p>Depending on the age and comprehension of your children, visuals are a great tool. There are a lot of books and visual resources available to younger audiences in mind to explain war and related themes.</p> |
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| <b>Activity Ideas</b> | <p>Here are some ideas to get you started. You may wish to use some of these or create your own. Take input from educators, children and families and choose activities that have meaning for your service.</p> <ul style="list-style-type: none"> <li>• A minute silence at 11am             <ul style="list-style-type: none"> <li>○ Listen to the last post on the radio or use this link <a href="#">The Last Post - YouTube</a></li> </ul> </li> <li>• Talk about caring for each other and the world as a whole</li> <li>• Plant a rosemary bush (see note below)</li> </ul> |
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- Add rosemary to playdough (see note below)
- Read books & short stories about armed forces
  - A soldier, a Dog and a Boy by Libby Hathorn
  - Lest We Forget by Kerry Brown
  - Why Are They Marching, Daddy? By Di Burke
- Red and green loose parts play
- Make red poppies
  - [Cupcake liner, button & straw poppies](#)
  - A photograph showing two red poppies made from cupcake liners, buttons, and straws. A red banner in the foreground reads "Cupcake Liner POPPY CRAFT".
  - [Paper & pipecleaner poppies](#)
  - A photograph of a single red poppy made from paper and a pipe cleaner, with a long green stem.
  - [Other poppy crafts](#)

**Note:** Rosemary- since ancient times rosemary has been believed to have properties to improve memory. Perhaps for this reason rosemary has become an emblem of remembrance in ancient folklore. Rosemary is now worn as a symbol of remembrance, especially in Australia.

## LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

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| <p><b>How can we link this event to our Philosophy?</b></p> | <p>The Keiki Philosophy draws on the rights of the child, the parts of the philosophy that focus on this event are listed below.</p> <p><b>Core Value: Our Community</b></p> <p>Our relationships with children and families are strengthened as we explore and develop a deeper understanding of the diversity and culture of families and the broader community. We respectfully acknowledge and share our knowledge of the Whudjuk Noongar people as the first traditional custodians of this land on which we teach. We respect and welcome all contributions from children, families and community members to our shared space of play and learning. By creating an inclusive environment our curriculum is enriched and each child’s sense of belonging and development is enhanced, helping to create a strong foundation for lifelong learning.</p> |
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| <p><b>How does this event link to the AEDC Data?</b></p> | <b>Physical Health and Wellbeing</b> |                |                   |
|  | <b>Area</b>                          | <b>At Risk</b> | <b>Vulnerable</b> |
|  | Stirling                             | 8.9%           | 8.4%              |
|  | Joondalup                            | 8.1%           | 5.4%              |
|  | Wanneroo                             | 11.9%          | 8.2%              |

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|   | <b>Social Competence</b>   |                   |                   |
|   | <b>Area</b>  | <b>At Risk</b>    | <b>Vulnerable</b> |
|   | Stirling   | 12.8%             | 6%                |
|   | Joondalup  | 9.6%              | 4.4%              |
|   | Wanneroo   | 13.5%             | 7.5%              |
|   | This event is a great opportunity to have conversations with children and show them how we ask questions and share information. Set up experiences to support small and large groups. Read stories together and discuss themes of the stories. Talk about what we know about the day and share age appropriate information to support children’s interactions and discussions about the day. |                   |                   |
|   | <b>Emotional Maturity</b>  |                   |                   |
|   | <b>Area</b>  | <b>At Risk</b>    | <b>Vulnerable</b> |
|   | Stirling   | 13.3%             | 6.7%              |
|   | Joondalup  | 10.7%             | 4.6%              |
| Wanneroo  | 14.1%  | 7.2%              |                   |
| Discuss emotions around the day. How we are thankful and grateful for the people who fought for our country.<br>Communicate with families, role model how we build relationships with them.               |  |                   |                   |
| <b>Language and Cognitive Skills</b>  |  |                   |                   |
| <b>Area</b>   | <b>At Risk</b>   | <b>Vulnerable</b> |                   |
| Stirling  | 9.3%   | 5.6%              |                   |
| Joondalup   | 6.9%   | 3.1%              |                   |
| Wanneroo  | 11.8%  | 6.6%              |                   |
| Read stories together and discuss themes of the stories.<br>Talk about what we know about the day and share age-appropriate information to support children’s interactions and discussions about the day. |  |                   |                   |
| <b>Communication and General Knowledge</b>  |  |                   |                   |
| <b>Area</b>   | <b>At Risk</b>   | <b>Vulnerable</b> |                   |
| Stirling  | 11.4%  | 6.8%              |                   |
| Joondalup   | 9.6%   | 3.5%              |                   |
| Wanneroo  | 13.8%  | 7.9%              |                   |
| Read stories together and discuss themes of the stories.<br>Talk about what we know about the day and share age-appropriate information to support children’s interactions and discussions about the day. |  |                   |                   |

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| <b>How does this link to the ECA Code of Ethics?</b> | In relation to children, I will:   |
|  | <ul style="list-style-type: none"> <li>• Act in the best interests of all children</li> <li>• Provide a meaningful curriculum to enrich children’s learning, balancing child and educator-initiated experiences</li> <li>• Understand and be able to explain to others how play and leisure enhance children’s learning, development and wellbeing</li> <li>• Ensure childhood is a time for being in the here and now and not solely about preparation for the future</li> <li>• Collaborate with children as global citizens in learning about shared responsibilities to the environment and humanity</li> <li>• Value the relationship between children and their families and enhance these relationships through my practice</li> <li>• Negotiate children’s participation in research, by taking into account their safety, privacy, levels of fatigue and interest</li> <li>• Respect children as capable learners by including their perspectives in teaching, learning and assessment</li> </ul> |
|  | In relation to families, I will:   |
|  | <ul style="list-style-type: none"> <li>• Support families as children’s first and most important teacher and respect their right to make decisions about their children</li> </ul>   |

## Event Fact Sheet

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|   | <ul style="list-style-type: none"><li>• Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children’s learning, development and wellbeing</li><li>• Develop respectful relationships based on open communication with the aim of encouraging families’ engagement and to build a strong sense of belonging</li><li>• Learn about, respect and respond to the uniqueness of each family, their circumstances culture, family structure, customs language, beliefs and kinship systems</li></ul> <p>In relation to the profession, I will:</p> <ul style="list-style-type: none"><li>• Base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work</li><li>• Engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of my profession</li></ul> |
| <b>How does this event link to the UN Rights of the Child?</b>                      | <p>Articles:</p> <p>3. All organisations concerned with children should work towards what is best for each child</p> <p>13. Children have the right to get and to share information, as long as the information is not damaging to them or to others. Discussing War and death can be damaging.</p> <p>29. education should develop each child’s personality and talents to the full. It should encourage children to respect their parents, cultures and other culture.</p>  |
| <b>How can we link this event to Aboriginal and Torres Strait Islander culture?</b> | <p>Although many Aboriginal and Torres Strait Islander people served in World Wars 1 &amp; 2, they were not officially allowed to enrol in the Australian Defence Force until 1949, and often faced discrimination through not gaining access to the same benefits as other veterans.</p> <p>For your own education, here is some background information</p> <p><a href="https://www.sbs.com.au/nitv/article/remembrance-day-a-look-into-the-history-of-indigenous-diggers/y0fiq8pao">https://www.sbs.com.au/nitv/article/remembrance-day-a-look-into-the-history-of-indigenous-diggers/y0fiq8pao</a></p> <p><a href="https://www.yarn.com.au/blogs/yarn-in-the-community/remembrance-day">https://www.yarn.com.au/blogs/yarn-in-the-community/remembrance-day</a></p>  |