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| <b>Subject:</b><br>Science/SocialScience/Technology/Health   | <b>Context:</b><br>WW1 – Gallipoli   | <b>Focus:</b><br>Conditions soldiers dealt with while serving at Gallipoli. |
| <b>Teacher:</b> Educator/Kaiarahi  | <b>Level:</b> Year 3-8   | <b>Duration:</b> 90 Minutes   |
| <b>Learning Outcomes:</b> Students will gain a deeper understanding of the conditions of the Gallipoli campaign. Reflect on how technology and science has improved how soldiers are medically treated when they are injured at war.   |  |   |
| <b>Process:</b> Lesson and visit to the Gallipoli diorama and Regimental First Aid Post within the museum. Then students engage in a re-enactment of a few casualties within a battle with them being medics and stretcher-bearers, assessing their injuries.  |  |   |
| <b>Success Criteria:</b> Students will gain a deeper understanding of the conditions and results of war, in particular what conditions and medical challenges the Anzac soldiers faced at Gallipoli.   |  |   |
| Students will: <ol style="list-style-type: none"> <li>1) Review who or what are Anzac's, when is Anzac day?</li> <li>2) Where did the Anzac's fight in WW1?</li> <li>3) Gain a deeper understanding of the conditions the Anzac's were faced with in Gallipoli</li> <li>4) Gain some insight into the emotional and physical toll the soldiers dealt with daily while on Gallipoli.</li> </ol>   | <b>Achievement Objectives:</b> (NZ curriculum)<br>Students will gain knowledge, skills and experience to:<br><b>Technology: Characteristics of technology</b><br><i>Understand that technological knowledge is validated by successful function.</i><br><b>Science – participating and contributing</b><br><i>Explore various aspects of an issue; make decisions about possible actions.</i><br><b>Social Science:</b><br><i>Understand how people participate individually and collectively in response to community challenges.</i> |   |
| <b>Learning Outcomes</b><br><i>Ākonga (students) will be able to:</i> <ul style="list-style-type: none"> <li>• Participate as a group (through role play) to show how our actions have a significant impact on people's lives. Share their reflections with other members of the class;</li> <li>• Gain a deeper understanding of the conditions and results of war;</li> <li>• Learn what happened to soldiers injured in war.</li> </ul> | <b>Rauemi (Resources):</b><br>Teachers, museum, educators and kaiarahi<br><i>Authentic army stretchers (WW1), bandages, dog tags for injured students, fake blood and wounds, clipboards with pencil and casualty clearing station form, 4x army helmets, 4x army jackets, power point presentation</i><br>Displays Regimental Aid Post, Gallipoli Diorama, artefacts<br>Maps – used to locate   |   |

# National Army Museum *Te Mata Toa* - Gallipoli Medics.

| Key Competencies   | Learning Experience.   |
|--|--|
| <p><b>Thinking:</b><br/>Students will use creative, critical thinking to answer questions by reflecting and comparing their attitudes with those from 100 years ago;</p> <p><b>Understanding self:</b><br/>I have confidence in myself;</p> <p><b>Relating to others:</b><br/>Students will be encouraged to ask questions, listen actively and share ideas;</p> <p><b>Managing self:</b><br/>By participating and contributing students will share and empathise with the hardships and challenges met by soldiers during battle.</p> <p><b>Questioning</b><br/>Teacher Questions:<br/> <ul style="list-style-type: none"> <li>• What do we know about the Gallipoli Campaign?</li> <li>• How do we know what happened there? <i>Diaries etc.</i></li> <li>• Does anyone know what a stretcher bearer does in war?</li> </ul>           Student Questions:<br/>           Negotiate with students as they come up, but include<br/> <ul style="list-style-type: none"> <li>• Can you imagine the emotional and physical toll these soldiers dealt with? How would you cope?</li> <li>• Would you volunteer to help? Why or why not?</li> </ul> </p> | <p><b>Prior learning, concepts, vocabulary (school or museum)</b><br/><i>Prior knowledge of the Gallipoli campaign could be an advantage, but not essential.</i></p> <p><b>Welcome</b><br/><i>Safety briefing, Roimata Pounamu (welcome to the museum), programme outline</i></p> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>• <i>Students are invited to share their knowledge of Gallipoli</i></li> <li>• <i>Map is used for students to locate the countries involved at Gallipoli</i></li> <li>• <i>Students watch a small video on events that happened before Anzacs landed on Gallipoli</i></li> <li>• <i>Medical conditions are explored and discussed, preparing students for the role play</i></li> </ul> <p><b>Museum Tour</b></p> <ul style="list-style-type: none"> <li>• <i>4 students are chosen to stay behind and be injured soldiers.</i></li> <li>• <i>All other students are taken to Gallipoli gallery and Regimental Aid Post display to further enrich their learning and understanding of this campaign.</i></li> </ul> <p><b>Re-enactment</b></p> <ul style="list-style-type: none"> <li>• <i>Students play several roles in this exercise, 4 are made up with fake wounds and injuries. Others will be assigned the all important roles of medics and stretcher bearers coming to the aid of their comrades who are screaming out for help from a medic, through gunfire sounds. Medics are expected to assess the injured soldiers and document on the medical sheet provided and then relay back to group.</i></li> </ul> <p><b>Summary</b><br/><i>Reinforce the learning from lesson - summarize (with student's input) the key points gained from this programme, (conditions, cost of war, conditions medics &amp; stretcher bearers faced...)</i></p> |

## National Army Museum *Te Mata Toa* - Gallipoli Medics.

### Cross-Curricular Links:

- Health

### Pre Visit

- 1) Negotiate learning programme with teacher;
- 2) Prior knowledge of Gallipoli campaign and WW1;
- 3) Choose a class videographer/photographer to make a digital record of the classes learning which can be used as an assessment tool of lessons success;

### Post Visit

*Quick feedback questionnaire just before the session ends.* (This is likely to be the standard museum evaluation form – perhaps to be completed by one teacher and one student only)

- 1) Students could access first aid training courses (St John)
- 2) As a class, adopt a deployed soldier. A NZ Army Deployment Liaison Officer ([dso.burnham@xtra.co.nz](mailto:dso.burnham@xtra.co.nz)) can provide details. Freepost to deployed personnel.
- 3) Conduct further enquiry – How has treating war injuries helped to develop medical practices? Such as emergency treatment, plastic surgery?
- 4) Edit recording of session and publish on class/school social media. (send a copy to museum)