

ANZAC Day



Date:	25 th April
Duration:	1 Day event embedded in educational program for at least a week.

What is the special event?	ANZAC Day is recognized on the 25 th April and is one of the most important national occasions. The day marks the anniversary of the first major military action fought by Australian and New Zealand forces during the first World War.
-----------------------------------	---

Why is it important to Keiki Early Learning?	<p>ANZAC day is an important day for many Australians. It is a day when we recognise the service of defence personnel past and present, as well as the anniversary of the troops landing in Gallipoli.</p> <p>Anzac Day is part of Australia and New Zealand history that tells stories of real people, who gave up everything to defend our nation. They were heroes and to learn about them and the rituals that come with Anzac Day, will mean that these will continue to be shared through our younger generations.</p>
---	--

What are our expectations?	<p>Children will learn more about 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>It is important to consider the UN Rights of the Child, Article 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>The key at the end of the day is to keep it simple.</p> <ul style="list-style-type: none">• Focus on the collective pride of the country.• The spirit of ANZAC through courage, mateship and sacrifice• Focus on themes such as compassion and friendship.• Talk about caring for each other and the world as a whole• Let them ask the questions, be open to their ideas on what they think it was about and guide them gently to the truth <p>There are a lot of books and visual resources available to younger audiences in mind to explain war and related themes.</p> <p>A great way to ensure we discuss ANZAC Day in an age-appropriate way is to use books. Each service has their own collection of ANZAC stories. A great story is ANZAC Ted https://www.youtube.com/watch?v=ko1RtELN9AI</p> <p>If there are any experiences you would like posted on social media, please send images and a description to marketing@keikiearlylearning.com.au</p> <p>Activity Ideas:</p> <ul style="list-style-type: none">• Ask families, children and staff what ANZAC Day means to them,• Talk about caring for each other and the world as a whole,• Bake ANZAC biscuits and read the story 'ANZAC Biscuits by Phil Cummings' https://youtu.be/kvWmkKyfyGM• Plant a rosemary bush,• Add rosemary to playdough,• Read books about ANZAC Day• Red and green loose parts play,
-----------------------------------	---

	<ul style="list-style-type: none"> • Have a moment of silence in honour of those who fought so hard for our freedom • Every service MUST watch this with the children https://youtu.be/bqw5jftCU68 • https://www.youtube.com/watch?v=ko1RtELN9AI ANZAC Ted story • Play the last post https://www.youtube.com/watch?v=cprg9Z0EM24
--	--

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.

How can we link this event to our Philosophy?	<p>Core Value: Our Community</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.</p>
--	---

How does this event link to the AEDC Data?	<p>Physical Health and Wellbeing</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>8.9%</td> <td>8.4%</td> </tr> <tr> <td>Joondalup</td> <td>8.1%</td> <td>5.4%</td> </tr> <tr> <td>Wanneroo</td> <td>11.9%</td> <td>8.2%</td> </tr> </tbody> </table> <p>Provide dress up experiences.</p> <p>Social Competence</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>12.8%</td> <td>6%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>4.4%</td> </tr> <tr> <td>Wanneroo</td> <td>13.5%</td> <td>7.5%</td> </tr> </tbody> </table> <p>Use this event to talk about the experience of others. Although developmentally children do not have the ability to feel or display empathy until the ages of around 5-6 years old, it is important that we role model this behaviour. Choose group experiences to facilitate cooperation and problem solving.</p> <p>Emotional Maturity</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>13.3%</td> <td>6.7%</td> </tr> <tr> <td>Joondalup</td> <td>10.7%</td> <td>4.6%</td> </tr> <tr> <td>Wanneroo</td> <td>14.1%</td> <td>7.2%</td> </tr> </tbody> </table> <p>Read stories about the environment and discuss emotions that the stories evoke. Use this event to communicate with families and learn more about their history and involve older children in these discussions. Use this event to talk about the experience of others. Although developmentally children do not have the ability to feel or display empathy until the ages of around 5-6 years old, it is important that we role model this behaviour.</p> <p>Language and Cognitive Skills</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>9.3%</td> <td>5.6%</td> </tr> <tr> <td>Joondalup</td> <td>6.9%</td> <td>3.1%</td> </tr> <tr> <td>Wanneroo</td> <td>11.8%</td> <td>6.6%</td> </tr> </tbody> </table> <p>Children will ask questions and discuss together if you ask them questions. Read stories, watch educational video clips and provide children (or role model) the opportunity to question what they see, recount what they see and to investigate their questions. Provide decoding and pattern activities. A cooking experience could be helpful</p> <p>Communication and General Knowledge</p> <table border="1"> <thead> <tr> <th>Area</th> <th>At Risk</th> <th>Vulnerable</th> </tr> </thead> <tbody> <tr> <td>Stirling</td> <td>11.4%</td> <td>6.8%</td> </tr> <tr> <td>Joondalup</td> <td>9.6%</td> <td>3.5%</td> </tr> <tr> <td>Wanneroo</td> <td>13.8%</td> <td>7.9%</td> </tr> </tbody> </table> <p>Talk to and listen to the children. Read stories</p>	Area	At Risk	Vulnerable	Stirling	8.9%	8.4%	Joondalup	8.1%	5.4%	Wanneroo	11.9%	8.2%	Area	At Risk	Vulnerable	Stirling	12.8%	6%	Joondalup	9.6%	4.4%	Wanneroo	13.5%	7.5%	Area	At Risk	Vulnerable	Stirling	13.3%	6.7%	Joondalup	10.7%	4.6%	Wanneroo	14.1%	7.2%	Area	At Risk	Vulnerable	Stirling	9.3%	5.6%	Joondalup	6.9%	3.1%	Wanneroo	11.8%	6.6%	Area	At Risk	Vulnerable	Stirling	11.4%	6.8%	Joondalup	9.6%	3.5%	Wanneroo	13.8%	7.9%
Area	At Risk	Vulnerable																																																											
Stirling	8.9%	8.4%																																																											
Joondalup	8.1%	5.4%																																																											
Wanneroo	11.9%	8.2%																																																											
Area	At Risk	Vulnerable																																																											
Stirling	12.8%	6%																																																											
Joondalup	9.6%	4.4%																																																											
Wanneroo	13.5%	7.5%																																																											
Area	At Risk	Vulnerable																																																											
Stirling	13.3%	6.7%																																																											
Joondalup	10.7%	4.6%																																																											
Wanneroo	14.1%	7.2%																																																											
Area	At Risk	Vulnerable																																																											
Stirling	9.3%	5.6%																																																											
Joondalup	6.9%	3.1%																																																											
Wanneroo	11.8%	6.6%																																																											
Area	At Risk	Vulnerable																																																											
Stirling	11.4%	6.8%																																																											
Joondalup	9.6%	3.5%																																																											
Wanneroo	13.8%	7.9%																																																											

Event Fact Sheet

How does this link to the ECA Code of Ethics?	<p>In relation to children, I will:</p> <ul style="list-style-type: none">• Act in the best interests of all children• provide a meaningful curriculum to enrich children’s learning, balancing child and educator initiated experiences• negotiate children’s participation in research, by taking into account their safety, privacy, levels of fatigue and interest• respect children as capable learners by including their perspectives in teaching, learning and assessment <p>In relation to families, I will:</p> <ul style="list-style-type: none">• develop respectful relationships based on open communication with the aim of encouraging families’ engagement and to build a strong sense of belonging• learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems <p>In relation to community and society, I will:</p> <ul style="list-style-type: none">• promote the value of children’s contribution as citizens to the development of strong communities
How does this link to the UN Rights of the Child?	<p>Articles:</p> <p>13. Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</p> <p>17. Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.</p> <p>20. Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child’s religion, culture, language and other aspects of their life.</p> <p>Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?</p>