Activity 8  Researching the history of the Australian Flag

This activity requires use of the web, and the additional resources and websites listed on page 2.

- Australia has had a number of different flags suggested as federal or Australian flags over time. Write the following flags names and dates in separate colour-coded labels on the wall, so that there is at least one flag per student or pair of students. If you require more than one set of stickers, copy each set onto different coloured labels. Arrange the labels on a timeline on the board. 
- At the end of the lesson, ask students to develop a concept map that describes the similarities and differences between the flags. 
- As an extension activity, could students also research flags from other countries and compare the symbols and ideas they represent to the Australian flag.

Activity 9  What does the Australian flag mean to me?

Students can choose to create a response around the Australian flag, its history and meaning, and their personal feelings toward it. Encourage students to suggest a format that most appeals to them. Some possible responses are:
- A poster showing how the flag design came into being.
- A timeline of when and why the flag design was changed
- A short story or poem that expresses their relationship to the flag.
- A PowerPoint® presentation or personal website.
- Perform a role-play presenting the flag from the perspective of one of the designers.

Activity 10  Planning for National Flag Day

Review the section of the video (03:00 to 04:00) that describes the planning process of the flag design. Invite students to work in small groups to plan their own flag competition.

- Each group selects one key idea or concept that their flag would illustrate.
- Each group creates a poster or presentation that describes how their flag design came into being.
- Discuss which values the flag represents.

This Australian National Flag competition video has been made available to all primary schools in the Commonwealth. The televised video, which was shown for the first time on 3 September 2001, has since been used by students in the Australian state education programs as part of the Discovering Democracy video and learning program resources.

Further information and resources on the flag and its current place in Australian culture are available on page 52 of the Discovering Democracy Middle Primary Units, ‘We Remember’.

About the video
What gives rise to making a national flag? Why do cities and states have their own flags? What does it mean to have a national flag? How important is it for people to feel proud of their country? Do flags make us more loyal to a country?

Who are the creators of the Australian flag? Which values are carried by the symbols of the flag? How are flags used in ceremonies and celebrations in Australia?

This engaging video that explores the making of the Australian flag is an introduction to the importance of flags to many societies. The video provides students with the opportunity to explore the origins and values that have gone into making a national flag. The video and teacher notes allow students to investigate the six primary students’ understanding of the significance of flags to their country.

Recommended level: Middle and upper primary

Duration: 32 minutes

THE VIDEO AT A GLANCE

Section: (time/minute/second) Key ideas Some questions for discussion during or after the video

Introduction: focus questions 00:00 to 03:00
- What is the significance of flags? How do flags represent the nation?

National Flag Day 03:00 to 04:00
- Why this day? Who do we celebrate? Who did our flag designer mean to represent?

History of the national flag 04:00 to 07:00
- Federation, before and after the 1901 Federation
- What is the story of the flag designer?

Symbols of the flag design 07:00 to 11:50
- What do the elements on the flag mean? What do they symbolise?

Role of the national flag 11:50 to 12:45
- How does the flag represent a nation?
- Is the flag an important source of national identity?

National ideals and symbols 12:45 to 15:05
- What are the core ideals that the flag represents?
- What do you see in our flag?

Flags in celebrations 15:05 to 16:40
- How do flags make our country special?

Centenary of the national flag 16:40 to 18:17
- Celebrations on 3 September 2001

Further questions and activities related to the lesson in Activity 8 appear in the Teachers’ Guide that accompanies each set of Australian Readers.

Activity 7  Other Australian flags

While the national flag is the symbol of the nation, Australia has a number of other flags that represent groups within our nation. Divide the class into groups and ask each group to investigate one of the following flags. Aboriginal flag, Torres Strait Islander flag, and the flags of the States and Territories. (Pictures of the State and Territories flags appear on page 2 of the Discovering Democracy Primary Kit.) For each flag, groups should produce a poster showing the flag, describing its history and the symbols it uses, and explaining where and when it is designed.

Visit the following site to find information about your State or Territory’s flag: http://www.parliament.ccm.au/sa/australia_banners.pdf

Display completed posters in the classroom. As a class, develop a concept map that describes the similarities and differences between the flags.

As an extension activity, could students also investigate flags from other countries and compare the symbols and ideas they represent to the Australian flag.

Further information on flags and related activities is available on page 52 of the Discovering Democracy Primary Kit. For each flag, students could then display the flag design and create a thumbnail history (a few sentences) about each flag to share with the class.

Once all the flags, designs, names and dates have been matched, invite students to arrange themselves in a line (or rows) according to the chronological order of the event. (For the two 1901 dates, students will need to consider the month in which the ceremonies ran.)

As an extension activity, could students then create a timeline that illustrates the progress towards a national Australian flag.

- What is the significance of a national flag?
- What are the values that are represented by the symbols it uses?
- Does the flag make a person feel a sense of belonging to a country?
- Does the flag make students feel proud of the country they live in?
- Does the flag offer a sense of belonging to a city or town?

The activities in this section attempt to address the following questions:
- How are symbols used in modern society?
- How are symbols used in modern society to deliver messages and to influence people?
- How are symbols used in modern society to represent values such as national pride?
- How are symbols used in modern society to help create identity?
- How are symbols used in modern society to influence people’s beliefs and behaviour?
- How are symbols used in modern society to influence people’s beliefs and behaviour?
- How are symbols used in modern society to influence people’s beliefs and behaviour?
- How are symbols used in modern society to influence people’s beliefs and behaviour?
Introducing the video

Activity 1 Flags today

- Discuss the use of flags today and complete a table listing the functions of flags students are familiar with, including the flags in the table below. Invite students to describe where and when they have seen the flags, and how they are used (see columns 2 and 3).

Flag Used At To Represent Audience

<table>
<thead>
<tr>
<th>Olympics</th>
<th>London Games</th>
<th>teams from around the world</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic Games</td>
<td>Tokyo Games</td>
<td>teams from around the world</td>
<td>Audience</td>
</tr>
<tr>
<td>Olympic Games</td>
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<td>teams from around the world</td>
<td>Audience</td>
</tr>
</tbody>
</table>

Activity 2 Words we use with flags

- Prior to presenting the video, it may be helpful to discuss some of the key words listed on page 2. Alternatively, you may wish to establish a classroom dictionary or glossary of key terms and have each student list new words. Begin with the words from the list and after playing the video, have the students write down the words and their contextual understandings of the words to establish meanings. Use dictionaries to confirm students' definitions.

Activity 3 Assessing prior knowledge

- Ask students to recall in pairs or groups what they have learned about flags, the reasons for using flags and the messages communicated by flags. Invite them to compare their notes and discuss the symbols in the images they have seen. Replay the section again and point out the various motion effects the director has used to create a sense of occasion and support. Ask students to note on what they hear and then repeat their comments and discuss the symbols in the images they have seen. Ask students to identify and point out the symbols included in the images beginning with the symbol used in the opening scene of the video. Ask them to share their responses and be prepared to add their ideas.

Activity 4 Talking about the video

- Use the discussion questions listed in the table below to guide students to explore the initial viewing of the video. You might wish to replay the video and pause after each section to discuss the questions.

<table>
<thead>
<tr>
<th>What do you notice when you watch the video?</th>
<th>What do you notice when you watch the video?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you notice when you watch the video?</td>
<td>What do you notice when you watch the video?</td>
</tr>
</tbody>
</table>

Activity 5 Who needs a flag anyway?

- If students need additional background on Federation, a short narrative on the topic appears in Australians All! Australian Readers – Middle Primary Collection, page 27 (a losing entry in the 1901 flag competition)
- Alternatively, develop a description of each of the symbols.

Words we use with flags

- realised the value of national symbols
- ideas
- shared the prize money
- grand design
- a symbol
- meaning for particular groups and situations
- Australian flag and the different contexts in which it is used – (such as songs, forms of dress). Focus discussion on the identity, Indigenous peoples, national, Parliament, (commercial, athletes and their

For further exploration of civic symbols, see 'We Remember' in the Discovering Democracy Middle Primary Kit

- Visit the resources in the Australian Readers – Lower Primary Collection

References

- The Union Jack is a composite of the crosses of St George (England), St Andrew (Scotland) and St Patrick (Ireland), the three parts of the United Kingdom.
- This reference is available at http://www.curriculum.edu.au/democracy/ddunits/units/auspol4.html
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Questions

- Discuss the differences that flag designs are having on the particular groups that use them. What symbols are used to represent the concept of a flag being a symbol, carrying a particular meaning or representing a particular idea. Why do students want to personalize the national symbols for each flag (see columns 4-6)?
- Ask students to consider why a flag is used for this purpose, and what advantages. A flag has no other symbols of groups (such as songs, items of dress). Focus discussion on the Australian flag and the different contexts in which it is used – (such as songs, forms of dress). Focus discussion on the identity, Indigenous peoples, national, Parliament, (commercial, athletes and their

Activity 3 Flag folding

- Assess students' prior knowledge on the flag by asking each student to complete the five ideals that are represented by the flag. Ask them whether there are other issues that the flag represents. Invite students to add to the list, and the five ideals that are represented by the flag and ask students to come up with the five symbols that best represent Australia today. Invite pairs or groups to come up with these ideas and invite them to compare their notes and discuss the symbols in the images they have seen. Ask students to note on what they hear and then repeat their comments and discuss the symbols in the images they have seen. Invite students to identify and point out the symbols included in the images beginning with the symbol used in the opening scene of the video. Ask them to share their responses and be prepared to add their ideas.

Activity 2 Words we use with flags

- Prior to presenting the video, it may be helpful to discuss some of the key words listed on page 2. Alternatively, you may wish to establish a classroom dictionary or glossary of key terms and have each student list new words. Begin with the words from the list and after playing the video, have the students write down the words and their contextual understandings of the words to establish meanings. Use dictionaries to confirm students' definitions.

Activity 1 Flags today

- Discuss the use of flags today and complete a table listing the functions of flags students are familiar with, including the flags in the table below. Invite students to describe where and when they have seen the flags, and how they are used (see columns 2 and 3).

Flag Used At To Represent Audience

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</tbody>
</table>

Activity 2 Words we use with flags

- Prior to presenting the video, it may be helpful to discuss some of the key words listed on page 2. Alternatively, you may wish to establish a classroom dictionary or glossary of key terms and have each student list new words. Begin with the words from the list and after playing the video, have the students write down the words and their contextual understandings of the words to establish meanings. Use dictionaries to confirm students' definitions.

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<tr>
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<td>Tokyo Games</td>
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<td>Audience</td>
</tr>
</tbody>
</table>

Activity 2 Words we use with flags

- Prior to presenting the video, it may be helpful to discuss some of the key words listed on page 2. Alternatively, you may wish to establish a classroom dictionary or glossary of key terms and have each student list new words. Begin with the words from the list and after playing the video, have the students write down the words and their contextual understandings of the words to establish meanings. Use dictionaries to confirm students' definitions.

Activity 1 Flags today

- Discuss the use of flags today and complete a table listing the functions of flags students are familiar with, including the flags in the table below. Invite students to describe where and when they have seen the flags, and how they are used (see columns 2 and 3).

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<td>Tokyo Games</td>
<td>teams from around the world</td>
<td>Audience</td>
</tr>
</tbody>
</table>
Introducing the video

Activity 1  Flags today

▲ Discuss the use of flags today and complete a table listing the different flags students see, or heard about, in their lives. Include the flags in the table below. Invite students to describe where and why they have seen the flags, and how they are used (see columns 2 and 3).

<table>
<thead>
<tr>
<th>Flag</th>
<th>Used At</th>
<th>To Represent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian flag</td>
<td>Parliament</td>
<td></td>
</tr>
<tr>
<td>Olympic Games</td>
<td>Olympic Games</td>
<td></td>
</tr>
<tr>
<td>New South Wales</td>
<td>Sports</td>
<td></td>
</tr>
<tr>
<td>State/Territory</td>
<td>Community</td>
<td></td>
</tr>
</tbody>
</table>

Activity 2  Words we use with flags

▲ Prior to presenting this activity, try to include some of the key words listed on page 2. Alternatively, you may wish to establish a classroom dictionary or a bank of terms that students list new words. Begin with first words then (list and after playing the video, invite them to share their contextual understandings of the words to establish meanings). Use dictionaries to confirm students’ definitions.

Activity 3  Assessing prior knowledge

▲ Assess students’ prior knowledge on the flag by asking each student to complete a simple diagram that outlines what they know about the flag. Invite them to explain their responses and describe what they mean.

Activity 5  Who needs a flag anyway?

▲ The video explains how federated and flag design competitions established in 1901 had the purpose of creating a new flag for the Commonwealth. However, the first flags provided insufficient room for the coat of arms, there were too many designs, and the colonists were keen to accept a new national flag for the proposed Federation. The competition president, the Hon. John Forrest, shared the Union Jack as the official flag, a suggestion that was adopted using CM19 protocol. In 1902, the competition president and the governors of each State/Territory list possible arguments for and against a new design flag for the new Federation. May you help them to use the One Design Commission. Ask students to note that everyone talks and discuss the symbols in the images they have seen. Replay the section again and prompt (use slow motion replay) the scene where the last of the Gallipoli Anzacs (Mr Alec Campbell), who died in 2002, hands them compare their notes and discuss the symbols in the images they have seen. Replay the section again and prompt (use slow motion replay) the scene where the last of the Gallipoli Anzacs (Mr Alec Campbell), who died in 2002, hands them compare their notes and discuss the symbols in the images they have seen. Replay the section again and prompt (use slow motion replay) the scene where the last of the Gallipoli Anzacs (Mr Alec Campbell), who died in 2002, hands them compare their notes and discuss the symbols in the images they have seen. Replay the section again and prompt (use slow motion replay) the scene where the last of the Gallipoli Anzacs (Mr Alec Campbell), who died in 2002, hands them compare their notes and discuss the symbols in the images they have seen. 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**Introducing the video**

**Activity 1** Flags today

- Discuss the uses of flags today and compile a table listing the the uses of flags students believe to be possible (see the table below). Invite students to describe where and when they have seen the flags, and how they are used (see columns 2 and 3).

<table>
<thead>
<tr>
<th>Flag</th>
<th>Olympic Flags</th>
<th>Games</th>
<th>Competitors</th>
<th>National and International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commonwealth Games</td>
<td></td>
<td></td>
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<tr>
<td>Anzac Day</td>
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</tr>
<tr>
<td>World Cup</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commonwealth Day</td>
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<tr>
<td>Australia Day</td>
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</tr>
</tbody>
</table>

**Activity 2** Words we use with flags

- Prior to presenting the video, it may be useful to list some of the key words from the video. For example, you might ask students to write down the words from the video and then discuss their meanings. Focus discussion on the video clips students have seen and on words associated with the video.

<table>
<thead>
<tr>
<th>Video Clip</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tte</td>
<td>flag</td>
<td>any flag</td>
</tr>
<tr>
<td>tte</td>
<td>symbol</td>
<td>anything that stands for something else</td>
</tr>
<tr>
<td>tte</td>
<td>purpose</td>
<td>reason why someone does something</td>
</tr>
<tr>
<td>tte</td>
<td>significance</td>
<td>importance</td>
</tr>
<tr>
<td>tte</td>
<td>context</td>
<td>situation</td>
</tr>
<tr>
<td>tte</td>
<td>represent</td>
<td>show or express something else</td>
</tr>
</tbody>
</table>

**Activity 3** Assessing prior knowldge

- A pre-lecture discussion on the meaning of the word flag. Explore the following ideas:

  1. What is the flag you are most familiar with? Why does it have that name?
  2. What does this flag mean to you?

- Ask students to write down their responses in the matching quadrant.

**Activity 4** Who needs a flag anyway?

- The video explains how the Federation Flag design competition was introduced in 1901. Discuss the following ideas:

  1. What were the reasons for the introduction of a national flag?
  2. What were the criteria for selecting the new flag?

- Ask students to write down their responses in the matching quadrant.

**Activity 5** Flags today

- Discuss the uses of flags today and compile a table listing the possible uses of flags students believe to be possible.

<table>
<thead>
<tr>
<th>Use</th>
<th>Olympic Games</th>
<th>Games</th>
<th>Competitors</th>
<th>National and International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic Games</td>
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<td>Australia Day</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Activity 6** The symbols

- Discuss the following ideas:

  1. What symbols can be new to students?
  2. What symbols can be new to students?

- Ask students to write down their responses in the matching quadrant.
Further questions and activities related to the lesson

Activity 7 Other Australian flags

While the national flag is the symbol of the nation, Australia has a number of other flags that represent groups within our nation. Divide the class into groups and ask each group to investigate one of the following flags. Aboriginal Flag, Torres Strait Islander Flag, and the flags of the States and Territories.

Project the national flag and the other flags on page 2 (in the Discovering Democracy Middle 6). For each flag, groups should provide a poster showing the flag, describing its history and symbols it uses, and explaining where and when it is designed.

Visit the following site to find information about your State or Territory’s flag, crest, and floral and fauna emblem:

Display completed posters in the classroom. As a class, develop a concept map that describes the similarities and differences between the flags.

As an extension activity, students could also investigate flags from other countries and compare the symbols and ideas they represent to the Australian flag.

Activity 8 Researching the history of the Australian flag

This activity requires use of the video, and the additional resources and websites listed on page 2.

Australia has had a number of different flags suggested as federal or Australian flags over time. Write the following names and dates on separate sticky labels, as shown on page 2, to help students remember them. Divide the class into groups of three; each group is responsible for researching one of the following flags.

- The Union Jack, the national flag of the United Kingdom, the Union Jack or Union Flag (1707-1901)
- The Royal Standard (1901-1922)
- Aboriginal Flag (1967-2007)
- Torres Strait Islander Flag (1967-2007)

 Invite students or pairs of students to select a flag name to research using the resources and websites listed on page 2. The aim is to identify flag design for the chosen name and the year in which it was first used (or proposed for use) in Australia.

Students could then display the flag design and create a classroom history (a few sentences) about each flag and the context in which the flag was created.

Once all the flags, designs, names and dates have been completed, invite students to arrange the flags in chronological order according to the chronological order of the event. (For the two 1901 dates, students will need to consider the month in which the celebrations were run.)

As an extension activity, students could create a timeline that illustrates the progress towards a national Australian flag.

Activity 9 What does the Australian flag mean to me?

Students can choose to create responses about the Australian flag, its history and meaning, and their personal feelings about it. Encourage students to suggest a format that most appeals to them. Three possible responses are:

- Prepare a spoken presentation to an audience of visitors.
- Create an information brochure for new citizens.
- Write a short story or poem that expresses their relationship to the flag.
- Develop a PowerPoint™ presentation or personal website.

Perform a role play presenting the flag from the perspective of one of the designers.

Activity 10 Planning for National Flag Day

Review the section of the video (03:00 to 04:00) that shows Citizens celebrating the first official National Flag Day. Discuss how people celebrate civic occasions, highlighting the activities in these celebrations – for example, matches, unveiling ceremonies and music. Working in groups, each group selects one key event for example, Anzac Day, Australian Day or a chamber event. Each group creates a profile of the event by completing the following: Where and when does the event occur? Who is involved? What do they do? What values is the ceremony celebrating? How are these values shared with the audience?

Introduce the idea of planning a school-based celebration for National Flag Day on 5 September. Brainstorm possible ideas for the event, looking at the location of the event, special guests (such as members of the local RSL

Further information and activities on the flag and its current place in Australian culture are available on page 32 of the Discovering Democracy Middle Primary Units, ‘We Remember’.

Further reading and links to information on WA1-0246 Frank (Bronson) Jakamarra, Synthetic polymer paint on canvas. Museum and Art Gallery of the Northern Territory. Display completed posters in the classroom. As a class, develop a concept map that describes the similarities and differences between the flags.

As an extension activity, students could also investigate flags from other countries and compare the symbols and ideas they represent to the Australian flag.

Activity 8 – Researching the history of the Australian flag

This activity requires use of the video, and the additional resources and websites listed on page 2.

Australia has had a number of different flags suggested as federal or Australian flags over time. Write the following names and dates on separate sticky labels, as shown on page 2, to help students remember them. Divide the class into groups of three; each group is responsible for researching one of the following flags.

- The Union Jack, the national flag of the United Kingdom, the Union Jack or Union Flag (1707-1901)
- The Royal Standard (1901-1922)
- Aboriginal Flag (1967-2007)
- Torres Strait Islander Flag (1967-2007)

Invite students or pairs of students to select a flag name to research using the resources and websites listed on page 2. The aim is to identify flag design for the chosen name and the year in which it was first used (or proposed for use) in Australia.

Students could then display the flag design and create a classroom history (a few sentences) about each flag and the context in which the flag was created.

Once all the flags, designs, names and dates have been completed, invite students to arrange the flags in chronological order according to the chronological order of the event. (For the two 1901 dates, students will need to consider the month in which the celebrations were run.)

As an extension activity, students could create a timeline that illustrates the progress towards a national Australian flag.

Activity 9 – What does the Australian flag mean to me?

Students can choose to create responses about the Australian flag, its history and meaning, and their personal feelings about it. Encourage students to suggest a format that most appeals to them. Three possible responses are:

- Prepare a spoken presentation to an audience of visitors.
- Create an information brochure for new citizens.
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- Develop a PowerPoint™ presentation or personal website.

Perform a role play presenting the flag from the perspective of one of the designers.

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Further information and activities on the flag and its current place in Australian culture are available on page 32 of the Discovering Democracy Middle Primary Units, ‘We Remember’.
Activity 7  Other Australian flags

While the national flag is the symbol of the nation, Australia has a number of other flags that represent groups within our nation. Divide the class into groups and ask each group to investigate one of the following flags. Aboriginal flag, Torres Strait Islander flag, and the flags of the States and Territories. (Pictures of the State and Territory flags appear on page 3 in the Discovering Democracy Middle Kit.) For each flag, groups should provide a poster showing the flag, describing its history and symbols, its uses, and explaining where and why it is designed.

Visit the following site to find information about your State Territory flag. Flags, crests, and floral and fauna symbols:

Display completed posters in the classroom. As a class, develop a concept map that describes the similarities and differences between the flags.

As an extension activity, students could also investigate flags from other countries and compare the symbols and ideas they represent to the Australian flag.

Activity 9  Researching the history of the Australian flag

This activity requires use of the video, and the additional resources and websites listed on page 2.

Australia has a number of different flags suggested as ‘federal’ or ‘national’ flags over time. Write down the following names and dates in separate columns or on index cards, so that there is one flag per student or pair of students. (If you require more than one set of stickers, copy each set onto different coloured index cards.) Arrange the labels at random on the board. 

Activity 10  Planning for National Flag Day

Review the section of the video (03:05 to 04:06) that shows citizens celebrating the first official National Flag Day. Discuss how people celebrate civic occasions, focusing on the activities in those celebrations – for example, marches, unveiling ceremonies and music. Working in groups, each group selects one key event (for example, Anzac Day, Australia Day, a citizenship ceremony). Each group creates a profile of the event by completing the following. When and where does the ceremony occur? Who is involved? What do they do? What values is the ceremony celebrating? How are these values shared with the audience?

Introduce the idea of planning a school-based celebration for National Flag Day on 3 September. Brainstorm possible ideas for the day, including the location of the event, special guests (such as members from the local RSL or sporting identities), the program, implementation of school values, and so on. Divide the class into groups, each with a responsibility to plan a section of the celebration. Groups could include publicity, planning, catering, and marking and awarding of prizes and certificates.

Fit a guide to how to conduct a flag ceremony at your school using the correct protocols. Refer to:

Activity 11  A flag for the school community

Students design a flag for the school that incorporates the values of the school and its community. Use the video and research the values of the school and its community. It could be virtually helpful for the class to complete this activity. This activity requires use of the video, and the additional resources and websites listed on page 2.

Invite students in a range of activities: group discussion of key values or ideas of the school, creating the design, working out the proportions and motifs of the design, doing the artwork, constructing the prototype, and evaluating where, when and how the flag could be used.

Assessing student outcomes

• Repeat the flag design activity as a summative assessment task. Once complete, distribute the student sheets collected earlier and ask students to compare their responses now to those responses they completed earlier. Encourage students to explain how and why their responses may have changed.

• There are a number of questions that could be asked regarding the flag created:

− described the flag as a symbol of Australian identity
− explained the elements of the design
− identified who or what the flag design came into being
− articulated the values the flag represents

The Australian National Flag Association video has been made available to all primary and secondary schools in NSW and the Australian Capital Territory. The video is an engaging video that explores the origins and values that have gone into the making of the Australian flag. It is an educational resource developed and funded by the Discovering Democracy Schools Materials Project as part of the Discovering Democracy video and educational program resources.

Activity 12  What does the Australian flag mean to me?

Students can choose to create responses about the Australian flag. Its history and reasoning, and their personal feelings regarding it. Encourage students to suggest a format that best appeals to them. Some possible responses are:

− As a presented on a website of your choice
− Create an information brochure for new citizens
− Write a short story or poem that expresses their relationship to the flag
− Develop a PowerPoint® presentation or personal website.
− Perform a play showcasing the flag from the perspective of one of the designers.

As an extension activity, students could create a timeline that illustrates the progress towards a national Australian flag.

Activity 8  Researching the history of the Australian flag

The Australian National Flag Association video has been made available to all primary and secondary schools in NSW and the Australian Capital Territory. The video is an engaging video that explores the origins and values that have gone into the making of the Australian flag. It is an educational resource developed and funded by the Discovering Democracy Schools Materials Project as part of the Discovering Democracy video and educational program resources.

About the video

What goes into making a national flag? Why do designs change? What makes a designer’s labour? We all see national flags every day, but do we truly understand the meaning behind our national flag? Australia has had a number of different flags – symbols and values that have changed over time. In 1901, Australia was the first nation to celebrate a National Flag Day. The video and teacher guide aims to help primary school students understand the national flag, its design and its symbols. The video was developed and used to support citizenship education in NSW, and has applications to literacy, art and math key learning areas.

Recommended levels: Mid-primary and upper primary

Duration: 35 minutes

National ideals and symbols

− National flag
− National symbols
− National ideology
− National symbol
− National pride
− National identity
− National values
− National beliefs
− National cohesion

3.2 The Olympic flag

− Olympic Games
− Olympic spirit
− Olympic values
− Olympic games
− Olympic spirit
− Olympic values
− Olympic movement

Teaching notes

Activity 6  Introduction: focus questions

What questions does the video explore?
What questions do you have to answer in order to interpret the video?
What practical purposes have flags been used for?
Why was an annual flag day proclaimed?
Why did Federation create the need for a new flag?
Why did Federation create the need for a new flag?
Which parts of the flag are important?
How do the students compare their responses now to those responses they completed earlier?
How do the students compare their responses now to those responses they completed earlier?
Can students design a flag for the school that incorporates the values of the school and its community?
Can students design a flag for the school that incorporates the values of the school and its community?
What are the key ideas that the flag represents?
Where do you see the flag?
What are the key ideas that the flag represents?
Where do you see the flag?
How do the students compare their responses now to those responses they completed earlier?
How do the students compare their responses now to those responses they completed earlier?