From Gallipoli to Dili
the Spirit of Anzac

Kit cover and booklet cover

Main photograph
Corporal Andrew Burns helping a Somalian woman to a well in Baidoa, Somalia.
5 March 1993.

From left to right
A RAAF C-130 Hercules taking off from Komoro Airfield, near Dili, East Timor.
30 September 1999.
Corporal Patrina Malone,
1st Media Support Unit in East Timor.
22 January 2000.
HMAS Jervis Bay,
The Royal Australian Navy's fast lift catamaran near Fort Hill Wharf, Darwin harbour.
16 October 1999.

P409 February 2001.

COMMONWEALTH DEPARTMENT OF
VETERANS' AFFAIRS

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Foreword

Anzac Day is our national day of commemoration, a day on which we remember the service and sacrifice of Australia's defence forces. An important part of this remembrance and commemoration is educating the nation's young people about the war and peacetime work of our servicemen and women.

It is now more than 80 years since the Australian and New Zealand Army Corps first landed on the shores of Gallipoli, forging the 'Spirit of Anzac'. This spirit remains strong in today's Defence Force and can be seen through the courage, mateship and determination of those serving in East Timor and other peacekeeping efforts.

This booklet offers teachers and students guidance in conducting an Anzac Day service, creative ideas for classroom activities in the lead up to Anzac Day, tips on how to contact a veteran to give a talk at your school and information about the Australian War Memorial's public programs. Activities have been written by professional educators and link with national and state curricula profiles and objectives.

The Spirit of Anzac: From Gallipoli to Dili is an important part of your school's contribution to remembering the valour of those ex-servicemen and women who have served the nation in wars and conflicts, and those who continue to serve today.

Bruce Scott MP
Minister for Veterans' Affairs
Minister Assisting the Minister for Defence

Significance of Anzac Day

The Anzac tradition — the ideals of courage, endurance and mateship that are still relevant today — was established on 25 April 1915 when the Australian and New Zealand Army Corps landed on the Gallipoli Peninsula.

It was the start of a campaign that lasted eight months and resulted in some 25,000 Australian casualties, including 8,700 who were killed or died of wounds or disease.

The men who served on the Gallipoli Peninsula created a legend, adding the word 'Anzac' to the Australian and New Zealand vocabularies and creating the notion of the Anzac spirit.

In 1916, the first anniversary of the landing was observed in Australia, New Zealand and England and by troops in Egypt. That year, 25 April was officially named 'Anzac Day' by the Acting Prime Minister, George Pearce.

By the 1920s, Anzac Day ceremonies were held throughout Australia. All States had designated Anzac Day as a public holiday. Commemoration of Anzac Day continued throughout the 1930s and 1940s with World War II veterans joining parades around the country. In the ensuing decades returned servicemen and women from the conflicts in Malaya, Indonesia, Korea and Vietnam, veterans from allied countries and peacekeepers joined the parades.

During the 1960s and 1970s the number of people attending Anzac Day marches fell as Australians questioned the relevance of Anzac Day. However, in the 1990s there was a resurgence of interest in Anzac Day, with attendances, particularly by young people, increasing across Australia and with many making the pilgrimage to the Gallipoli Peninsula to attend the Dawn Service.

Anzac Day Ceremony

The following is an outline of a simple Anzac Day ceremony that can be altered to suit your school or community.

Many services include prayers and hymns. Appropriate modern music or poems can be included as alternatives to these.

Most community ceremonies are conducted by the local Sub-branch of the Returned & Services League of Australia and follow a similar format to this outline.

CEREMONY OUTLINE

- Introduction
- Hymn
- Prayer/Reading/Poem
- Address
- Wreath laying
- The Ode
- The Last Post
- A period of silence
- Rouse/Reveille
- The National Anthem

FLAG PROTOCOL

Prior to the commencement of the ceremony, flags should be lowered to half mast. During the playing of the Rouse or Reveille the flag should be raised to the masthead.

CATAFALQUE PARTY

A catafalque party is a guard of four service personnel who are posted at the four corners of the catafalque. A catafalque is a structure on which a coffin is drawn in a procession. It is usually symbolised when located near a memorial by a raised platform often made of stone. The catafalque party is posted facing outwards with their rifles reversed to show that the dead are now at peace. Four students could be posted during a school service to stand quietly to attention. An explanation of the significance should be given during the ceremony.

The catafalque party should be posted at the commencement of the ceremony and dismount after the National Anthem has been played.

INTRODUCTION

The introduction to your Anzac Day ceremony should only take one to two minutes and could include a reference to the significance of Anzac Day and the Anzac tradition, or a thought provoking question about the meaning of the ceremony or day.

HYMN

Hymns that may be sung during an Anzac Day ceremony include:

- The Recessional
- Abide with Me
- O Valiant Hearts
- O God, Our Help in Ages Past

A more modern musical item could be an alternative. Popular modern songs used include *Where have all the flowers gone?* by Peter, Paul and Mary, *Imagine* by John Lennon and *I am Australian* by The Seekers.

PRAYER/READING/POEM

Prayers or readings that may be recited during an Anzac Day
ceremony include:

◗ The Lord's Prayer
◗ Psalm 23
◗ John 15: 10–13
◗ Micah 4: 3–5
◗ Ephesians 6: 13–15

A poem about war can be an alternative. Students could research poems and
read them during the service or they could write their own.

ADDRESS

The address could be given by an ex-serviceman or woman, a serving member
of the Australian Defence Force, a local dignitary, a teacher or a student. The
speaker could be provided with a topic or outline of what to speak about. The
speaker should be interesting to the audience and given the maximum time for
the address.

WREATH LAYING

Flowers have traditionally been laid on the graves or memorials of the dead. A
few students could be chosen to lay a wreath or flowers at a particular site in the
school. This could be under the school's honour roll, at the base of the flag pole
or in a designated site in front of the assembly.

THE ODE

The Ode or the Ode of Remembrance is taken from Laurence Binyon's poem
For the Fallen. The words of The Ode are:

> *They shall grow not old, as we that are left grow old:*
>
> *Age shall not weary them, nor the years condemn.*
>
> *At the going down of the sun and in the morning*
>
> *We will remember them.*
>
> (Audience responds)
>
> ***We will remember them.***

THE LAST POST

In the military, the Last Post traditionally marks the end of the working day. The Last Post is played during commemorative ceremonies to serve as a tribute to the dead.

A PERIOD OF SILENCE

A period of silence is usually maintained for one minute and is included in the Anzac Day ceremony as a sign of respect. It offers a time for reflection on the significance of the ceremony.

ROUSE OR REVEILLE

After the period of silence the Rouse or Reveille is played. During this time flags are raised to the masthead. In military tradition the Rouse is played in the morning to wake soldiers at the start of the day. The word Reveille comes from the French word, reveiller, meaning to wake up.

THE NATIONAL ANTHEM

Advance Australia Fair is played at the conclusion of the ceremony.

FURTHER INFORMATION

Further information or ideas on holding an Anzac Day ceremony can be found on the following websites:

www.anzacsite.gov.au
Visit Gallipoli

www.dva.gov.au
Department of Veterans' Affairs

www.awm.gov.au
Australian War Memorial

The Last Post, the Rouse and the National Anthem are available to download from the Department of Veterans' Affairs and Australian War Memorial sites. If you are unable to access these, a cassette tape featuring the ceremony outline and renditions of the Last Post, Rouse and the National Anthem may be available. Contact the Department of Veterans' Affairs (telephone **1800 026 185**, fax **02 6289 4849** or e-mail **commemorations@dva.gov.au**).

For information on how to contact a veteran to give an address at your Anzac Day ceremony, refer to the *Valuing Our Veterans* section of this booklet.

The Gallipoli Campaign

Source 1

The strategy

By April 1915 there had been fighting in World War I for eight months. Britain and France were facing Germany on the Western Front (northern France and Belgium); Russia was fighting Germany and its ally Austria-Hungary on the Eastern Front; Turkey was supporting Germany (see Source 1 on this page).

The British and French agreed to land troops on the Gallipoli Peninsula separating Europe from Asia. The aim of this was for the troops to move overland and attack the forts which were overlooking the Dardanelles Strait, and to seize the Turkish capital, Constantinople. Controlling the Dardanelles would enable allied ships to provide supplies to Russia, and put more pressure on the Eastern Front. It might also take Turkey out of the war. Ships alone had failed to take the Dardanelles. Therefore a landing of troops by sea was now decided on.

25 April

Australians landed on the Gallipoli Peninsula, at Ari Burnu (soon renamed Anzac Cove) before dawn on 25 April. The aim of the first wave of 1,500 Australian troops was to secure the beach and seize the high ground of the Third (or Gun) Ridge. Control of this high ground was vital for success. Later landings of the remaining 2,500 troops would then be able to push their way inland towards the forts of the Dardanelles. Finally, the remaining 21,000 Anzacs would be sent ashore to move inland under the protection of the first 4,000 (see Source 2 on this page).

The first wave of troops took the beach, but they failed to secure the higher ridges overlooking the area. This meant that the following troops were unable to advance.

The area where the troops landed was very rugged (see Source 3 on page 8). There were steep cliffs, crisscrossing gullies, and excellent cover for Turkish snipers. Troops quickly lost contact with each other and were unable to reach their objectives. The Turkish defenders, though there were few of them, initially had the great advantage of the higher ground. The Anzacs were not successful in achieving their objective (see Source 4 on page 8).

Historians still debate today whether the Anzac troops were landed at the correct place. Most people believe that currents or a mistake by the navigators on the landing

Source 2 Denis Winter, *25 April 1915, The Inevitable Tragedy*, University of Queensland Press, St Lucia, 1994 page 154

Pages 7–11: extract from Studies of Society and Environment, Issue 1/2000, Ryebuck Media Pty Ltd 2000.

THE THREE ANZAC RIDGES

Australian strategic positions on first day of fighting, most clustered around the domi-nating position Australians failed to capture.
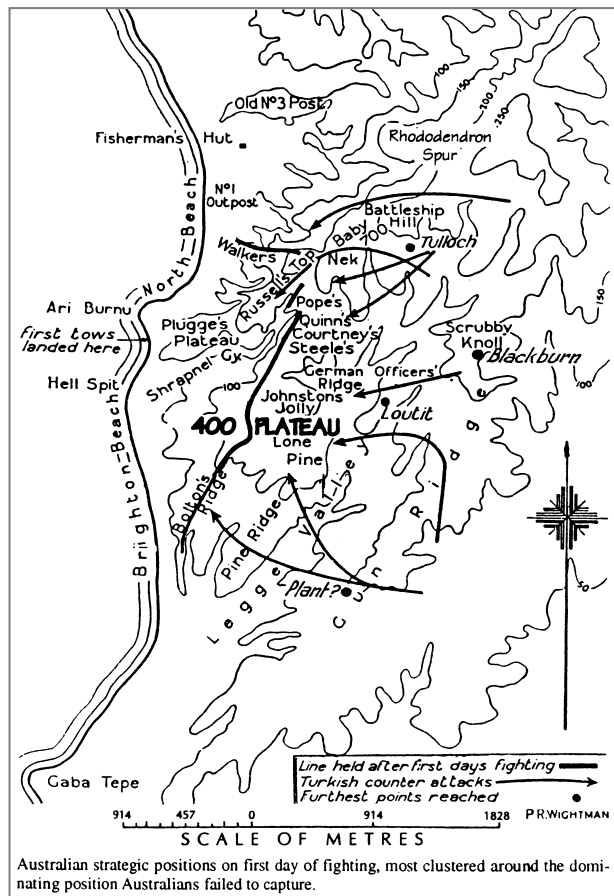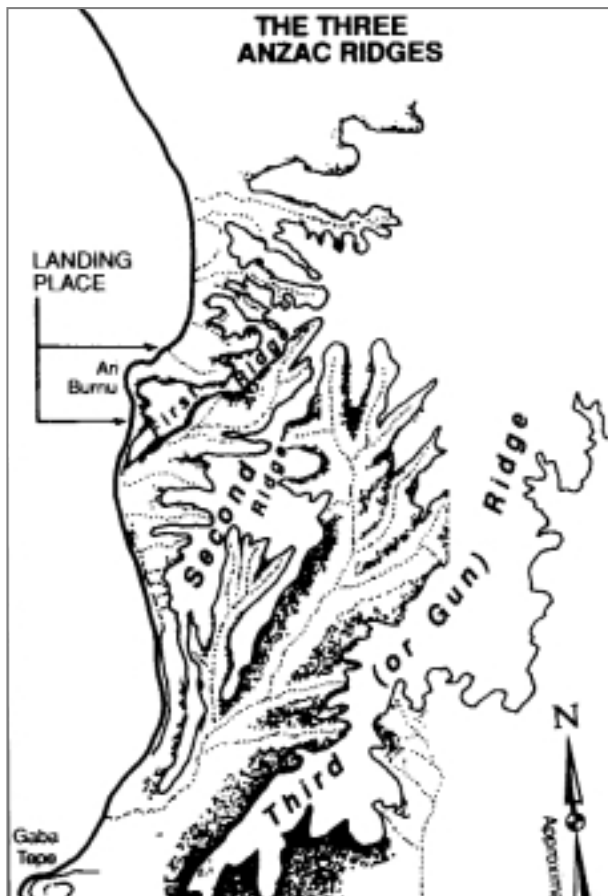
Sources 3 and 4 Denis Winter, *25 April 1915, The Inevitable Tragedy*, University of Queensland Press, St Lucia, 1994 pages 156 and 157

barges took the troops over a kilometre too far north, and away from the much gentler area inland from Gaba Tepe.

However, others argue that the landing at Ari Burnu was deliberate: although the area was much more rugged, it was lightly defended, there would be the element of surprise, and it was protected from recently reinforced Turkish artillery.

The Anzacs had gained a few hundred metres by nightfall, and made little further progress in the remaining seven months of the campaign.

Other troops also landed on that day.

The British and Indian troops landed around the Cape Helles area (see Source 5 on page 9). In several places this landing was almost unopposed. However, at V and W beaches, in the Cape Helles area, the fighting was as hard and as bloody as at Ari Burnu, with men from Dublin, Munster, Hampshire and particularly Lancashire being caught in murderous fire. At W Beach, six Victoria Crosses

were awarded for bravery at the landing.

A French force landed at Kum Kale, opposite Cape Helles and on the Asiatic side of the Dardanelles and established themselves, but were then withdrawn the following day to join the British forces.

By nightfall on 25 April the military leaders realised that they had no hope of achieving their original objectives. They considered withdrawing all troops, but decided to stay. The order was given: 'Dig! Dig! Dig!'

26 April–24 May

During this period the front lines were established and strengthened, but there was little advance on what was established on the first day.

Between 6 and 8 May Australians and New Zealanders were involved in a major attack at the 2nd Battle of Krithia, around Cape Helles. The attack failed with great loss of life. The attackers did not even reach the enemy trenches.

Source 5 John Laffin, *Damn The Dardanelles! The Story of Gallipoli*, Doubleday, Sydney, 1980 page 44
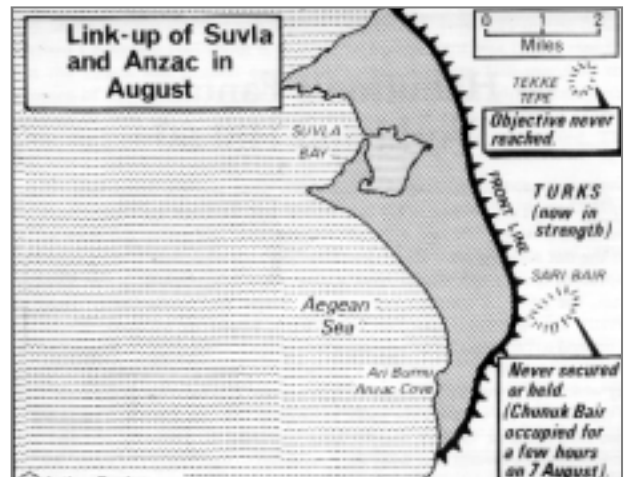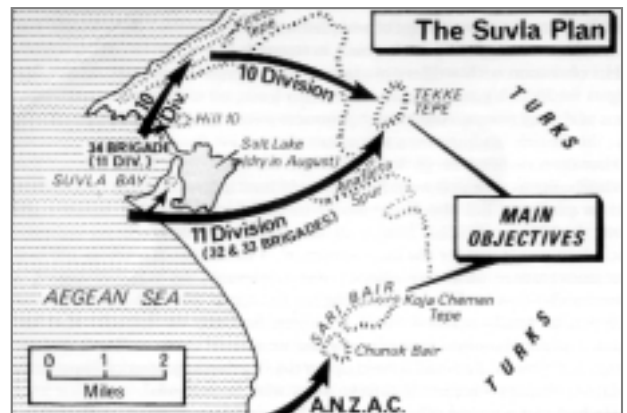
Source 6 John Laffin, *Damn The Dardanelles! The Story of Gallipoli*, Doubleday, Sydney, 1980 pages 138, 148

On 19 May the Turkish forces attacked along the whole Anzac front. An estimated 3,000 Turks were killed in a virtually suicidal series of attacks on the Australian trenches. After five days an armistice was called to bury the rotting, swollen and maggot-infested dead bodies. This was the last time the Turks tried a frontal attack on the Anzac lines.

May–July

This was a period of stalemate. There were occasional attempts to gain ground, with no success. There were trench raids, sniping, bomb-throwing, and attempted undermining of each side's trench system. The summer heat brought millions of flies, and with them dysentery and other diseases. Disease became one of the biggest killers of troops during this period. Life was uncomfortable, unhygienic and monotonous.

August offensives

In August an attempt was made to try and break the stalemate (see Source 6 on this page). They planned a major landing by British troops north of Anzac Cove, at Suvla Bay. This force would seize the area, which would then be used to land supplies for the Anzacs during the coming winter. These troops would then, if possible, be used to help the main attack, which was to gain the high ground between Chunuk Bair and Hill 971 (or Koja Chemen Tepe). The idea was that the troops at Suvla would quickly move inland and attack the defending Turkish troops from the rear while they were facing those attacking them from the front. A series of diversionary attacks by the Anzacs further south would stop the Turks from rushing reinforcements to the main attack area.

One of these diversionary attacks was at Lone Pine. The Australians rushed a heavily entrenched area, and in savage hand-to-hand fighting drove the Turkish defenders out.
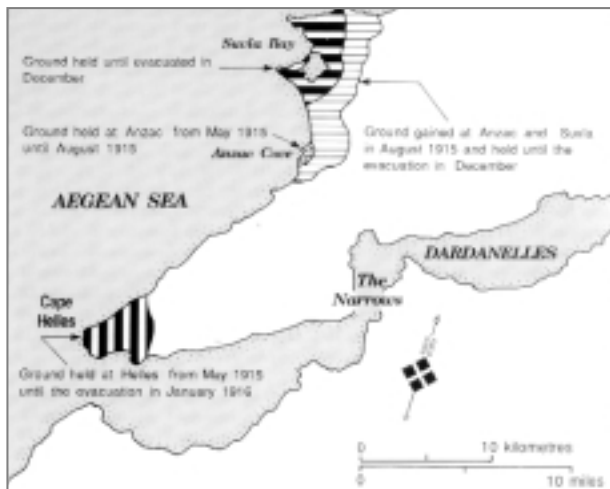
Source 7 Jeffrey Grey, *A Military History of Australia*, Cambridge University Press, Cambridge, 1990 page 96

Topographical map of the Gallipoli Peninsula Christopher Pugsley, *Gallipoli: The New Zealand Story*, Hodder and Stoughton, Auckland, 1984 page 106

Seven Victoria Crosses were awarded to Australians involved in this attack, and many Australians were killed. The following day, Australian troops attacked across the tiny area of flat land called the Nek. Four waves of Australian Light Horsemen were killed on the tiny area separating the Australian and Turkish trenches.

The Suvla and Anzac link-up was successfully made (see Source 7 on this page) but the main attack strategy failed. Only the New Zealanders and supporting British troops reached their objective of Chunuk Bair. They briefly gained the summit, but could not hold it. The force made little progress and was of no assistance to the men on Chunuk Bair.

This is the action shown in the 1981 film *Gallipoli*, which presents an inaccurate view of the strategic situation and distorts the role of the British ('drinking tea on the beach while the Anzacs are being slaughtered at the Nek').

In late August there was a major attempt to capture Hill 60 above Suvla Bay. Once again the Turkish defenders were able to maintain their position. Casualties, many of them newly arrived reinforcements who were poorly prepared for the attack, were very high.

September 1915–January 1916

The stalemate continued into the bitter cold of early winter, with many cases of illness and severe frostbite quickly developing among the troops.

The decision was made to withdraw the troops. This was a difficult operation, as the Turks would be able to attack the weakened defences. Over three weeks in December 80,000 troops from both the Suvla and the Anzac positions were evacuated by stealth without the Turks realising. On 20 December the defenders suddenly realised that there was not one enemy soldier left at Anzac.

The British were then also withdrawn from Helles, the last men leaving under cover of dark on 9 January.

In 1919 Imperial War Graves Commission staff returned to establish cemeteries, and to identify and bury the thousands of dead, some whose bones had laid bleaching in the open since 1915.

Rest Gully George Odgers, *Diggers*, From 1860 to June 1944, Lansdowne, Sydney, 1994 page 78

Ari Burnu (Anzac Cove), showing the landing boats Christopher Pugsley, *Gallipoli: The New Zealand Story*, Hodder and Stoughton, Auckland, 1984 page 8
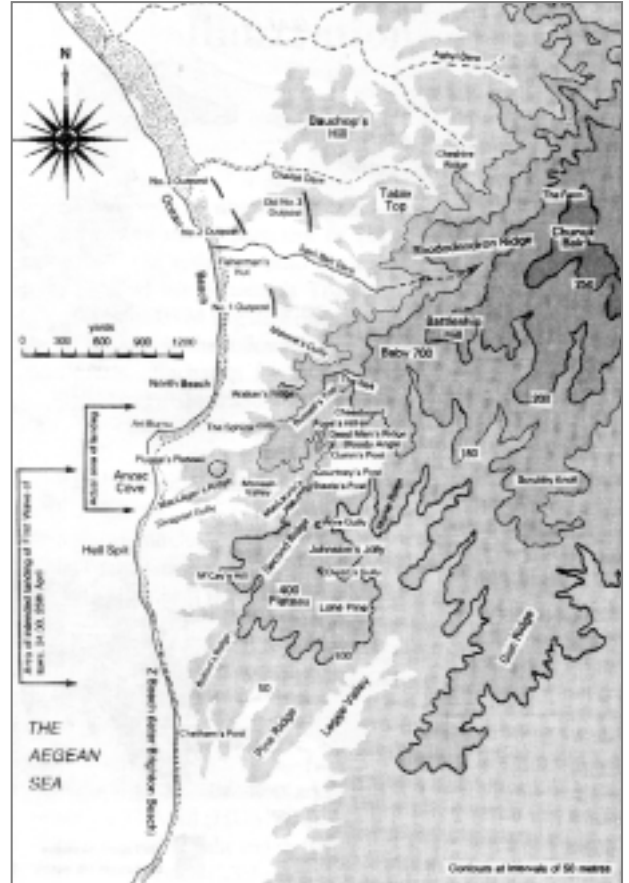
The Anzac battle area Nigel Steel and Peter Hart, *Defeat at Gallipoli*, Macmillan, London, 1994 page ix

The dead at Gallipoli

Many of the battlefield areas on the Gallipoli Peninsula have now been farmed, and would be unrecognisable to the men of 1915. Not so the Anzac area. It is so rugged and inhospitable that almost the only change has been the planting of some trees, and the establishment of many military cemeteries. Visitors to the area today can still see the remains of the trenches, still stumble over the rugged gullies and ravines, still be torn and scratched by the prickly bushes, still see basically what the Anzacs saw in April 1915.

Where did the troops at Gallipoli come from?

There were three main landing forces:

◗ Australian and New Zealand Army Corps
◗ The British 29th Division
◗ A French Army Corps

The total number of men was about 75,000.

The troops came from:

◗ Britain — with Regiments formed in England, Scotland, Ireland and Wales

◗ British Empire — Australia, Newfoundland, Ceylon (the English Planters' Rifle Corps), New Zealand (including Maoris), India (Sikhs in the Indian Mule Cart Corps), Nepal (Gurkhas)

◗ France

◗ French Empire — Algeria, Morocco, Senegal

◗ Palestine — Russian and Syrian Jewish refugees (the Zion Mule Corps)

◗ Turkey

◗ Germany

Gallipoli Casualties

Turkey	86,692	New Zealand	2,701
Britain	21,255	India	1,358
France	9,798	Newfoundland	49
Australia	8,709		

Anzac Day Education Activities

Anzac Day may fall during the school holidays in some Australian states. The following Anzac Day activity ideas will help you craft interesting and creative programs in the lead up to, on or after Anzac Day.

◗ Plan role-playing games such as using torches to signal in the dark and sending a message 'down the line'.

◗ Make Anzac biscuits and talk about rationing in times of war. Ask the class to design their own ration cards for Anzac biscuits.

◗ Plan well ahead and investigate different activities that support Anzac Day services in your area. Contact your local Returned & Services League (RSL) and ask if there are any activities that your group could participate in, such as escorting older veterans to their seats or handing out sprigs of rosemary and orders of service at the ceremony.

◗ Be involved in your local Anzac Day March by seeking advice from your local RSL about supporting or attending the march. Attend the dawn service either locally or in your capital city.

◗ Read or distribute copies of biographies, reports, letters, poetry, magazines, old newspapers, war records and memorabilia. Create your own display with this material and involve group participants in re-telling the stories they have read.

◗ Visit your local memorial, memorial park, avenue of honour or those in a nearby town or the war memorial in your capital city. These visits can provoke a lot of discussion on how, why and what people remember. Map your local sites and prepare a guidebook for future use by your school or for other groups.

◗ Hire a video that accurately portrays an historical war story. After the video you can discuss various aspects of war portrayed, such as heroism, leadership, sacrifice and comradeship.

◗ Write a television news bulletin and record it. Record a 'live' interview and draft a newspaper article. The group can then view the outcomes.

◗ Anzac Day provides the opportunity to discuss and debate war and related issues. Hold a debate. You may like to choose a person from a local debating club to help with this activity.

◗ Ask about the future: how will ceremonies such as Anzac Day change during the next 50 years?

Wearing of Medals by Non-Veterans

On Anzac Day many veterans wear service medals, pinned above the left breast in the march and at ceremonies. These medals have been awarded for individual gallantry in action, for bravery, distinguished, conspicuous, meritorious, military or long service in Australia's defence forces. Medals are worn in a strict order of wear, according to the campaign and the nature of the medal. It should be noted that only the *original* recipient of the award is entitled to wear medals above their heart.

Recent times have seen an increase in the number of children wearing their deceased relatives' medals on their behalf. The accepted method in such cases is for the medals to be worn on the *right* breast.

While interest in Australia's wartime involvement is increasing, the number of veterans who served in those conflicts is diminishing. The wearing of deceased relatives' medals in honour of their sacrifice is seen in most quarters as 'carrying on the torch'. The proper wearing of these medals on the right breast signifies to the community and fellow marchers that they are proudly worn in recognition of the deceased relatives' service in defence of our nation.

Veteran Robert Healy and grand-daughter wearing medals correctly.

Visit Gallipoli

www.anzacsite.gov.au

On this website, commissioned by the Department of Veterans' Affairs and developed by the Board of Studies, NSW, you can explore new and historical material on Gallipoli. The website is a visually rich information source for students of history and geography, and for studies as diverse as design, the environment, visual arts and engineering. Suggested lesson ideas are included for teachers who wish to incorporate the materials provided on this educational website into their teaching.

The website offers a range of exciting information about the Anzac landing at Gallipoli including reports by correspondents at the landing such as Ellis Bartlett and Charles Bean, excerpts from diaries and letters of Australian soldiers in the Gallipoli campaign, architectural designs such as the anti-erosion engineering on the Anzac Commemorative Site dedicated on Anzac Day 2000, timelines with a new perspective on the campaign, information on cemeteries with over 22,000 grave sites, materials for teaching on Gallipoli and Anzac Day and links to other useful sites on the subject of Gallipoli and Anzac Day.

The site can also be accessed through **www.dva.gov.au.**

BOARD OF STUDIES
NEW SOUTH WALES

Table of Australian Participation in Multinational Peacekeeping Operations to 2000

Abbreviated Name	Name of operation	Dates of operation	Total number of Australians involved*	Role of Australians
UNCI	UN Commission for Indonesia First established as the Good Offices Commission (GOC)	1947–1951	15	military observers
UNCOK	UN Commission on Korea	1948–1950	2	military observers
UNTSO	UN Truce Supervision Organisation [Israel and neighbours]	1948–present	13	military observers (Australians deployed since 1956)
UNMOGIP	UN Military Observer Group in India and Pakistan	1949–present	18	military observers and air transport (Australians deployed 1950–1985)
UNC-K	UN Command-Korea	1950–1956	about 17,000	military assistance
UNCMAC	UN Command Military Armistice Commission [Korea]	1953–present	1	monitoring ceasefire between North and South Korea
ONUC**	UN Operation in the Congo	1960–1964	3	medical team (Australians deployed 1960–1961)
UNTEA	UN Temporary Executive Authority [West Irian]	1962–1963	11	supporting humanitarian aid (Australians deployed November–December 1962)
UNYOM	UN Yemen Observation Mission	1963–1964	2	military observers (Australians deployed June–November 1963)
UNFICYP	UN Force in Cyprus	1964–present	50 (currently 15 Federal Police)	maintenance of law and order
UNIPOM	UN India-Pakistan Observation Mission	1965–1966	4	military observers
UNEF II	UN Emergency Force II [Sinai]	1973–1979	50	air (helicopter) support
UNDOF	UN Disengagement Observer Force [Syria]	1974–present	a few (currently nil)	military observers detached from UNTSO

Abbreviated Name	Name of operation	Dates of operation	Total number of Australians involved*	Role of Australians
UNIFIL	UN Interim Force in Lebanon	1978–present	a few (currently nil)	military observers detached from UNTSO
CMF	Commonwealth Monitoring Force [Rhodesia — now Zimbabwe]	1979–1980	152	monitoring Rhodesian security forces, cantonment of guerrillas, return of civilian refugees
MFO	Multinational Force and Observers [Sinai]	1982–present	100 (1982–1986); 26 (1993–present)	monitoring Israeli withdrawal from the Sinai, initially helicopter support, now HQ support
UNIIMOG	UN Iran-Iraq Military Observer Group	1988–1990	15	military observers (Australians deployed 1988–1990)
UNTAG	UN Transition Assistance Group [Namibia]	1989–1990	338	engineering support, supervision of elections
UNBRO	UN Border Relief Operation [Cambodia]	1989–1993	2 Federal Police	maintaining law and order, training Cambodian civilian guards in police work
UNMCTT	UN Mine Clearance Training Team [Afghanistan/Pakistan]	1989–1993	9	mine clearance, instructing refugees, planning operations
MIF I	First Maritime Interception Force [Persian Gulf, Gulf of Oman]	1990–1991	up to three RAN ships; over 600 personnel	enforcing UN-imposed sanctions
MNF (I-K)	Multinational Forces in Iraq-Kuwait	1991	one RAN ship, ADF Task Group	enforcing UN-imposed sanctions
Operation HABITAT	Operation HABITAT [Kurdistan, Northern Iraq] also referred to as Operation Provide Comfort	1991	75	delivering humanitarian aid
UNAMIC	UN Advance Mission in Cambodia (Absorbed by UNTAC in March 1992)	1991–1992	65	communications
MIF II	Second Maritime Interception Force [Persian Gulf, Gulf of Oman, Red Sea]	1991–1999	up to three RAN ships	enforcing UN-imposed sanctions

Abbreviated Name	Name of operation	Dates of operation	Total number of Australians involved*	Role of Australians
UNSCOM	UN Special Commission [Iraq] (UNMOVIC — UN Monitoring, Verification and Inspection Commission replaced UNSCOM in December 1999)	1991–1999	6	inspection of Iraqi chemical, biological and nuclear weapons capabilities (Australians deployed 1991–1998)
MINURSO	UN Mission for the Referendum in Western Sahara	1991–present	45	communications, medical (Australians deployed 1991–1994)
UNTAC	UN Transitional Authority in Cambodia	1992–1993	564	Force Commander, communications, transport, assisting the election, maintaining law and order, helicopters
UNOSOM I	First UN Operation in Somalia	1992–1993	30	movement control and other support
UNITAF	Unified Task Force in Somalia	1992–1993	937; one RAN ship	protecting delivery of humanitarian aid
UNPROFOR	UN Protection Force in Croatia, Bosnia-Herzegovina and Macedonia	1992–1995	a few	military observers and liaison (Australians deployed 1992–1993)
ONUMOZ**	UN Operation in Mozambique	1992–1995	20	police, mine clearance (Australians deployed 1994)
UNOSOM II	Second UN Operation in Somalia	1993–1995	30	movement control and other support
UNAMIR	UN Assistance Mission in Rwanda	1993–1996	308	medical personnel, infantry protection, support troops (Australians deployed 1994–1996)
SPPKF	South Pacific Peace-Keeping Force [Bougainville]	1994	645	Force Commander, logistic and other support
MNF	Multinational Force [Haiti]	1994–1995	30	police monitors (Federal and State police)
MINUGUA	UN Verification Mission in Guatemala	1997	1	observer

Abbreviated Name	Name of operation	Dates of operation	Total number of Australians involved*	Role of Australians
S-FOR	Stabilisation Force [Balkans]	1997–present	6	ADF officers attached to British forces
TMG	Truce Monitoring Group [Bougainville]	1997–1998	4	military and civilian observers
PMG	Peace Monitoring Group [Bougainville]	1998–present	250	military and civilian observers
UNAMET	UN Assistance Mission to East Timor	1999	50	police monitors, election support, military liaison
INTERFET	International Force East Timor	1999–2000 (Hand over to UNTAET completed February 2000)	5,500	Force Commander, security, assist refugees, help humanitarian efforts
UNTAET	UN Transitional Administration in East Timor	1999–present	2,000	assist in administration of independence from Indonesia, protect territory border
IPMT	International Peace Monitoring Team [Solomon Islands]	2000	42 and one RAN ship	ADF and AFP logistics support

* These numbers are based on sources listed on page 84
** French abbreviations for operation names

Originally compiled by: Australian War Memorial
Updated January 2001 by: Department of Veterans' Affairs with assistance from the Australian War Memorial and the Australian Defence Force Peacekeeping Centre

Summary of Australian Participation in Peacekeeping Missions

UNCI — UN Commission for Indonesia (1947–1951)

UNCI was the first UN peacekeeping mission in which Australia was involved. The mission was established in 1947 as the Good Offices Commission (GOC). At the end of World War II, the Dutch sought to re-establish their rule in the then Netherlands East Indies but were resisted by the newly established Indonesian republic. Australia became involved in the mission in August 1947 when locally based diplomatic staff were seconded to the GOC to assist in the delineation and supervision of the ceasefire and repatriation of Dutch forces to the Netherlands. Later in August, four more Australians joined the mission as military observers and the commitment increased to 15 when the GOC became UNCI in 1949. The Australian force was withdrawn in April 1951.

UNCOK — UN Commission on Korea (1948–1950)

UNCOK was established in 1948 as a diplomatic mission to monitor the withdrawal of World War II occupation forces from Korea. In May 1950 war loomed on the divided Korean peninsula (divided by the regimes fostered by the two occupying powers, the USA and USSR) and UNCOK added military observers to undertake monitoring activities in the field. In June 1950, when hostilities broke out, only two Australian observers were on the ground in Korea.

UNTSO — UN Truce Supervision Organisation [Israel and neighbours] (1948–present)

Israel and its neighbours have fought several wars since the UN partitioned Palestine in 1948. UNTSO was formed in June 1948 to supervise the various armistices and truces after the first Arab-Israeli War. UNTSO covers the areas of Lebanon, Israel, Syria, Jordan and Egypt. Australia committed four observers to the mission in July 1956. This commitment increased to six in the mid-1960s, ten in 1978 and 13 in 1982. During the Vietnam War, Army reservists were used to man the contingent. The four observer groups that form the UNTSO have also worked closely with other UN missions in the area. During the establishment of new missions, personnel have been redeployed to provide initial personnel for the new mission. This has seen Australian personnel participation in other UN peacekeeping missions — UNYOM in Yemen, UNIPOM in India-Pakistan, UNEF II in the Sinai, UNDOF in Syria, UNIIMOG in Iran-Iraq and UNPROFOR in Bosnia-Herzegovina.

On 12 January 1988 Captain Peter McCarthy was killed when his vehicle hit a landmine.

UNMOGIP — UN Military Observer Group in India and Pakistan (1949–present)

In 1947 the United Kingdom divided its Indian empire into two parts along religious lines. Independence was granted to Hindu India and Muslim Pakistan. However, one of the many princely states involved was the largely Muslim Kashmir, which had a Hindu ruler. Many Kashmiris wanted to join Pakistan while only some residents wanted to join India and a few did not want to join either. The first India-Pakistan war broke out and, in January 1949, UNMOGIP was established to monitor the ceasefire in Kashmir at the end of the war. The Australian commitment began in October 1950 with Lieutenant General RH Nimmo CBE being appointed as the first Chief Military Observer. Nimmo, who remained in command until his death on 4 January 1966, was chosen as the first Australian general to command a UN mission because the UN considered an Australian was best suited to supervise a dispute involving two Commonwealth countries. In 1952 Australia added a contingent of six military observers, with members serving for one or two years. During the Vietnam War, when the Army's resources were stretched, many Army reservists served in the contingent. The contingent was withdrawn progressively in 1985 because the Australian government considered Australia was overcommitted to the UN at the time. The last member of the contingent returned to Australian in December 1985.

UNC-K — UN Command-Korea (1950–1956)

UNC-K was the UN's first peace restoration operation. Australia provided the fourth largest contingent (after the USA, UK and South Korea) in support of the UN effort to restore peace. At the height of fighting, the Australian commitment consisted of an aircraft carrier, two destroyers, two infantry battalions with supporting arms and services, and a fighter squadron with supporting services. An armistice came in 1953. Australia's commitment formally ended in 1956 with 339 killed, over 1,200 wounded and 29 who had become prisoners of war.

UNCMAC — UN Command Military Armistice Commission [Korea] (1953–present)

UNCMAC was established in 1953 to represent the UN as a signatory to the armistice between the UN and North Korea as well as to monitor the armistice. UNCMAC did not permanently deploy observers along the ceasefire line. Australia's contribution is one senior service officer. Since 1956 Australia's UNCMAC responsibilities have been conducted by the Defence Attache at the Australian Embassy in Seoul, South Korea.

ONUC — UN Operation in the Congo (1960–1964)

In mid 1960 the newly independent Republic of Congo began to break down as a viable state and the former colonial power, Belgium, intervened to protect the large number of its citizens still living there. ONUC was established to assist the Congolese government to restore law and order, ensure withdrawal of Belgian forces, maintain Congo's territorial integrity and provide technical assistance. The force grew to some 20,000 strong. Australia did not directly contribute to ONUC as the UN preference was for maximum participation by African states. In August 1960 an Army medical team of three personnel was seconded to the International Red Cross and deployed to the Congo to support the rehabilitation process. The team members returned to Australia in December 1960 and February 1961.

UNTEA — UN Temporary Executive Authority [West Irian] (1962–1963)

In early 1962 Indonesian forces landed in the disputed territory of West New Guinea, which was then under Dutch control. UNTEA was established in October 1962, after the cessation of hostilities between Indonesia and the Netherlands, to supervise the transfer of West New Guinea to Indonesia. The military component of UNTEA grew to some 1,600 troops and was known as the United Nations Security Force (UNSF). An Australian detachment consisting of four Army pilots, seven RAAF ground crew and two Sioux helicopters joined UNTEA from 18 November to Christmas Day 1962, to assist with a cholera eradication program. The detachment was withdrawn near the end of the program, after one of the helicopters crashed.

UNYOM — UN Yemen Observation Mission (1963–1964)

In July 1963 the UN established UNYOM to monitor the disengagement agreement between Saudi Arabia and the United Arab Republic, at the end of the Yemeni civil war. From 25 June to 23 November 1963 two Australian UNTSO observers were deployed to UNYOM in Yemen.

UNFICYP — UN Force in Cyprus (1964–present)

UNFICYP was established in March 1964 to prevent communal violence between Greek and Turkish Cypriots. Its role was later expanded to include supervision of the ceasefire between the Turkish Army and the Greek Cypriot National Guard. UNFICYP also includes a civil police component (UNCIVPOL). Australia's commitment began in May 1964 with 40 policemen of the Commonwealth Police. Police from all states were seconded to the Commonwealth Police who became the Australian Federal Police (AFP) in 1979 and had its own personnel. The number of Australian police serving in Cyprus increased to 50 in 1967 before decreasing to 16 in 1975. In May 1988 the first policewoman began service with UNFICYP, with many policewomen serving since. Australia's commitment is currently 15 AFP officers serving for a period of six months.

Three Australians, Sergeant Ian Donald Ward, Sergeant Lew Thomas and Inspector Paul Hackett, have died on duty with UNFICYP.

UNIPOM — UN India-Pakistan Observation Mission (1965–1966)

UNIPOM was established in September 1965 to supervise the ceasefire and withdrawal of forces along the border at the end of the second India-Pakistan war. Australia provided three observers, one seconded from UNTSO and two seconded from UNMOGIP. Lieutenant General RH Nimmo CBE was appointed as acting Chief Military Observer UNIPOM until a separate CMO was available. In October 1965 UN headquarters delegated Nimmo oversight of both the UNIPOM and UNMOGIP missions due to their close relationship. UNIPOM was disbanded in February 1966.

UNEF II — UN Emergency Force II [Sinai] (1973–1979)

UNEF II was established in October 1973 to supervise the ceasefire between Israel and Egypt in the Sinai following the Yom Kippur War. Two Australian observers from UNTSO were seconded to assist with the establishment of UNEF II and from 1976 Australia contributed a 46-man RAAF detachment operating four UH-1 helicopters. In July 1977 the detachment became a RAN-RAAF operation. An Army officer was provided as a staff officer at HQ UNEF until December 1979. He was joined by a Warrant Officer from July to December 1979. The Australian detachment was withdrawn and UNEF II wound down operations from August 1979.

UNDOF — UN Disengagement Observer Force [Syria] (1974–present)

UNDOF was established in June 1974 to supervise the ceasefire between Israel and Syria in the Golan Heights and to supervise the disengagement and separation of forces. UNDOF maintains an area of separation, which is some 80km long and varies in width between approximately 10km in the centre to less than 1km in the extreme south. The area of separation is inhabited and is policed by the Syrian authorities. No military forces other than UNDOF patrols are permitted within the area. Australia has only seen several observers redeployed to UNDOF from the Observer Group Golan of the UNTSO mission. Currently no Australians are deployed with UNDOF.

UNIFIL — UN Interim Force in Lebanon (1978–present)

In March 1978 the UN established UNIFIL to monitor the withdrawal of Israeli troops from southern Lebanon and to assist in the restoration of Government authority. No Australians are deployed with UNIFIL, however, UNTSO UN Military Observers, including Australians, provide the support. UNIFIL still continues its operations today.

CMF — Commonwealth Monitoring Force [Zimbabwe] (1979–1980)

The CMF was established by the Commonwealth in December 1979 to supervise the implementation of the Lancaster House Agreement between the Government of Southern Rhodesia (itself in rebellion with the UK since 1965) and the guerrilla forces of the Patriotic Front. Under the agreement, authority was restored to the UK, a ceasefire implemented, a general election was held and independence achieved by the new Republic of Zimbabwe. The CMF was tasked with monitoring the agreement and resembled a UN observer mission but had more duties. The Australian Army contingent consisted of 152 with most ranks represented. The Australians were spread throughout the force, which consisted of a headquarters and three groups. The first group monitored the Rhodesian security forces, the second group on the cantonment of the guerrillas and the third group monitored the return of civilian refugees from neighbouring countries. The Australian contingent was withdrawn in March 1980, when CMF operations ended.

MFO — Multinational Force and Observers [Sinai] (1982–present)

In 1982 the MFO was established to supervise the Camp David Accords between Israel and Egypt. Under the Accords Israel withdrew from the Egyptian territory it had occupied since the 1967 Arab-Israeli War. The MFO was created outside the framework of the UN because the Soviet Union was opposed to UN involvement. Australia provided a joint RAN/Army/RAAF detachment comprising eight UH-1 helicopters and some 100 personnel on six-month tours. The Australian contingent was withdrawn in April 1986 as the government sought to reduce Australia's peacekeeping commitments. On 8 January 1993 Australia's Defence Force returned to the Sinai, joining the MFO, with a 26-man army contingent that included headquarters staff and military police on twelve-month tours.

UNIIMOG — UN Iran-Iraq Military Observer Group (1988–1990)

UNIIMOG was established in early August 1988 to supervise the ceasefire between Iran and Iraq after the end of their eight-year war. Australia's involvement began with the temporary secondment of an observer from UNTSO. On 16 August 1988, Australia committed a further 15 observers each on six-month tours. Australians served on the Iranian side of the border as Iraq vetoed an Australian presence in the Iraqi held territory, due to the fact that an Australian Government scientist, Dr Peter Dunn, was a member of the UN team that had proved Iraqi use of chemical weapons during three inspections in the 1984–1987 period. Australian troops were withdrawn on 10 December 1990 as UN-endorsed military operations against Iraq loomed. UNIIMOG service was particularly demanding due to a precarious ceasefire, climatic extremes, harsh terrain, primitive operational conditions and the stress caused by social deprivation experienced by Westerners in a fundamentalist Islamic society.

UNTAG — UN Transition Assistance Group [Namibia] (1989–1990)

The UN established UNTAG in Namibia in April 1989. UNTAG supervised the return of refugees, the holding of a general election, the withdrawal of South African forces and Namibia's transition to independence. The Australian contribution of 304 Army engineers arrived in three groups between mid-March and mid-April 1989. The contingent was rotated in September-October 1989 when the size of the contingent increased to 309, due to the addition of five military policemen. From 26 October to 20 November the Australian Electoral Commission (AEC) provided an electoral organisation expert and 27 electoral supervisors and the AFP contributed a fingerprint expert. The AEC and AFP contingent assisted in conducting the general election in early November. The military contingent was progressively withdrawn over the period February–April 1990.

UNBRO — UN Border Relief Operation [Cambodia] (1989–1993)

In early 1989 two AFP personnel were seconded to work with the UNBRO mission in north-eastern Thailand, to assist the UN and the Thai government to improve security and protection of 300,000 displaced Cambodians located in refugee camps along the Thai-Cambodian border. They also trained Cambodian camp guards in basic police functions, established committees of justice and a central jail. Australia continued to provide two AFP personnel to UNBRO on twelve-month tours until May 1993 when the refugees were repatriated to Cambodia.

UNMCTT — UN Mine Clearance Training Team [Afghanistan/Pakistan] (1989–1993)

On 16 July 1989 Australia began providing nine Army field engineers on four-month tours with the UNMCTT. In March 1990 the contingent was reduced to six but increased to seven in January 1991 and to nine again in December 1991. The UNMCTT originally consisted of contingents from nine countries but only Australia remained by 1992. The original purpose of the UNMCTT was to train Pakistan-based Afghan refugees in mine ordnance recognition and basic clearance techniques. This later broadened to include the planning and supervision of mine clearance activities in Afghanistan. The last Australian contingent (10 teams had served) was withdrawn on 12 July 1993.

MIF I — First Maritime Interception Force [Persian Gulf, Gulf of Oman] (1990–1991)

Iraq invaded Kuwait on 2 August 1990 beginning the Second Gulf War. In response, the UN Security Council passed Resolution 660 demanding Iraq withdraw. On 6 August the Security Council imposed mandatory commercial, financial and trade sanctions on Iraq under Resolution 661. On 26 August, the

UN passed Resolution 665 calling on UN members to contribute naval forces to assist in implementing the trade sanctions. In anticipation of Resolution 665, Australia had deployed a RAN Task Group — HMAS *Adelaide, Darwin* and *Success* — to the Gulf of Oman on 13 August. The Task Group commenced maritime peacekeeping operations in the evening of 3 September. On 3 December 1990 HMAS *Sydney* and *Brisbane* replaced *Adelaide* and *Darwin*. By the end of December MIF I had conducted 6,945 interceptions of merchant vessels, including 487 boardings to check for illicit cargo, and 35 ships had been diverted to non-Iraqi ports. The Australian Task Group conducted a significant share of these operations.

Operation HABITAT [Iraq] (1991)

Following the ceasefire of UN-endorsed military operations in Iraq, humanitarian assistance was authorised under Resolution 688 to be provided to Kurdish refugees in Iraq. The Australian contingent of 72 Army and 3 RAAF medical, dental, engineering and logistic personnel were deployed to Turkey and Iraq between 16 May and 16 June 1991 to assist the Kurdish refugees. The commonly used US term for this operation is 'Operation Provide Comfort'.

MNF(I-K) — Multinational Forces in Iraq-Kuwait (1991)

On 29 November 1990 UN Resolution 678 gave Iraq six weeks to withdraw from Kuwait. UN members were authorised to 'use all necessary means' if Iraq failed to comply. The UN-sanctioned peace operation to liberate Kuwait commenced with air and maritime raids on 17 January 1991. A major land offensive commenced on 24 February, with a ceasefire being declared 100 hours later on 28 February although hostilities did not officially end until 12 April 1991. During this period the RAN Task Group provided support in the Arabian Gulf. On 26 January 1991 HMAS *Westralia* replaced HMAS *Success*. Australia's commitment included two surgical teams, the RAN Clearance Diving Team 3, intelligence personnel and ADF personnel who served on individual exchanges with other allied land, sea and air forces.

UNAMIC — UN Advance Mission in Cambodia (1991–1992)

UNAMIC was established in November 1991 to assist the four Cambodian parties to maintain their ceasefire during the period prior to the establishment and deployment of the United Nations Transitional Authority in Cambodia (UNTAC) and to initiate mine-awareness training for civilians. Later the mandate grew to include a major training program for Cambodians in mine detection and mine-clearance of repatriation routes, reception centres and resettlement areas. The Australian contingent consisted of some 65 personnel including military observers, a signals unit and minor support to the mission. UNAMIC was absorbed by UNTAC in March 1992.

MIF II — Second Maritime Interception Force [Persian Gulf, Gulf of Oman, Red Sea] (1991–1999)

Following the liberation of Kuwait, UN sanctions continued against Iraq because it continued to defy Security Council Resolutions. HMAS *Westralia* remained in the Arabian Gulf supporting UN sanctions and was replaced by HMAS *Darwin* in June 1991. In October 1991 HMAS *Sydney* replaced *Darwin* and the area of Australian operations shifted to the Red Sea. Since then HMAS *Darwin*, *Melbourne*, *Sydney* and *Canberra* have continued their participation in MIF II.

UNSCOM — UN Special Commission [Iraq] (1991–1999)

In April 1991 UN Resolution 687 imposed a peace agreement and disarmament provisions on Iraq and established a UN Special Commission. The task of UNSCOM was to locate and supervise the destruction of Iraqi nuclear, chemical and biological weapon capabilities. Australia has committed between two and six ADF personnel and scientific experts, on three to six-month tours, to UNSCOM since late 1991 until 1998.

UNMOVIC — UN Monitoring, Verification and Inspection Commission (1999–present)

UNMOVIC replaced UNSCOM in December 1999. Several Australians have been trained and await deployment.

MINURSO — UN Mission for the Referendum in Western Sahara (1991–present)

The United Nations has been seeking a settlement in Western Sahara since the withdrawal of Spain in 1976. The Saharawi people have since fiercely resisted annexation by neighbouring Morocco. From 29 July to 12 August 1990 Australia deployed an officer to the Western Sahara to assist with the UN reconnaissance team in planning a peacekeeping mission. In September 1991, MINURSO was established to monitor the ceasefire and supervise a referendum on whether the Saharawi people wanted independence or incorporation with Morocco. Since the establishment of MINURSO, Australia has provided a communications unit of 45 personnel. The contingent was dispersed over four areas and operated in severely harsh climatic and environmental conditions. The Australian contingent was withdrawn in 1994 and at that time a referendum had still not been held. MINURSO continues its operations today identifying voters for the planned referendum.

Major Susan Felsche was killed on 21 June 1993 in an aircraft crash whilst on this mission.

UNTAC — UN Transitional Authority in Cambodia (1992–1993)

In March 1992 UNTAC was established under the 1991 Paris Agreements to supervise a ceasefire and general election in Cambodia. UNTAC absorbed UNAMIC and consisted of some 22,000 personnel from 32 countries. Australia's contribution to UNTAC increased to over 500 personnel comprising a 488 strong Force Communications Unit, 14 staff on HQ UNTAC and the Force Commander, Australia's Lieutenant General JM Sanderson AO. In May 1992 the AFP began contributing a 10 strong detachment to UNTAC to serve with the civil police component. The detachment served in Banteay Chhmar and Thma Pouk, some of the most lawless areas in the far northwest of Cambodia. Seven AEC personnel worked from mid-1992 to July 1993 in preparation for the general election. Between 18 May and 15 June 1993 a further 44 AEC staff worked in Cambodia to assist with the registration of voters, electoral education and conducting the general election which was held from 23–27 May 1993. UNTAC was disbanded in September 1993.

UNOSOM I — First UN Operation in Somalia (1992–1993)

In the early 1990s Somalia collapsed into clan warfare and then civil war. By 1992 the civil war had worsened and the country ceased to function as an organised nation. UNOSOM I was established in April 1992, after the Security Council adopted UN Resolution 751, to monitor a ceasefire in Mogadishu, the capital of Somalia, protect the delivery of humanitarian assistance and reconstitute Somalia as a functioning political, social and economic entity. Australia contributed a 30 strong ADF Movement Control Unit (MCU) in October 1992 and January 1993 to assist UNOSOM I with the influx of assigned forces. The total strength of the force of UNOSOM I was some 4,400 personnel.

UNITAF — Unified Task Force in Somalia (1992–1993)

UNITAF, though not a UN mission, was established under UN Resolution 794 in December 1992 as the situation in Somalia had overtaken the ability of UNOSOM I to quickly restore peace and stability. The first elements of UNITAF came ashore, on 9 December 1992, at Mogadishu without opposition with the ability to use force if needed to restore peace and assist in providing open and free passage of relief supplies and humanitarian aid. Participation from Australia was requested on 8 December and approved on 15 December 1992. Australia provided a 937 strong contingent with the advance party arriving in Somalia on 21 December. The contingent served in the Baidoa Humanitarian Relief Sector (HRS), a 17,000 square kilometre area in the southwest of Somalia. HMAS *Tobruk* provided support to the operation. UNITAF was a coalition working under the authority of the UN.

Lance Corporal Shannon McAliney was accidentally killed on 2 April 1993 whilst deployed.

UNPROFOR — UN Protection Force in Croatia, Bosnia-Herzegovina and Macedonia (1992–1995)

UNPROFOR was originally established in Croatia as an interim arrangement to create the conditions of peace and security needed to negotiate an overall settlement of the Yugoslav crisis. UNPROFOR was instituted in February 1992 with a mandate to ensure that the three "United Nations Protected Areas" (UNPAs) in Croatia were demilitarised and all people living in these areas were protected from the fear of armed attack. This mandate was increased to include monitoring functions in certain other areas of Croatia, control the movement of civilians, perform immigration and customs functions, deliver humanitarian relief in Bosnia-Herzegovina, assist the security and functioning of Sarajevo airport, protect UN personnel and preventive deployment in the Former Yugoslav Republic of Macedonia. Several Australians served with UNPROFOR as military observers and in liaison roles. On 31 March 1995, it was decided to restructure UNPROFOR, replacing it with three separate but interlinked peacekeeping operations.

ONUMOZ — UN Operation in Mozambique (1992–1995)

ONUMOZ was established in December 1992 to help implement the General Peace Agreement signed by the President of the Republic of Mozambique and the President of the Resistencia Nacional Mocambicana (RENAMO). The mandate of ONUMOZ was to facilitate the implementation of the Peace Agreement, monitor and verify the ceasefire, provide technical assistance and monitor the electoral process, provide security for vital infrastructure, disband private and irregular armed groups and coordinate and monitor humanitarian assistance operations. Up to 20 Australians served under ONUMOZ in 1994, including members of the AFP and in mine clearance roles. After the successful presidential and legislative elections and the installation of the President of Mozambique in late 1994, ONUMOZ's mandate came to an end and the mission was formally disbanded in January 1995.

UNOSOM II — Second UN Operation in Somalia (1993–1995)

UNOSOM II was established in March 1993 to "use all necessary means" to establish a secure environment for humanitarian relief operations in Somalia. UNITAF handed over to a reinforced UNOSOM II in early May 1993. The Australian contingent that had served with UNITAF served under UNOSOM II for 10 days before being withdrawn during mid to late May 1993. A small number of ADF personnel remained and joined HQ UNOSOM II. In May 1993 a senior AFP officer was redeployed from UNBRO in Thailand to Somalia to serve as the Senior Civil Police Adviser to the Commander UNOSOM II. UNOSOM II was withdrawn from Somalia in early March 1995.

UNAMIR — UN Assistance Mission in Rwanda (1993–1996)

UNAMIR was established in October 1993 to assist in ensuring the security of the capital of Kigali, monitor the ceasefire and establish demilitarised areas, monitor the security situation during the final period of the transitional Government's mandate leading up to elections, assist with mine-clearance and assist in the coordination of humanitarian assistance activities, and later the safety and security of civilians who sought refuge with UNAMIR. In 1994, a contingent of 308 Australians was deployed to UNAMIR to serve as medical personnel (115), infantry protection and support troops. UNAMIR also assisted in the establishment and training of a new national police force. UNAMIR was disbanded in March 1996.

SPPKF — South Pacific Peace-Keeping Force [Bougainville] (1994)

SPPKF was a coalition operation to support a political initiative by the Prime Minister of Papua New Guinea to bring about a peaceful resolution to the secessionist conflict on Bougainville. It was established in September 1994 to provide a secure environment and transport for the delegates attending the Bougainville Peace Conference in October 1994. The operation involved 645 Australian personnel (RAN, Army, RAAF), including the Force Commander, and personnel from New Zealand, Tonga, Vanuatu and Fiji.

MNF — Multinational Force [Haiti] (1994–1995)

In 1990, the UN observed Haiti's first democratic elections. The first democratically elected President, Jean Bertrand Aristide, (elected with 67 per cent of the vote) was overthrown in a military *coup d'etat* on 30 September 1991, forcing the President into exile. The UN mediated an agreement for the return of Haiti to a democracy. Haiti's military leaders did not comply with the agreement and in 1994 the Security Council authorised the formation of a multinational force to facilitate the leader's departure. After the MNF took control, the exiled President returned to Haiti in 1994. The Australian contingent serving with the MNF, from October 1994 until March 1995, consisted of 25 AFP officers, three Victorian Police officers and two Queensland Police officers. The UN formally took over from the MNF on 31 March 1995.

MINUGUA — UN Verification Mission in Guatemala (1997)

The peacekeeping mission within the larger civilian and humanitarian MINUGUA mission was established by the Security Council on 20 January 1997 to verify agreement on the definitive ceasefire between the Government of Guatemala and the Unidad Revolucionaria Nacional Guatemalteca (URNG), which was signed in Oslo on 4 December 1996. Verification functions under the Oslo agreement included observation of a formal cessation of hostilities, the separation of forces and the demobilisation of URNG combatants in assembly points specifically prepared for this purpose. Australia provided one military observer to serve with MINUGUA. MINUGUA was disbanded on 27 May 1997.

S-FOR — Stabilisation Force [Balkans] (1997–present)

At the London Conference on 4/5 December 1996 all parties signed up to a continuation of the international presence in Bosnia-Herzegovina. Following the passing of the mandate under UN Security Council Resolution 1088, the NATO-led Peace Implementation Force (IFOR) operation terminated on 20 December 1996, being replaced by the S-FOR. As at 1 January 1997, the deployment was planned for an 18-month duration with reviews every six months. Six ADF officers were attached to the British forces serving under S-FOR.

TMG — Truce Monitoring Group [Bougainville] (1997–1998)

Peace talks were held in Burnham, New Zealand in October 1997 to settle the long-running conflict between the Papua New Guinea government and the separatist Bougainville Revolutionary Army. A Truce Monitoring Group was deployed to Bougainville. Four AFP officers served with the TMG until its operations concluded in April 1998 and it was replaced with a Peace Monitoring Group.

PMG — Peace Monitoring Group [Bougainville] (1998–present)

The PMG was established in 1998 to replace the Truce Monitoring Group, observe the ceasefire and help bring peace to the island. About 250 Australian civilians and soldiers were initially deployed working as peace monitors. Currently there are 190 military personnel and 18 civilian monitors deployed. Two AFP police monitors were originally deployed on a 12 week rotational basis. The PMG operations in Bougainville are still continuing.

Lance Corporal Shawn Lewis was killed in a diving accident on 20 May 2000.

UNAMET — UN Assistance Mission to East Timor (June–October 1999)

In 1975 Indonesia invaded the Portuguese colony of East Timor. After almost a quarter-century of bloodshed in the territory, a new Indonesian government under President Habibie agreed to allow the East Timorese to vote on their future. UNAMET was established by Security Council Resolution 1246 on 11 June 1999 to organise and conduct the ballot in order to ascertain whether the East Timorese people accepted or rejected the proposed constitutional framework providing for a special autonomy for East Timor within the unitary Republic of Indonesia. Fifty members of the AFP served with UNAMET from June 1999. The role of civilian police in UNAMET was to advise members of the Indonesian police in the course of their duties and to escort ballot boxes after the vote. The ballot was conducted on 30 August 1999 and the East Timorese people voted strongly against autonomy under Indonesia and to begin a process of transition towards independence. In the wake of the ballot, much violence occurred, many East Timorese were killed and as many as 500,000 were displaced from their homes. About half left the territory, some by force.

INTERFET — International Force East Timor
(September 1999–February 2000)

In September 1999 the Security Council authorised INTERFET, headed by Australia, to restore peace and security in East Timor, protect and support UNAMET in carrying out its tasks and facilitate humanitarian assistance operations. About 5,500 Australian troops were sent to East Timor as part of Australia's contribution to the multinational force. Major General Peter Cosgrove commanded the force for five months until February 2000. Civilian police, including the AFP, carried out monitoring and advisory duties under INTERFET. At the beginning of operations, INTERFET airdropped supplies of food and medicine and protected convoys carrying aid workers, making sure supplies got to the East Timorese people.

One Australian soldier died from illness in January 2000.

UNTAET — UN Transitional Administration in East Timor
(October 1999–present)

UNTAET was established on 25 October 1999 under the Security Council's Resolution 1272. UNTAET's mandate is to provide security and maintain law and order throughout East Timor, establish an effective administration, assist in the development of civil and social services, ensure the coordination and delivery of humanitarian, rehabilitation and development assistance, support capacity-building for self government and assist in the establishment of conditions for sustainable development. The mission established its headquarters in Dili and began the deployment of personnel. The handover of military operations from INTERFET to UNTAET was completed on 28 February 2000. About 2,000 Australian troops remain in East Timor, under UNTAET, protecting the western border of the territory.

Corporal Stuart Jones was accidentally killed on 9 August 2000.

IPMT — International Peace Monitoring Team [Solomon Islands]
(November 2000–present)

IPMT was established as a result of the Townsville Accord. Currently there are 22 ADF personnel, 20 AFP officers and one ship for logistics support deployed.

Glossary of Peacekeeping Terms

ADF	Australian Defence Force
AFP	Australian Federal Police
Armed	A force or party equipped with weapons.
Ballot	A method of secret voting, normally in a written form.
Blue berets/helmets	Worn by United Nations forces and United Nations Military Observers.
Buffer zone	A zone established between belligerent or hostile parties — either between countries or parties within the same country.
Cantonment	A designated area in which military weapons can be carried without prosecution. However, if parties leave the area they must leave their weapons behind or face prosecution if apprehended outside the 'cantonment' carrying weapons.
Ceasefire	Cessation of hostile activities. A truce.
Civilian police monitoring	Civilian police may be deployed to a peacekeeping operation to monitor and uphold the rule of the law, uphold the rights of individuals and resolve incidents with the minimum use of force.
CMO	Chief Military Observer
Defusing a situation	A negotiation technique in which the negotiator or force succeeds in relieving the tension of a confrontation and defuses the situation without the use of force.
Demilitarised zone	An area between the forward line of the parties, into which they have agreed not to deploy military forces.
Demobilisation	The disbandment of an armed force.
Deterrent deployment	The deployment of a UN force to prevent a dispute escalating into armed confrontation. Generally, a stronger force is required than in a preventative deployment.
Disarmament	The removal of the means of defence or attack.
Disengagement	Breaking off action with the enemy.
Electoral observers	Electoral observers visit polling stations, observe the transport of ballot boxes and the counting process and prepare a post-referendum evaluation.
Electronic supervision	Or electronic surveillance. A method of observing an enemy's activities by use of electronic equipment ie cameras and sound and motion detectors.
Ethnic group	A group of people, racially or historically related, having a common and distinctive culture.
Guerrilla	A member of a small band of independent soldiers/fighters who attack the enemy generally in small surprise raids.

Humanitarian intervention	Mission undertaken within a humanitarian support and relief framework when UN enforcement operations are authorised to use force beyond self-defence — particularly in areas where there has been a breakdown in internal security.
Humanitarian operations	Can be emergency relief operations, assistance with the return of refugees, medical, dental, food, clothing, housing and engineering assistance.
Humanitarian relief	Delivery of goods and services (food, clothing and shelter) to alleviate pain, distress and oppression.
Human rights monitors	Ensure the need of every person to preserve his or her life, physical integrity and security under the relevant human rights standards.
Impartial	Unbiased, to treat all parties equally.
INTERFET	International Force East Timor, a non-United Nations force operated in accordance with UN resolutions to restore peace and security, protect UNAMET (see Table) and facilitate humanitarian operations.
Machete	A large heavy knife used for cutting bush, grass and trees.
Monitor/monitoring activities	To check, observe and/or record an operation without interfering with it.
Multi-dimensional missions	Combined civil-military operations that are mandated to fulfil a variety of tasks simultaneously. Tasks can be electoral, administrative, military, police, humanitarian or developmental.
Multinational force	A force provided by a number of nations.
NGO	Non-Government Organisation. Usually provides humanitarian aid.
Peace building	Is a set of strategies which aim to ensure that disputes, armed conflicts and major crises do not arise in the first place or if they do that they do not subsequently recur.
Peace enforcement	Is the coercive use of civil and military sanctions and collective security actions, by legitimate, international intervention forces to assist diplomatic efforts to restore peace between belligerent or hostile parties who may not consent to that intervention.
Peacekeeping	A non-coercive instrument of diplomacy where a legitimate international civil and/or military coalition is employed with the consent of the belligerent or hostile parties in an impartial, non-combatant manner to implement conflict resolution arrangements or assist humanitarian aid operations.
Peace maintenance strategies	Strategies designed to resolve or at least contain particular disputes or emerging threats and prevent them from escalating into armed conflict.
Peacemaking	Diplomatic action to bring hostile parties to a negotiated agreement through such peaceful means as those foreseen under Chapter VI of the UN Charter. "The parties to any such dispute… shall first of all seek a solution by negotiation, inquiry, mediation, conciliation, arbitration, judicial settlement… or other peaceful means."
Peace monitors	Role is to observe, check or record that peace is maintained.

Peace operations	Includes all types of operations designed to assist or support a diplomatic peace process.
Peace restoration strategies	Strategies to resolve a conflict after armed hostilities have begun. Impartial, but perhaps not neutral, limited force is used. Sometimes referred to as police actions.
Peace support operations	A term which covers peacekeeping, peace enforcement and preventive deployment. Can also involve the protection and delivery of humanitarian relief, enforcing sanctions, guaranteeing rights of passage as well as any other military, para-military or non-military action taken in support of a diplomatic peacemaking or preventive diplomacy process.
Preventive deployment	The deployment of a UN force — military, police or sometimes civilian — to prevent a dispute escalating into armed confrontation. Deployment of such a force can be either on one or two sides of a border at the request of two countries.
Preventive diplomacy	Action taken to: ◗ prevent disputes from developing between parties; ◗ prevent existing disputes from escalating into conflicts; and ◗ limit the expansion of conflicts when they occur.
RAAF	Royal Australian Air Force
RAN	Royal Australian Navy
RAR	Royal Australian Regiment (Army)
Repatriation	To bring/send back persons to their own country.
Refugee assistance	See Humanitarian operations and Humanitarian intervention
Sanctions	Actions by one or more countries towards another country or countries calculated to make it/them comply with legal obligations. Do not involve the threat or use of military force.
Separation of forces	Intervention force; area of separation; buffer zone
SGPO	Second Generation Peace operation
Surveillance	A systematic observation of airspace or surface areas by visual, aural, electronic, photographic or other means; or the systematic observation of a given area for patterns of activity of any kind, as opposed to more focused scouting or reconnaissance.
Terrorism	A method of resistance through deliberate acts of hostile and armed violence.
Transition Assistance Group	A group of personnel, military, civilian police or UN members, deployed to a country or countries with the approval of that country or countries, to assist with the transition, from warlike activities between belligerent or hostile parties to a peaceful resolution and long standing settlement.
UN	United Nations

UNAMET	UN Assistance Mission in East Timor. UNAMET was established to organise and conduct the consultation ballot held on 30 August 1999.
UNCIVPOL	UN Civilian Police
United Nations Military Observers (UNMOs)	Unarmed, neutral observers are used to monitor or mediate ceasefires, armistices or peace agreements.
UNPA	UN Protected Area
UNTAET	UN Transitional Administration in East Timor. UNTAET was established as an integrated, multi-dimensional peacekeeping operation, fully responsible for the administration of East Timor during its transition to independence.
Voter registration	To establish and prepare a list of citizens who are eligible to vote in a ballot.

Teacher Guide

Teachers should be aware that the role of Australia's servicemen and women in peacekeeping over more than 50 years is a continuation of the service and sacrifice exemplified by Australians in wars and conflicts since the Boer War (1899–1902). Australians have since served in two World Wars, the Korean War, Malayan Emergency, Indonesian Confrontation, Vietnam War and Gulf War. Through involvement in these wars and conflicts and involvement in numerous peacekeeping roles throughout the world since 1947, Australian servicemen and women have continued the fine tradition of service and sacrifice, have faced danger with courage and have helped shape our national identity.

Australian students should learn that Australia has had peacekeepers in more than 40 United Nations peacekeeping operations in over 50 years. These have ranged from cease-fire and monitoring operations, to clearing land mines and helping distribute food and aid. Some of these operations have seen Australian servicemen and women in the role of unarmed military observers in countries such as Indonesia in 1947, Korea in 1950, India and Pakistan (1950–85), Israel and neighbours (1956 to present) and Iran-Iraq in 1988 after major outbreaks of conflict. Australian service personnel also assisted the UN in operations in Zimbabwe and Namibia.

Since 1991 Australia has had over 2000 peacekeepers in Cambodia and Somalia, both countries suffering the effects of civil strife. The peacekeepers' work in these countries has included assisting in the provision of humanitarian aid and the repatriation of refugees. In 1994 Australians provided medical support in Rwanda in response to UN requests. In 1998, 250 Australian peacekeepers were sent to Bougainville, to monitor peace between the Papua New Guinean Government and the Bougainvillian Revolutionary Army.

In 1999 Australia commenced its most extensive peacekeeping operation in East Timor, where peace enforcement was required after the East Timorese people were threatened by militia and other anti-independence elements following the vote for independence. The UN Security Council created INTERFET, International Force East Timor, which operated in accordance with UN resolutions. This was a multinational force under Australian Major General Peter Cosgrove, who commanded the force for the first five months, with the role of restoring peace and security, and facilitating humanitarian assistance operations. About 5,500 Australian troops were sent to East Timor and helped to put an end to the violence. Approximately 2,000 Australians remain in East Timor to protect the western border region as part of the multinational force UNTAET, UN Transition Administration in East Timor.

Further information on Australian peacekeepers can be found at
www.defence.gov.au or
www.awm.gov.au/atwar/conflict_peacekeeping.htm

Both primary and secondary students are led, through the activities in this section, to consider peacekeeping under three main conceptual understandings. Activities are designed to explore the following questions:

Service

◗ Where have Australians served as peacekeepers?

◗ What have their various roles been?

◗ How extensive was the involvement?

◗ How significant was the involvement?

Sacrifice

◗ What was the level of risk/danger?

◗ How foreboding did the task seem?

◗ How difficult was it to live under the prevailing conditions?

National Identity

◗ How were Australians recognised?

◗ How has history recorded the contribution?

Primary School Activities

Guide to use of Primary School resource material

The following education materials are designed to guide teachers of students from pre-school to upper primary years. While they are based on learning outcomes associated with the National Curriculum Statement for SOSE, teachers in various states should readily be able to select tasks at an appropriate level for their students by comparing the level with their own state outcomes. All education material is designed for ease of photocopying. References to the CD-ROM refer to the CD-ROM *Images of Interfet* that is supplied as part of this education resource.

Activity suggestions for Towards Level 1 and for each of the subsequent five national curriculum stages (Level 1 to Level 5) have been provided for this section. There are also some suggestions suitable for Level 5 in the secondary section.

Peacekeepers

Educational activities suitable for younger students in Lower Primary.

Note that some of the activities might run over several sessions.

Activity 1 INTERPRETATIONS AND PERSPECTIVES

[Identifies aspects of ways of life valued and preserved by their own family or other family groups or communities]

Direct students to draw or write about the things that are important to them and their families. Ask them to share their thoughts with the whole class. Students are then directed to study a number of images of peacekeepers working in areas around the world through the CD-ROM. Students list or discuss all the things they can see in the picture which might make it difficult for the people in the picture to live the way they wish to live (eg. destruction of buildings; poverty; lack of facilities). Students then decide how the peacekeepers are contributing to helping the children to live happier or safer lives.

Activity 2 PEOPLE AND WORK

[Describes the ways in which people co-operate with and depend on one another in their work]

Direct students to view a number of images of peacekeepers in the field in various locations and work as a class to list the type of work that they are doing. Students discuss the degree of danger or risk to the peacekeepers working in the various parts of the world. Students classify the work of peacekeepers under appropriate headings to indicate low to high risk. Students illustrate peacekeepers working in each of these categories indicating the element of risk in the work. Students discuss or present their ideas to the class focusing on how the work of peacekeepers might be helping to improve the lives of the local community.

Activity 3 INVESTIGATION

[Selects, compares and categorises relevant information]

Students are shown an image of peacekeepers at work. Working in pairs one student is directed to write five interesting questions about what is happening in the picture. A partner then answers these questions to the best of that person's ability. Subsequently the questions and answers are shared with the class and information is clarified through discussion or teacher directed research. The image is then displayed in the classroom beside a poster containing some of the most interesting questions and answers generated from the image.

Activity 4 COMMUNICATION

[Expresses a personal view of the meaning of data]

Students view an image of peacekeepers working with a number of people in a community. Students discuss the work of the peacekeepers and what circumstances might have made this necessary. Each child or pair of students is asked to consider the thoughts and feelings of one character in the scene. Students alone or in pairs role-play to the class a possible series of events which have occurred in the life of the character which have led up to the scene depicted in the image.

Activity 5   Peacekeepers

1. Tick these people or things in picture 1:

- A soldier
- A woman
- A girl
- Antiseptic
- Sore leg
- Red cross
- Boots
- Feet
- Boys

2. Tick these people or things in picture 2:

- Soldier
- Helmet
- Boy
- Girl
- Small child
- Boots
- Rifle

3. Read the sentences below with your teacher, cut them out and paste them near picture 1 or picture 2.

The people are watching the soldier.

The people are happy to see the peacekeeper.

The little girl has a sore leg.

The soldier is carrying a small child.

4. Draw a picture of one of the peacekeepers in uniform. Look at pictures of peacekeepers carefully first.

Worksheet suitable for younger students in Lower Primary

Picture 1: East Timor. October, 1999. RAAF Flight Lieutenant Sandy Riley, Aero-Medical Evacuation (AME) co-ordinator with the 3rd Brigade Headquarters in Suai attending to a local child's wound. Flight Lieutenant Riley is assisting with the excess of patients outside a clinic run by locals.

Picture 2: East Timor. September, 1999. Corporal Allan Joyce walks with some of the local East Timorese children while INTERFET secures the city of Dili.

Activity 6   Peacekeepers

Worksheet suitable for younger students in Lower Primary

1. Draw a line to match each word
   with a part of the picture:

▶ Australian soldier

▶ Rifle

▶ Hat

▶ East Timorese girl

▶ Tree

▶ Jungle

▶ East Timorese man

▶ Drink bottle

▶ Boots

East Timor. Two Australian soldiers talk with a Timorese family.

2. Underline the sentences which
   could be true about the picture.

▶ The girls are at school.

▶ Two soldiers are talking to the
   local people.

▶ The soldiers are helping the
   local people.

▶ The soldiers are peacekeepers.

▶ The local people live in a house.

▶ The people need help.

3. Explain why you think these are true:

_____

_____

_____

4. Peacekeepers often do dangerous or risky work. Look at the picture.
   Draw all the things you can see which could help protect the soldiers.
   Think about weather, objects on the ground and hostile people.

5. Why do soldiers have patterns on their uniform?

_____

_____

Peacekeepers

Educational activities suitable for older students in Lower Primary.

Note that some of the activities might run over several sessions.

Activity 7 INTERPRETATIONS AND PERSPECTIVES

[Gives reasons why the local community and environment have changed and are likely to change]

Read or tell students briefly about events in East Timor from August 1999 until the arrival of INTERFET (for a brief overview see **www.defence.gov.au**). Students view a series of images of East Timor and discuss what might have taken place before the scenes depicted. Students focus on the role of the peacekeepers in restoring peace and safety to the lives of the citizens. Students select one image and draw what they imagine the scene might have been like before the violence and destruction which occurred after the UN sponsored vote for independence. Students discuss their drawings with the class.

Activity 8 PEOPLE AND WORK

[Describes how individuals and groups value different forms of work]

Peacekeepers perform a multitude of functions according to the assigned task. Run the slide show from the enclosed CD-ROM and ask students to try to see as many different tasks done by peacekeepers in East Timor as possible. Focus on machinery and transport as well as roles involving interaction with local people. Students may wish to see the images a second time after an initial discussion, which should improve their ability to observe more detail. Decide on which tasks carry the greatest risk.

Activity 9 UNDERSTANDING THE PAST

[Describes periods of time in the local area]

Show students a series of images of peacekeepers interacting with local people. Ask students to list words which describe how the people may be feeling. Students then work in groups to re-enact a possible scenario which depicts an understanding of events in the recent past which have led to the scene depicted in the image.

Activity 10 MANAGEMENT AND ENTERPRISE

[Describes ways in which innovation and enterprise affect people and the environment]

View images from the CD-ROM and discuss the equipment that peacekeepers need to use in carrying out their work. Select a number of items, for example trucks, rifles, army tanks, aircraft. Students should illustrate these items and then list both the advantages and the risks associated with the use of these items.

Peacekeepers

Educational activities suitable for younger students in Upper Primary.

Note that some of the activities might run over several sessions.

Activity 11 UNDERSTANDING THE PAST

[Describes achievements of selected people and groups]

Students view slide show on the CD-ROM. In groups, students brainstorm the type of work done by peacekeepers in various missions around the world. As a class share ideas and come to some conclusion about the need for this work and the value of the work to the people who live in the countries.

Activity 12 TIME, CONTINUITY AND CHANGE

[Constructs a sequence of some major periods and events]

Teacher uses history section of the CD-ROM menu to construct a series of cards which contain the names of key events or dates in the development and work of INTERFET. Students listen to a story of the events in East Timor (see **www.defence.gov.au** for details) and then place cards in an appropriate order or sequence.

Activity 13 PEOPLE AND WORK

[Identify examples of work that require special equipment, clothing, materials and behaviour]

View a number of images of peacekeepers working in various fields using heavy equipment. Students decide on categories for equipment, for example transport, heavy artillery, earth moving, excavation, etc. Students draw pictures of various examples of equipment used by peacekeepers and write a sentence about how and why this equipment might need to be used. Students consider elements of danger involved in operating this equipment. Discuss responses and display work.

Activity 14 INVESTIGATION

[Analyse the values implied in sources of information and the interests being served]

Students work in small groups each with a different image of peacekeepers at work or of people who live in regions where peacekeepers are working. Students must interpret the feelings of the people in the image and establish the extent to which peacekeepers are helping to improve their lives. This could be followed by a time of sharing ideas. Alternatively students could write creatively from the viewpoint of a person in the photo. Students read their work to the class and discuss.

Activity 15 COMMUNICATION

[Translates information from one form to another]

Students work in pairs with a given image. One student constructs a series of questions about the picture which the other student must attempt to answer. Students share their questions and answers with the class and discuss.

Activity 16   Peacekeepers

Worksheet suitable for older students in Lower Primary

1. List 6 interesting things in this picture.

_____

_____

_____

_____

_____

East Timor. December, 1999. Two Australian soldiers hand out Christmas presents to local Timorese children.

Study the picture and write answers to the following questions. Then discuss your answers with the class:

2. What are the soldiers doing?

_____

3. What are the children holding?

_____

4. Why is the soldier wearing a red santa hat?

_____

5. How are the children feeling?

_____

6. Where has this photograph been taken? Why do you think the soldiers and children are here?

_____

_____

_____

_____

_____

7. How would the children in this picture describe the peacekeepers? List some words below. Discuss your ideas with the class.

_____

_____

_____

Peacekeepers

Educational activities suitable for students in Upper Primary.

Note that some of the activities might run over several sessions.

Activity 17 TIME AND CHANGE

[Constructs a sequence of some major periods and events]

Use the History section from the menu of the CD-ROM and discuss with students the sequence of events which led to the deployment of INTERFET. Key events are written on a board as a reminder. Students are directed to construct a time-line which depicts the past 25 years evenly spaced. They then attempt to place key events accurately on the time-line.

Activity 18 PEOPLE AND WORK

Explain to students that peacekeeping is a broad term which covers a range of work in areas where there has been war or civil disturbance (see Teacher Guide and *Table of Australian Participation in Multinational Peacekeeping Operations*). Make a simple summary of the main types of peacekeeping. Students research the work of Australian forces in a selection of peacekeeping areas (**www.defence.gov.au**) and decide how the work can be classified.

Students use the above material and list the possible dangers associated with each type of work for the peacekeepers.

Activity 19 INVESTIGATION

[Identifies the types of data and sources required by a task and decides how they will be used to gain information]

Direct students to view a range of photographs of peacekeepers in various locations around the world. Students discuss in detail the information which can be ascertained from one image: climate; geography; potential dangers; the nature of the work; people's feelings; events which have occurred; the type of people in the region; etc. Students write or discuss at least 10 interesting pieces of information as a result of the discussion. Students then work alone or in pairs with one or more images to make detailed written observations. Students discuss their observations with the whole class.

Use a geographical world map and establish climate and geography in places in the world where there have been Australian peacekeepers. Discuss the implications of these facts for working in these areas.

Activity 20 COMMUNICATION

[Translates information from one form to another]

Play the first 15 minutes (or whatever seems appropriate) of the speech by the Hon John Howard, Prime Minister, MP, to the House of Representatives on the CD-ROM. Students listen to the information and write down key words. Construct a list of key words identified by students. Using this list, students will summarise in sentences the main points made in that part of the speech.

Activity 21   Peacekeepers

Look carefully at the photo of the British Rover damaged from striking a mine and read the caption below. Note that Rhodesia is now called Zimbabwe.

AWM P01940.003

Southern Rhodesia. c. 1980. British Rover equipped with mine protection gear shows extensive damage from striking a mine. There were no casualties. The event was part of a peacekeeping operation by a contingent of 1300 men, including 150 Australians, sent to monitor elections.

1. Why do you think 150 Australians were among 1300 men sent to monitor elections in Southern Rhodesia?

2. Where in the world would you expect to find this country? Can you find it on the map on page 85?

3. What might have happened in this country to require a United Nations force to monitor elections?

4. What dangers face the soldiers in doing this work?

Activity 22

Look carefully at the photo of a line of handlers and their dogs used in mine detection operations in Afghanistan/Pakistan and read the caption underneath it.

Peshawar, Afghanistan. June 1992. A line of handlers and their dogs used in mine detection operations involving the United Nations Mine Clearance Training Team — Afghanistan/Pakistan (UNMCTT).

1. What are the soldiers doing?

2. Why might this work be necessary?

3. What are the dangers of the work?

4. What problems and dangers might be associated with undiscovered mines?

Activity 23

Mogadishu, Somalia. March 1993. A female member of the Military Police with a Steyr F88 rifle in the field. She is serving with the Australian contingent to the Unified Task Force in Somalia (UNITAF).

Look at the photo of a member of the Military Police in Somalia. Read the caption carefully. Decide whether the following statements are true, false or unable to be determined from looking at the picture. You may like to research your answers.

1. Both men and women serve in the Australian Defence Force.

2. Somalia is a dry region.

3. Women cannot do dangerous work.

4. Both men and women service personnel wear the same uniform.

5. Peacekeepers cannot carry weapons.

6. Peacekeepers can only use weapons in self-defence.

Secondary School Activities

Guide to use of Secondary School resource material

The following education materials are designed to guide teachers of lower secondary to upper secondary years. While they are based on learning outcomes associated with the National Curriculum Statement for SOSE, teachers in various states should readily be able to select tasks at an appropriate level for their students by comparing the level with their own state outcomes. All education material is designed for ease of photocopying.

Activity suggestions for the national curriculum stages Level 5 to Level 8 and beyond to various state finishing examinations/assessments have been provided. There is some crossover in the curriculum and in some states Level 5 may be suitable for upper primary as well.

Student Information

Introduction to peacekeeping

Have you ever had a disagreement with a friend or a classmate at school? Maybe it started between the two of you at lunch or in the schoolyard. At first, you yelled at each other. Later, you may have even pushed and shoved each other. Perhaps a few of your classmates thought you were right and took your side. Other students got involved and took the other side. Suddenly, the situation had grown from a simple disagreement between two people to a major conflict.

When tempers are flaring and people are angry, it is almost impossible to work things out unless some calmer heads step in to sort things out and re-establish order. In school, the peacekeeper may be a friend, a teacher or an older classmate; at home, it may be a brother or sister, a parent or relative. No matter who it is, the goal is always the same: keep the fighting parties away from each other, settle things down, investigate the facts and try to work out a solution to the problem that everybody can live with.

What happens in schoolyards can also occur between nations

Since World War II, governments in many countries have increasingly turned to the United Nations (UN) to deal with conflicts that have flared up in many regions. UN peacekeeping in the early years typically involved primarily military tasks such as monitoring ceasefires, separating hostile forces and maintaining buffer zones. However, in recent times civilian police officers, electoral observers, human rights monitors and other civilians have joined military peacekeepers as the range of peacekeeping activities has widened. These activities have come to include helping to provide food, water and temporary shelter for victims, clearing landmines, training local civilian police and supervising elections.

UN peacekeepers, however, cannot impose peace where there is no peace to keep. The parties to a conflict must be committed to solving their differences peacefully. If this is the case, a UN peacekeeping operation can be a starting point.

How much peacekeeping has there been since WWII?

Since 1947, there have been 49 UN peacekeeping operations. Of these, 36 have occurred between 1988 and 1998. Over 750,000 military and civilian police personnel and other civilians from more than 110 countries have served in UN peacekeeping operations. Up to the end of August, 1998 1,581 multinational peacekeepers had died whilst serving in these missions.

Who is in charge?

The Security Council of the UN creates and defines peacekeeping missions. Each of the five permanent Council members — China, France, the Russian Federation, the United Kingdom and the United States — can veto any decision on peacekeeping operations. All member states share the responsibility for the maintenance of international peace and security. Military and civilian police personnel in peacekeeping operations remain members of their own national forces but serve under the operational command of the UN.

How much does it cost?

The UN estimated peacekeeping budget for July 1997 — June 1998 was approximately $1 billion. This has declined from about $3 billion in 1995 when peacekeeping in the former Yugoslavia was a major operation.

Activity 1

Questions — based on the sections on Australian participation in multinational peacekeeping operations pages 17–37.

1. Identify 3 countries or regions where Australia has been involved in peacekeeping more than once.

2. How has Australia become involved in most of the missions indicated on the table — through the UN, Commonwealth ties or other?

3. Why do you think the 'number of Australians involved', generally, has been small?

4. Why has Australia been so involved in so many locations over this period of time?

5. Where has the RAAF been involved?

6. Where has the RAN been involved?

7. Identify 3 operations which have continued over several decades.

8. Mark on the world map on (see page 85) regions of Australian involvement. What regions has Australia been involved in the most? What does this suggest?

Peacekeepers

Educational activities suitable for students in Upper Primary/Junior Secondary.

Note that some of the activities might run over several sessions.

Activity 2 UNDERSTANDING THE PAST

[Describes the significant ideas, people or events that have contributed to Australian identity]

Direct students to determine characteristics of Australian Defence Force personnel who have worked as peacekeepers. Listen to part of the speech to the House of Representatives by the Hon John Howard, Prime Minister, MP, and the Hon Kim Beazley, Leader of the Opposition, MP, on the CD-ROM. Decide from what they say what dangers and ordeals faced the peacekeepers in their work in East Timor. What words do the two leaders use to describe the characteristics and qualities of the serving forces? View the slide show on the CD-ROM depicting other peacekeeping operations. Write a description of the characteristics displayed by Australian forces serving as peacekeepers in various locations. Students share or display their responses.

Activity 3 UNDERSTANDING THE PAST

[Identify achievements of women in Australian history]

Search for images of women working as peacekeepers in East Timor. Research photographs of women working as peacekeepers in Cambodia. Students discuss the work of the female soldiers and debate whether it is possible for women and men to do the same work whilst peacekeeping. Students research the history of women in the armed forces, with special interest on women as peacekeepers.

Activity 4 INVESTIGATION

[Recognises significant issues in an area of investigation and selects suitable ways of investigation them]

Students are given an overview of the major peacekeeping work performed by Australian Defence Force personnel over the past 50 years and how various peacekeeping roles are classified (see Teacher Guide or **www.defence.gov.au**). Using this information students work in pairs or small groups to draw up a table in four columns with headings: Location of the mission; Classification of the peacekeeping role; Work done by Australians; Dangers and other ordeals associated with the work. Students use images provided to establish information and complete the task.

Students locate places on the world map (see page 85).

Activity 5 PERSONAL, GROUP AND CULTURAL IDENTITY

[Examines how gender, race and socio-economic status influence an individual's identity]

View the images in the slide show from the CD-ROM and other sources which show Australian Defence Force personnel interacting with people from the local area. Discuss what these images communicate about the relationship between the two groups and decide what factors determine that relationship. Encourage students to explore such ideas as fear, respect, dependence and co-operation.

Activity 6   Peacekeeping

Look carefully at the photo of an Australian 'sapper' who is showing a Claymore anti-personnel mine. A sapper is a soldier who belongs to an Engineer Corps.

Find Siem Reap Province in Cambodia in an atlas at school.

AWM P01749.015

Siem Reap Province, Cambodia. December 1992. A Claymore anti-personnel charge placed in the bottom of a crater that remained after a controlled explosion of recovered mines. After being rendered safe, mines and other recovered explosions were taken to a central safe point and detonated. The resulting crater formed an ideal site for subsequent detonations. Australian sappers attached to the United Nations Training Authority in Cambodia (UNTAC) were posted to Mine Clearance Training Units (MCTU) and gave courses in land mine identification, minefield marking and mine clearance to the local people.

1. What is a sapper?

_____

_____

_____

_____

2. What dangers do sappers face in carrying out their work?

_____

_____

_____

_____

3. What do you think a Claymore anti-personnel mine is?

_____

_____

_____

_____

Use a mega search engine on the internet and look for sites that target land mines. Use information you have found to answer the questions below.

4. What does a land mine look like?

_____

_____

_____

_____

5. What are the dangers associated with undiscovered mines?

_____

_____

_____

_____

6. What happens if you trip over or stand on a land mine?

_____

_____

_____

_____

7. Why are Australians good at detecting land mines?

_____

_____

_____

_____

8. Using the sections on Australian participation in multinational peacekeeping operations on pages 17–37 find the areas where Australian have had to deal with land mines.

On the map of the world, locate these places (see page 85).

Activity 7

In Iraq the four medical crews from the UN treated the Iraqis for some of the conditions listed below.

◗ dehydration
◗ diarrhoea
◗ malnutrition
◗ skin infections
◗ scabies

Iraq. June 1991. Major Jon Hodge, Senior Medical Officer, is one of 75 Australian Army members who served in the Australian contingent for Operation Habitat. This operation was part of a multinational humanitarian relief mission aimed at helping to ease the suffering of Kurds who had been driven from their homes by Iraqis. Four of the Australian Army medical teams used their vehicles for 'tailgate clinics', providing medical and other health care travelling from community to community in the Gir-i-Pit region, north of the city Dahuk.

1. Use a dictionary to find out what these conditions are.

◗ dehydration

◗ diarrhoea

◗ malnutrition

◗ skin infections

◗ scabies

2. How were the Iraqis treated for these conditions?

3. How did the Iraqis become exposed to these problems?

4. What were these "tailgate clinics"?

Activity 8

These photos show two different aspects of a peacekeeping mission.

Somalia. May 1993. Two soldiers inoculating Somali children at an outdoor immunisation clinic run by 1st Battalion, The Royal Australian Contingent (1RAR). They are serving with the Australian contingent to the Unified Task Force in Somalia (UNITAF).

Somalia. March 1993. Members of 'D' Company 1st Battalion, The Royal Australian Regiment (1RAR), pushing a Somali bandit towards an Army truck. The soldiers are serving with the Australian contingent to the Unified Task Force in Somalia (UNITAF). The prisoner, who wears brightly patterned clothing, has had his wrists tied and a cloth wrapped around his head as a blindfold.

1. What do you think these two aspects are?

2. Why is each one necessary?

Activity 9

These are two scenes in Lebanon in 1986.

Lebanon. October 1986. The demolished ruins of an orange Volvo lie twisted and burned after the car was hit by a 120mm mortar.

AWM P02113.021

Lebanon. October 1986. A collapsed United Nations (UN) Observation Post (OP) 6-4B, A Company, damaged by an Israeli bomb attack. Even though one side of the building is in ruins, there were no serious casualties from this Israeli raid. OPs such as this were used by Observer Group Lebanon (OGL) to monitor and report violations of the Israel/Lebanon Armistice Agreement.

AWM P02113.007

1. What do these photos suggest are reasons for a peacekeeping mission being necessary?

Activity 10

Sinai, Egypt. 1984. Three RAAF UH-1H Iroquois helicopters in flight over the Sinai Desert. Note how the two helicopters in the foreground are fitted with deflectors in the engine exhausts as counter measures against heat seeking missiles.

1. What particular uses do you think a helicopter would have on a peacekeeping mission?

Iraq. June 1991. Army Medical Officer Captain Tam Tran, of Queensland, provides medical care to a young Kurdish boy in Iraq. Captain Tran was able to identify with the many Kurds who had fled their homes to escape the Iraqi Army, as she had migrated to Australia from Vietnam as an 11 year old refugee.

2. What is the Army Medical Officer doing?

3. What difficulties do you think the medical/nursing staff would face on a peacekeeping mission?

Activity 11

This is a photo of the Teamsite for UN troops in Mijek, Western Sahara.

1. Can you identify and label the buildings in the camp?

Mijek, Western Sahara. August 1992. Aerial view of the United Nations (UN) Teamsite, the words UN Mijek can be seen spelt out on the ground. The sites are Weather-Haven camps, consisting of white plastic drawn over a steel frame with a prefabricated wood and linoleum floor. On the left are the containers which these sites came in, used as windbreaks. In the top centre and top right are store huts. The smallest of these (top right) is the office for the logistician. The two large white buildings in the foreground house the recreation area, kitchen and pantry (left) and the accommodation, broken down into individual rooms (right). The row of white buildings behind these are the showers and laundry (left) and more accommodation (right). The third, smallest, building behind the accommodation buildings on the right is the operations room where the radio room and the commanding officer's office is located. The silver shed (front left hand corner) houses two generators to power the camp.

AWM P02109.015

2. The buildings are made up of what materials?

_____

_____

_____

3. Look in an atlas and locate a weather map for the Sahara. What are the average temperatures for summer and winter?

_____

_____

_____

4. How comfortable would these camps be?

_____

_____

_____

5. Where do you think the water
   source for this camp is located?

   _____

   _____

   _____

6. Find out how the water is brought
   into the camp.

   _____

   _____

   _____

7. How often do you think you could
   have a shower?

   _____

   _____

   _____

Activity 12

Did you watch the Christmas concert performed in Dili, East Timor in December, 1999?

See if you can find someone who taped the program.

Dili, East Timor. December, 1999. John Farnham sings at the 'Tour of Duty' concert put on at Christmas time for the Australian soldiers and local Timorese.

1. Why was it so exciting for people watching it from Australia?

2. Who performed in the concert?

3. Did John Farnham look hot?

4. What would the temperature have been?

5. What would the humidity have been?

6. What were some of the songs and music played?

Activity 13

Load the CD-ROM
Images of INTERFET.

◗ select Menu
◗ video
◗ then RAR Cooks
◗ watch the video
◗ read the statements and answer the questions that follow.

As seen in the video, fresh rations are prepared on base camp and the diet is varied. When soldiers are in the field they are issued combat rations, also called 'hard rations'.

Look at the combat ration list and instructions on the next two pages.

1. How many people is the ration pack for?

_____

2. List the food items you don't like.

_____

_____

_____

3. Why is it desirable to eat all the food provided each day?

_____

_____

_____

4. Condensed milk has been used by the Australian Army since World War I. Why?

_____

_____

_____

Troops are issued with 10 sheets of toilet paper per day per person.

5. Pull off the amount of toilet paper you normally use and count the sheets. How many sheets of toilet paper do you use every time you go to the toilet?

_____

COMBAT RATION (ONE MAN)

CONTENTS AND INSTRUCTION SHEET

This Ration Pack is available in five menus - A, B, C, D, and E.
The contents of each menu differ to extent shown in the following list.
On occasions, due to unavoidable circumstances, menus may have items substituted from other menus

A

Item	Qty
Beef Minced with Spaghetti	1 x 225g
Jam, Peach	1 x 26g
Beef & Vegetables	1 x 225g
Soya Sauce	1 x 10g
Rice Freeze Dried	1 x 55g
Peaches	1 x 140g
Biscuits - Jam Sandwich	1 x 45g
Shortbread	1 x 35g
Beverage Base Powder - Orange	1 x 12g
Lime	1 x 12g
Soup Pwd - French Onion	1 x 10g
Muesli Bar - Tropical Fruits	1 x 32g
Apricot & Coconut	1 x 32g

B

Item	Qty
Spaghetti & Meatballs	1 x 235g
Jam, Plum	1 x 26g
Beef Kai Si Ming	1 x 225g
Soya Sauce	1 x 10g
Rice Freeze Dried	1 x 55g
Peaches	1 x 140g
Biscuits - ANZAC	1 x 45g
Shortbread	1 x 35g
Beverage Base Powder - Lemon	1 x 12g
Tropical	1 x 12g
Soup Powder - Pea and Ham	1 x 10g
Muesli Bar - Forest Fruits	1 x 32g
Apricot & Coconut	1 x 32g

C

Item	Qty
Sausages, Tomato & Onion	1 x 230g
Jam, Raspberry	1 x 26g
Beef with Gravy	1 x 225g
Mustard	1 x 3.5g
Noodles, Chicken	1 x 55g
Pears	1 x 140g
Biscuits - ANZAC	1 x 35g
Scotch Finger	1 x 35g
Beverage Base Powder - Lime	1 x 12g
Orange	1 x 12g
Soup Powder - Beef	1 x 10g
Muesli Bar - Forest Fruits	1 x 32g
Apricot & Coconut	1 x 32g

D

Item	Qty
Beef Minced with Tortellini	1 x 225g
Jam, Apricot	1 x 26g
Sausage & Vegetables	1 x 225g
Mustard	1 x 3.5g
Noodles, Beef	1 x 37g
Two Fruits	1 x 140g
Biscuits - Jam Sandwich	1 x 45g
Scotch Finger	1 x 35g
Beverage Ease Powder - Orange	1 x 12g
Tropical	1 x 12g
Soup Powder - Chicken	1 x 10g
Muesli Bar - Tropical Fruits	1 x 32g
Forest Fruits	1 x 32g

E

Item	Qty
Baked Beans	1 x 225g
Chocolate Ration	1 x 50g
Jam, Blackberry	1 x 26g
Chicken, Pasta & Vegs	1 x 225g
Chilli Sauce	1 x 10g
Potato & Onion Powder	1 x 50g
Two Fruits	1 x 140g
Biscuits - Gingernut	1 x 50g
Shortbread	1 x 35g
Beverage Base Powder - Tropical	1 x 12g
Lemon	1 x 12g
Soup Powder - Tomato	1 x 10g
Muesli Bar - Tropical Fruits	1 x 32g
Apricot & Coconut	1 x 32g

The following items are common to all menus :

Item	Qty	Item	Qty	Item	Qty
Biscuit Crispbread	1 x 30g	Vegetable Extract	1 x 15g	Curry Powder	1 x 3.5g
Cheese	1 x 56g	Sugar	10 x 7g	Matches, Waterproof	1 x box
Chocolate Ration	1 x 50g	Tea Bags	2 x Nos	Can Opener	1 x no.s
Sweetened Condensed Milk	1 x 85g	Instant Coffee	2 x 3.5 g	Rubber Band	3 x no.s
Chewing Gum	4 x Pellet	Chocolate, Drink Powder	1 x 20g	Toilet Paper	1 x 10 sheets
Candy Chocolate	1 x 60g	Salt	1 x 2g	Pad Scouring with Soap	1 x no.s
Candy Hard	2 x 30g	Pepper	1 x 2g	Bag Plastic, Inner Sundry	1 x no.s
ANZAC Bar	1 x 32g	Tabasco Sauce	1 x 3g	Chilli Sauce	1 x 10g

INFORMATION FOR USERS - CR1M

GENERAL

The CR1M consists of two main meals, a midday snack and a number of sundry items. It is suggested that the two main components be used for breakfast and evening meals, and that the muesli bar and sweet biscuits be used for the midday snack. The CR1M has been designed to ensure that you receive enough food and vitamins each day, therefore it is desirable that all food in the pack is eaten.

The vegetable extract may be used as a spread on biscuits, as a flavouring to some of the meat dishes or added to noodles.

After a few months in a tropical climate the condensed milk may become thicker and brownish in appearance, but it safe to eat and may be consumed without fear of any ill effects.

Chocolate may develop a light coloured film on the surface. It is still safe to eat. By dissolving the chocolate in sterilised hot water a chocolate drink can be made.

WATER STERILISATION

All water supplies must be regarded as contaminated unless medically cleared. If the water is dirty or cloudy, first filter using the Millbank Individual Filter. Once filtered, add the water sterilisation tablets and follow the directions on the tablets package. Wait 5 minutes and shake well, wait an additional 30 minutes so bacteria are killed before drinking or using to prepare food or beverage. Water may also be sterilised by boiling for a minimum of 5 minutes.

The beverage base powder, (Cottees Trek) has water sterilisation properties but should only be relied upon in the case of EMERGENCY. If used allow 90 minutes after addition before drinking.

AVOID FOOD POISONING

Do not open more containers of perishable food than are necessary for a meal. Any uneaten opened perishable food must be consumed or must be chilled immediately to avoid food poisoning. If either of these requirements can not take place refer to the disposal of litter paragraph.

AVOID DEHYDRATION

It is essential that you drink plenty of water. Heat and exercise cause dehydration and loss of thirst. You should drink plenty of water if you are sweating heavily, even if you don't feel thirsty. Drink enough water to keep your urine clear.

SALT INTAKE

Extra salt may be needed if working hard in hot environments / or during periods of heat acclimatisation when your salt losses are much greater. When required the extra salt should be taken dissolved in drinking water (not more than one (1) sachet for seven (7) litres of water), or sprinkled on food.

Do not take extra salt unless you drink plenty of water. It is harmful to take extra salt without extra water.

COLOURED TAGS

Different coloured paper tags are contained in all ration packs. The coloured paper tags have been included as a quality control measure during packaging. The tags are useful in the field as markers and model items. Please dispose of in a thoughtful manner.

DISPOSAL OF LITTER

There is packaging litter in each CR1M, which may give intelligence to the enemy if discarded. Dispose all litter in a thoughtful manner with consideration for the environment.

LABELLING INFORMATION

Nutritional and use-by information is available from the Senior Inspector Foodstuffs.

IMPROVEMENTS

Any suggestions regarding improvements to ration packs should be directed to:-

SENIOR INSPECTOR FOODSTUFFS, ADF CATERING SECTION, AEMA,
GPO BOX 519J, MELBOURNE, VIC, 3001

Activity 14

Look at the United Nations flag below and identify the symbols on it.

Elements:

◗ Map of the world
◗ Laurel wreaths

AWM REL13002

What do the elements mean and why were they chosen?

1. Map of the world

_____

_____

_____

_____

2. Laurel wreaths

_____

_____

_____

Activity 15

Educational activities suitable for students in Mid to Upper Secondary.

Letter home to Australia in 1993

The following letter is from Sergeant B A Gibbs who served with UNOSOM in Somalia. Sometimes letters home do not tell the whole truth because relatives would get upset. Pretend that you are a soldier writing a report about what is actually happening in Somalia whilst you are there.

Look up references in the library and see if you can find pictures of Mogadishu.

Mogadishu is a dirty smelly place. Rubbish lies rotting throughout the streets. The dead are buried in shallow graves in what appears to have once been a large park. Refugees from rural areas live in crude shelters made of plastic, cardboard, and tree branches. Villages of these shelters appear in parks and school grounds. Most buildings have been destroyed by gunfire or by looters and scavengers. The relatively untouched buildings have been taken over for use by organisations such as UNOSOM, UNICEF, World Food Programme and the Red Cross. There has been very little attempt made to repair any damage. The Somalis seem unconcerned that their city is in ruins.

Our rations are supplied by the Norwegians. Breakfast is usually porridge and cereal, raw fish, tinned fish, cheese, smoked meat and bread and jam. Lunch is the same as breakfast but without the porridge and cereal. Dinner is usually fish.

Activity 16

Study all aspects of the History of INTERFET from the CD-ROM *Images of INTERFET.*

1. Compare images which give some insight into the life of the people of East Timor before the post election destruction as well as those which illustrate the destruction. List some of your findings.

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_____

_____

2. Using the above information write several entries in diary form, from the viewpoint of a child living in East Timor, from the time of the UN sponsored election to the arrival of INTERFET. How would you make your diary look more realistic?

_____

_____

_____

_____

_____

Activity 17

Examine images of peacekeepers and decide on the types of expertise needed by various members of the Australian Defence Force to perform these various roles. Represent the work in a chart and decide on the appropriate training required. Some examples are given below. Can you think of many more?

Area of Expertise/ Work	Type of training/practice needed
Driving/operating tanks	Mechanical knowledge/time spent learning to operate the equipment
Mine detection	Training in mine recognition/training in understanding how to use equipment for detection and rendering harmless
Medical	Training in first aid/traumatic injuries

Activity 18

1. View the slide show from the CD-ROM. List or draw as many types of transport as you can see in these images.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

2. Consider each type of transport carefully and write a paragraph for each commenting on where and when such transport is used; what factors determine its use; possible dangers associated with the transport; and issues associated with maintenance and running.

_____

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_____

Activity 19

1. Write about your understanding of the difference between peacekeeping and peace enforcement. Decide which term can be used to best describe the work of Australian Defence Force personnel in Cambodia, Bougainville and East Timor. Comment on the challenges and dangers associated with each of these operations.

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. List on the table at least 10 places in the world where Australians have worked as peacekeepers. Research the information to complete the columns.

Location	Nature of the peacekeeping operation	Those who might benefit from it
Indonesia		
Pakistan/Afghanistan		

Activity 20

Constructing a Chart

This activity should be carried out after some background reading and gaining a familiarity with some of the terms involved in describing various missions.

There are many reasons why conflict occurs in various regions and countries. These include border disputes, ethnic rivalries and control of natural resources. On your own or with a partner, brainstorm additional sources of conflict within or between countries. Create a chart showing the various possible sources of conflict and identify the best type of peacekeeping mission to solve them and why, eg separation of forces; civilian police monitoring; election supervision; refugee assistance; humanitarian relief; or a combination of these.

Example of a chart

Reasons for conflict	Appropriate peacekeeping mission	Why?

Activity 21

Creating a Script/Role Play

Once people start fighting and using physical force, it is very difficult to stop them through peaceful means. Work with two other students and create a script or role play which demonstrates how you could use the power of persuasion to defuse a potentially violent situation. Such a situation, for example, could be a clash of views between two significant ethnic groups of people within a country. One group, smaller in number, happens to be dominant in the government and economy of that country and so is seen to be in control of the country's affairs. The other more numerous group, generally, sees itself as excluded from a role in government and simply as the labour force for the smaller group. Growing tension between the two groups and the potential for violence have resulted. There is a need to get people talking about the situation and to work towards a peaceful solution. You and your colleagues are members of a negotiating team sent to this country to guide people towards a settlement. How would you get words leading to peace to be more powerful than guns? The actual setting could be yourselves and representatives of the two groups sitting around a conference table.

Activity 22

Contributing to a Publicity Campaign

A country is facing its first national election of a representative assembly/government following a period of armed conflict (examples — *Namibia* 1989–90 and *Cambodia* 1992–93). You are an Australian volunteer in a UN Transition Assistance Group whose overall responsibility is to supervise the national election. Your particular job is to publicise the approaching election and to encourage people to register to vote on election day.

Contribute to a publicity campaign. Your particular contribution could be a radio program (a possible script at least which could be read to air) or a poster which graphically promotes the need to register/vote or an information sheet or circular which provides basic information clearly set out including the date of the election, eligibility to vote, the period of registration and where to register.

Phnom Penh, Cambodia. Billboard titled 'Register to vote' encouraging Cambodians to register themselves for voting. The character at the bottom is saying 'If you don't register you will not be able to vote (at all) at the election this (coming) year'. A Cambodian family is depicted proudly showing off their cards in front of a polling booth. An amputee with a crutch is also portrayed in the background.

AWM P03258.284

Activity 23

Debate

'That Australia's peacekeeping involvement in future should be limited to immediately neighbouring areas.'

Activity 24

Research

Research one of Australia's peacekeeping involvements shown in the table and summary on pages 17–37. Produce a report on the overall operation and Australia's part in it. Include your own conclusions on the mission and Australia's part.

The report could include:

◗ Identification of the mission
◗ A map of its location
◗ Background of the mission and Australia's involvement
◗ The course of the mission and the part played by Australia
◗ Reaction in Australia to the mission
◗ Success or otherwise of the mission and Australia's role
◗ Bibliography

Activity 25

Landmines — Cambodia 1991–93

Write a short newspaper-style article on the landmine situation in Cambodia. Use the headline 'Landmines in Cambodia — a Continuing Problem' or provide your own. Incorporate the points listed below into your article in a logical fashion. (Note: the points have been listed at random.)

◗ At Wat Than Rehabilitation Centre and Prosthesis Workshop the aim has been to produce a cheap, viable prosthetic — originally made of leather and wood but now made using polypropylene sockets.

◗ Mines have cost lives and destroyed livelihoods.

◗ After being rendered safe, mines are taken to a safe central point and detonated.

◗ It is estimated that there are 20 million stockpiled mines in Cambodia.

◗ Eight to ten million mines remain undiscovered.

◗ The Mine Clearance Training Unit (MCTU) is located near Battambang. It trains local people in the detection and clearance of mines.

◗ Signs containing a red and white skull and crossbones with the words 'Danger! Mines!' are common warnings of a constant threat to people.

◗ It is estimated that 35,000 people living in Phnom Penh are disabled from landmines.

◗ Millions of unexploded mines tie up large areas of otherwise productive agricultural land.

◗ Three hundred Cambodians are killed or maimed by mines every month.

◗ Wat Than Rehabilitation Centre and Prosthesis Workshop, established in 1991, incorporates both rehabilitation facilities as well as a Skill Training Program designed to provide an opportunity for disabled people to support themselves subsequently.

AWM PO1749.015

Siem Reap Province, Cambodia. December 1992. A Claymore anti-personnel charge placed in the bottom of a crater that remained after a controlled explosion of recovered mines. After being rendered safe, mines and other recovered explosions were taken to a central safe point and detonated. The resulting crater formed an ideal site for subsequent detonations. Australian sappers attached to the United Nations Training Authority in Cambodia (UNTAC) were posted to Mine Clearance Training Units (MCTU) and gave courses in land mine identification, minefield marking and mine clearance to the local people.

Activity 26

Somalia —
1993 A Letter Home

You are a member of an Australian regiment stationed in Somalia as part of a UN peacekeeping force.

Using the excerpts below either directly or as a source of ideas, write a letter home to family or friends, telling of your duties, the conditions and various experiences. (Note: the excerpts below are in random order.)

◗ 'A Qantas 747 has delivered another 368 of our troops here. As the 747 was taking off some shots rang out and everyone… hit the deck.'

◗ 'The day seems to be taken up with briefs and meals… an operations brief to our Commander… My other main task in life is to write daily and weekly situation reports… back to Australia.'

◗ 'Shots were fired into the Italian camp on the hill behind us and also into the Canadian camp just down the road.'

◗ 'Our rations are supplied by the Norwegians. Breakfast is usually porridge and cereal, raw fish, tinned fish, cheese, smoked meat and bread and jam. Lunch is the same… but without the porridge and cereal. Dinner is usually fish.'

◗ 'There has been very little attempt to repair any damage.'

◗ 'There was another case of shots fired at vehicles overnight — no UNITAF casualties…'

◗ 'HMAS *Jervis Bay* came alongside today… and unloaded all our stores — just hope we don't get too much stolen from the wharf tonight.'

◗ 'Start the day with the usual routine of weapon cleaning, brew, breaky and a wipe down with a wet washer.'

◗ 'Refugees from rural areas live in crude shelters made of plastic, cardboard and tree branches. Villages of these shelters appear in parks and playgrounds.'

Activity 27

Cartoon study

'Compassion fatigue filter' by Judy Horacek. *Australian Magazine*. 16 October 1999. Copyright Judy Horacek.

1. What style has the cartoonist used to present the message?

2. Why do you think the cartoonist has chosen this style?

3. What do you think is the point of this cartoon?

4. What is ironic about what the male figure says in the last square ("I do like hearing…")?

Activity 28

Cartoon study

'Blowin' in the wind' by Ian Sharpe. *The Canberra Times*. 11 September 1999.
Copyright Ian Sharpe.

1. What are the main elements of the cartoon and what do they represent?

_____

_____

_____

2. What period of the whole East Timor crisis does the cartoon refer to?

_____

_____

_____

3. What do you think the cartoonist is suggesting by the title 'Blowin' in the wind'?

_____

_____

_____

4. Where might the title of the cartoon have come from?

_____

_____

_____

5. Why is the flag ripped and torn?

_____

_____

_____

Activity 29

Cartoon study
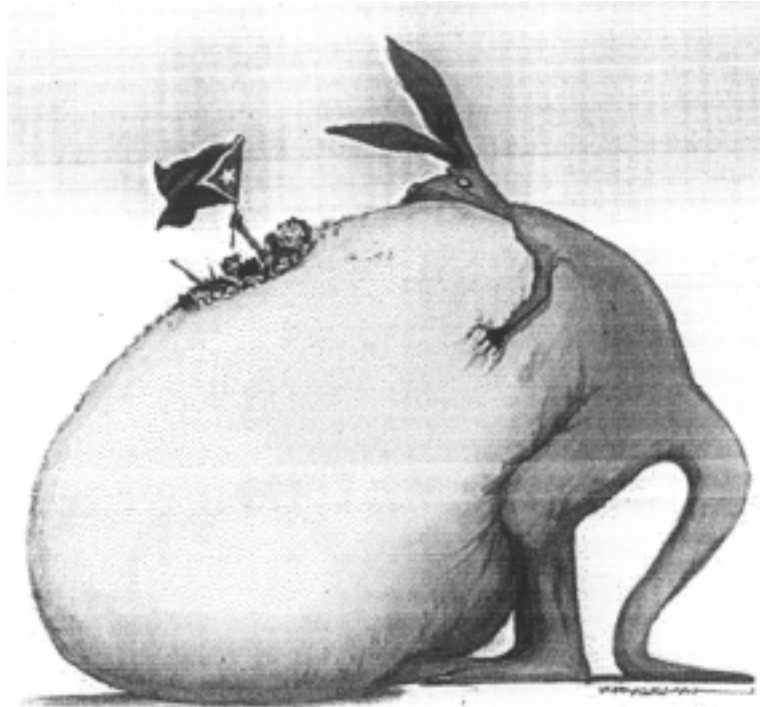
'Protecting Timor' by Sturt Krygsman. *The Australian.* 17 September 1999. Copyright Sturt Krygsman.

The cartoonist has drawn a kangaroo with an overfull pouch.

1. What does the kangaroo represent?

2. Who do the figures protruding from the pouch represent?

3. What do you think the figures want?

4. What comment do you think the cartoonist is making about Australia's job of protecting East Timor?

Activity 30

'It does make you look at your own life and think how incredibly lucky you are.' What experiences in her time in East Timor led Marianne Doyle to make this observation and why?

Australian casualty figures are from the Australian War Memorial website: www.awm.gov.au

EAST TIMOR 1999–present

Peacekeeping troops were sent in 1999 as part of an international peacekeeping force. About 1600 troops remain. Two Australians died (one from illness, one from accidental discharge of weapon)

Able Seaman Marianne Doyle, from Moe, was 22 when she went to East Timor in December 1999. One of 36 women, she spent 2½ months on navy frigate HMAS Newcastle. The ship was based at Oekusi enclave on the north-west coast of West Timor.

"I was studying nursing and I got sick of being a poor uni student so I dropped out and joined the navy. I wanted a challenge.

I told Mum and Dad this was what I wanted to do. They said, 'You're joking, you're our little girl.'

In East Timor we were based in Oekusi Harbor, keeping surveillance, watching anything that came in or out of Oekusi.

Our job was to rebuild anything that we could. It was a matter of pulling buildings apart to make a whole building. We were working with scrap, pretty much.

We rebuilt a wing of a hospital and re-roofed a school. We rebuilt a school in the hills.

We lived on the ship and went to shore every day. You might leave about 6.30am and get back about 2pm. Past lunchtime, the heat was incredible and it was impossible to work.

You might work seven hours and then have five hours off. Then you'd work five and have another seven off. You got used to it.

I was frightened when I first stepped off the ship. The Timorese all carry machetes around with them. They were all very friendly, calling out, "Hello missus." But the machete thing really freaked me.

I spent my first wedding anniversary in Timor. I rang my husband and then I sat around crying all day because I was so upset.

There was a full kitchen on the ship, with six or seven cooks. For Christmas dinner, we had seafood.

It was hard to walk off the ship and see the poverty, especially the kids, because they were all so gorgeous. We took food ashore with us every day — we'd drink everything we had but we would give the people our food.

It was just sandwiches and cake. The adults would always feed the kids before they'd eat anything themselves.

I found them surprisingly happy. I don't know if they were just happy to be alive or if they were always like that. I think they were just happy there were people around to protect them.

They would get in and help us with the work. We had so much cleaning to do when we got there.

The place was just a disaster area. At the hospital there were no roofs, no windows, no doors and the paint had been burned away.

In the school there was a half-burnt biology poster, on the wall of the grade four class. It was really sad to think maybe someone had just walked in while the kids were in class. It would have been so scary for them.

We had a good chance to walk around the town and see how it was. One day a little boy followed us for miles and wouldn't say what he wanted. Finally we sat down to have a drink and that was it, he wanted fresh water. We gave him a bottle and he was so excited, and raced off with it.

It does make you look at your own life and think how incredibly lucky you are.

I couldn't do anything much construction-wise when I got there. I've never done anything like it. But you work it out when you're given a hammer and told to get on the roof and whack on some iron.

I did lots of painting and lots and lots of cleaning. I cleaned walls smeared with dirt and blood and things I don't want to even think about.

It gives you a different perspective on things. What you see on the news is generally the political side. But you don't get to see what it's like for the people. It was worse than I ever thought it would be. They were hungry and there was a lot of illness, a lot of malaria.

I had a loaded gun but didn't use it. It had to be over your shoulder all the time unless you were on the roof doing something, and then there was always somebody with the weapons.

We were living in luxury compared with the army guys. Some of them would come on board sometimes to have a hot shower. They thought we were so lucky.

At home, I've had friends come on to the ship and go, 'Oh my God, how can you live here? It's so small.'

But I have a shower and I have a bed and they give me blankets — I have everything I need to live.

We spent the Millennium Eve on the ship's flight deck. We had some music and a dance and then we went to work at midnight.

There was real satisfaction in going into a country and helping people to put their lives back together. It's nice to know you've made even a little bit of difference."

Resource List

Books

Brown, Gavin. *Police as peacekeepers: the history of Australian and New Zealand Police serving with the United Nations Force in Cyprus, 1964–1984*, Melbourne, UNCIVPOL, 1984.

Dennis, P. ed. *The Oxford Companion to Australian Military History*, Melbourne, Oxford University Press, 1995.

Evans, Gareth. *Co-operating for peace: the global agenda for the 1990s and beyond*, St Leonard's, Allen & Unwin, 1993.

Grant, I. *A Dictionary of Military History*, Melbourne, Random House, 1992.

Grey, J. *A Military History of Australia*, Cambridge, CUP, 1990.

Joint Standing Committee on Foreign Affairs, Defence and Trade. *Australia's Participation in Peacekeeping*, Canberra, Australian Government Publishing Service, 1994.

Senate Standing Committee on Foreign Affairs, Defence and Trade. *United Nations Peacekeeping and Australia*, Canberra, Australian Government Publishing Service, 1991.

Smith, H. ed. *Peacekeeping: Challenges for the Future*, article by Lt Col Neil James *A Brief History of Australian Participation in Multinational Peacekeeping*, Canberra, Australian Defence Force Studies Centre, 1993.

Smith, H. *Australia and Peacekeeping,* Canberra, Australian Defence Force Academy, 1990.

CD-ROM

Multilocus Interactive. *Images of INTERFET*, Ngunnawal, ACT, Multilocus Interactive (supplied with this Education Resource)

Websites

www.dva.gov.au	Department of Veterans' Affairs
www.anzacsite.gov.au	Visit Gallipoli
www.australiansatwar.gov.au	Australians at War
www.awm.gov.au	Australian War Memorial
www.adfwc.gov.au	ADF Peacekeeping Centre
www.defence.gov.au	Department of Defence
www.un.org	United Nations
www.navy.gov.au	Royal Australian Navy
www.afp.gov.au	Australian Federal Police

Valuing our Veterans

Valuing our Veterans is an initiative under the Federal Government's commemorative program **Their Service — Our Heritage**.

The Anzac Spirit

Australia's involvement in World War II reinforced what had become known as the Anzac spirit or legend. A new generation, the sons and daughters of the men and women who had taken part in World War I, showed themselves to be as willing as their parents to bear the sacrifices required in fighting a modern international war. After the war, their contribution was honoured by their participation in Anzac Day marches, the establishment of local memorials or by the addition of their names to the memorials dedicated to those who served and died in World War I.

Veterans of subsequent conflicts, the Korean War, Malayan Emergency, Indonesian Confrontation, Vietnam War, Gulf War and UN peacekeeping operations such as East Timor have seen themselves as inheritors and upholders of the 'Anzac Spirit'.

The number of veterans who can tell us their stories is diminishing with each passing year. Their experiences are valuable testaments to history and deserve to be shared, re-told and recorded for future generations. Through contact between the generations and listening to the stories of individual veterans, young people can become more aware of the human aspect of past events.

Don Barnby, Vietnam veteran and UN peacekeeper in Cyprus, Bougainville and East Timor shares his memorabilia with students.

Interviewing a Veteran

If students and teachers want to contact Australia's war veterans, they simply need to 'ask around' their local community. There are thousands of veterans in Australia. They may be neighbours or relatives and could belong to ex-service organisations like the Returned & Services League (RSL), Korean Veterans Association or Vietnam Veterans Assocation. Some veterans are in retirement or nursing homes. Some may still be in the Australian Defence Force and working in your local area. It is important to remember that Australia has been involved in a range of wars, conflicts and peacekeeping missions over the last century and veterans alive today range from those who served in World War I to those who have recently served in East Timor. There will be many veterans still alive who can talk about their experiences of war.

Through contact between generations and listening to the stories of individual veterans, students come closer to understanding the human side of history. A lot of veterans will be pleased about sharing their wartime experiences with students, particularly so students can understand the human cost of war and the importance of freedoms and democracy we enjoy today. Remember that there are other suitable speakers who may not have left Australia's shores but could have been active on the home front, may have lived in an Australian town that was threatened by war or simply had an interesting childhood during war.

Once the necessary arrangements have been made, here are a few tips to help make the interview successful:

◗ If a student is conducting the interview in their own time and unsupervised, make sure they have permission from a teacher or a parent.
◗ Make an appointment with the veteran and have a few questions ready before the interview.
◗ If a veteran does not wish to answer one of the questions asked, just quickly move onto the next one.
◗ Always remember to thank the veteran for taking the time to talk to you. For some, this is a very difficult exercise.
◗ Sending a thank you note a few days later is a great way of making the veteran feel valued.

Some sample questions for primary and junior secondary classes are:

◗ When and where were you born?
◗ What made you decide to serve your country?
◗ How old were you when you enlisted?
◗ Which area did you serve in and what was your job?
◗ Where did you serve and for how long?
◗ Do you still keep in touch with some of the people you met during war?
◗ What did you miss whilst you were overseas?
◗ Can you recount any interesting stories?
◗ Do you have any medals? What were they for?
◗ Do you have any special treasures from the war?

Some sample questions for senior secondary classes are listed (make sure the veteran will be able to handle these questions. It may help to run some sample questions by them to prepare them).

◗ What was your understanding of the conflict before you went to war?

◗ Did this change due to your experiences?

◗ Why did you enlist (if relevant)?

◗ What was the war like for you?

◗ What was the most important thing you learnt from the war?

◗ What was the enemy like?

◗ How do you feel on Anzac Day?

◗ Do you have any anecdotes you would like to share with us?

Suggestions for speakers who may not have enlisted in the defence forces or left Australian shores but could have been active on the home front, who may have lived in an Australian town that was threatened by war, or simply had an interesting childhood during World War II are:

◗ When and where were you born?

◗ Where did you live during the War?

◗ What do you remember about the War?

◗ Were you scared at any time?

◗ Did you have a special job for the community or in your family?

◗ Did you have any relatives who had an important role during the War?

◗ How did your life change because of the War?

◗ Did you notice any major changes after the War?

Once your class has interviewed a veteran or speaker you may like to follow up this interview by asking students to research an essay on the experiences of their local community during the conflict. There are many resources they can use such as local newspaper reports from the period, information from the local museum and historical society, architecture and memorabilia in the town, the local war memorial, local ex-service organisation publications and memories from relatives.

If you would like more information about *Valuing our Veterans* or other ***Their Service — Our Heritage*** initiatives please contact the Commemorations Officer in your State Office of the Department of Veterans' Affairs or the Commemorations Branch in Canberra on **133 254**, fax **(02) 6289 4849** or e-mail **commemorations@dva.gov.au**.

Introduction

The Australian War Memorial provides many ways that you and your students can learn about the Australian experience of war and commemorate the contribution of Australian servicemen and women.

If visiting Canberra by yourself or with a school group, make sure to include the Memorial in your visit. Your students can join a facilitated or self-guided program, visit the Discovery Room and Research Centre, participate in a wreath-laying ceremony or explore the galleries at their own pace. All programs and activities can be tailored to the age and interests of the group.

Can't make it to Canberra? The Memorial can bring its collection to you. School groups can book a Memorial Box, a collection of hands-on artefacts, photographs and resources that can be used in your classroom. The Memorial Boxes cover six different themes and come with extensive teacher notes. Since 1997, the Memorial has also toured the length and breadth of Australia through its travelling exhibitions program. See pages 102–103 and the website **www.awm.gov.au** to find out when an exhibition is visiting a venue near your school.

Wartime magazine offers yet another way of discovering Australia's military history. This quarterly magazine presents easily understood articles, photographs and illustrations that are highly accessible to a popular audience.

The Australian War Memorial website offers an ongoing resource for teachers and students alike. On its website you can take a virtual tour, visit the online exhibitions and consult the Memorial's online encyclopaedia. Explore the Education Services pages and find more activities. Investigate the Memorial's extensive databases of private and official records, photographs, books, sound recordings and films. Visit the website at **www.awm.gov.au**.

Find out more about all these resources below. The Memorial looks forward to hearing from you soon.

Education Programs

Give your visit a focus — do a program!

The best way for students to experience the Memorial is by doing an education program. All programs are linked to the nationally developed Statements and Profiles and have been developed to suit specific school years.

All facilitated programs:

◗ are limited to 15 students per session
◗ can be booked concurrently
◗ can be booked from 9 am to 4 pm on any day of the week

All self-guided programs:

◗ can be booked from 10 am to 4 pm on any day of the week

All programs are presented in the Memorial's galleries by Memorial staff. Many of the programs are hands-on, giving students the opportunity to experience much more than a gallery tour and the opportunity to see, touch and discuss items to which the rest of the public do not have access. They provide a very challenging program for your students.

Material for self-guided programs may be ordered from the bookings officer to be picked up on your arrival.

Facilitated Programs for Primary School Students

What it means to be Australian

Add a layer to your understanding of this complex topic! This program uses the First World War galleries and hands-on artefacts to show what being a soldier of the First Australian Imperial Force was really like.

Discovery Room — One Family

A program in the Discovery Room offers students exclusive use of a unique hands-on learning experience! The program looks at one family's experience in World War I, World War II and the Vietnam War. The Discovery Room program involves all your students in a role-playing activity and encourages them to empathise with the Australian military experience. The theme followed in the Discovery Room is also linked to a tour of relevant galleries.

Australians and their stories from World War II — at home and away

Students are encouraged to be active participants, investigating stories of courage, mateship and loss. How did families cope? What were children's lives like during the war? How did women's roles change? What was it like to be a member of an 'alien' family in internment? Using the inquiry process, students will go on a journey of discovery to learn about the personal experience of Australians at home and overseas during World War II.

Australia under attack!

Australia under attack during World War II! Explore the experiences of Australians who fought and worked to defend Australia. What jobs did children do to help the war effort? How would you have felt if you were there? This program takes your students to the Second World War Gallery and Bradbury Aircraft Hall, and gives them the opportunity to try on uniform items and handle artefacts.

NEW Flying high for Australia *Available from May, 2001.*

How would a Wirraway dodge a Zero? Could a Mustang outmanoeuvre a MiG? Can a Kittyhawk catch a Kate? Students visit the Air Power in the Pacific 1941-53 exhibition to explore changes in the science and technology of flight and learn more about the experiences of pilots and ground crew in war.

For Primary and Secondary Students

These programs can be adapted to suit the requirements of your students, according to their stage of schooling.

Anzac — a day to remember

This program aims to assist young Australians to understand the significance of Anzac Day. The program includes a strong commemorative aspect and looks at the reasons why people still remember Anzac Day today. The students are shown at least two of the major galleries and have the opportunity to lay a poppy on the tomb of the Unknown Australian Soldier. They will also handle objects and read poetry and letters that will help them understand the Australian experience of war and its enduring impact on Australian society.

The Vietnam era: war and conscription

A three hour program for Years 5–12, available on request at the Australian War Memorial and Old Parliament House. This joint program allows students to explore the political issues and personal experiences of the Vietnam War. At the Memorial, students will focus on the experiences of Australian servicemen in Vietnam. At Old Parliament House students recreate the conscription debate that took place in the House of Representatives in 1964. Separate charges apply.

Peace and war

Choose from any of the Memorial's exhibitions. Students have the opportunity to investigate and discuss stories from the Memorial's rich collections. Are these stories of mateship? Horror? Peace? You be the judge!

For Secondary Students

World War I

By looking at the Commemorative Area and the First World War galleries, this program aims to help students to come to a realisation of the enormity of the cost of war. Students are assisted to view the First World War galleries from a range of perspectives.

Stories from World War II

What were some of the experiences of Australians as a result of their involvement in the war? Students are assisted to carry out their own investigation of individual events from World War II that involved Australians. An exciting program which encourages students to look actively at the exhibits and report back to the group with their "stories" of hardship and personal courage.

The defence of Australia

How close did the war come to Australia? Students visit the Second World War gallery and the new Bradbury Aircraft Hall to investigate the Pacific War and the air defence of Australia. Discussion focuses on some of the actual planes and people involved.

War poetry

Discover how much more the poetry of World War I can add to your understanding of what really happened during the war. The First World War galleries are the context for poetry readings which explore the Australian experience of war and its aftermath. This is a challenging program for senior students.

The Anzac legend

Through a close examination of the Memorial's buildings, First World War galleries and collections, students explore the origins of the Anzac legend and its significance to Australian national identity. A stimulating program for senior students, with student involvement in discussion encouraged.

Served with historical source

A challenging way for senior students to experience the use of different historical sources. Students reveal the career of a World War II individual by using a combination of artefacts, photographs, documents and the Memorial's galleries.

NEW Revolutionary technology *Available from May 2001*

What do pigeons, camels and mosquitoes have in common? Find the answer as you explore the impact of war on science and technology. This program focuses on the World War II, Airpower in the Pacific 1941–53 and ANZAC Hall exhibitions. Students examine changes in the technologies of flight and communication. Discuss your requirements with the bookings officer.

List of Workbooks

Boer War

Learn more about the courage and endurance of Australians who left home for active service in South Africa. Explore the Colonial Gallery for an understanding of the complex experiences of men who enlisted in their colonies' contingents as "mounted rifles", "imperial bushmen" or "bushmen".

Vietnam

Gain a detailed insight into the Memorial's Vietnam collection by completing this workbook, which is supported by pre- and post-visit activities on the Memorial's website.

Hot wars in the Cold War

Gain an insight into the Memorial's Cold War collection by completing this workbook, which is supported by pre- and post-visit activities on the Memorial's website.

Somewhere in France

Gather evidence about the reality of conditions on the Western Front.

The Discovery Room

The Discovery Room provides hands-on experience for Primary school visitors. Activities, ranging from the Western Front to a Corvette deck, from a 1940s wartime kitchen to an Australian soldier's tent in Nui Dat, will help your students develop a greater understanding of the Australian experience of war.

The Discovery Room is extremely popular. On crowded days this small gallery cannot accommodate all the school groups who wish to visit it.

The following points will help you make the most of your visit:

◗ The Discovery Room-One Family program, which gives your students exclusive use of the Discovery Room, can be booked between 9 and 11 am.
◗ After 11 am the Discovery Room is open to the public.
◗ Schools may book the Discovery Room for a self-guided session after 11 am when they arrive at the Memorial. It cannot be booked for a self-guided session in advance of your arrival at the Memorial.
◗ For safety reasons, only 20 students can occupy the Discovery Room at any one time, and they must be accompanied by a teacher.

Wreath laying ceremonies

Tuesday mornings only

Wreath laying ceremonies are held at the Memorial on Tuesday mornings as part of the *Their Service — Our Heritage* commemorative program. A returned serviceman or woman and your local Federal Member of Parliament (if available) will attend the wreath laying ceremony. The ceremony takes approximately 20 minutes.

Memorial Boxes

Boxes are available for loan from the following state and territory agents:

Victoria
Jenni Beattie/Lindy Sterling
VASST
(03) 9428 7400

South Australia
Anthea Buxton
HTASA
(08) 8379 4575

Western Australia
Peta Osbourne
WA Museum
(08) 9427 2792

Northern Territory
Kathy Barnes
Australian Aviation Heritage Centre
(08) 8947 2145

Queensland
Rae Sheridan
Queensland Museum
(07) 3840 7606

ACT and NSW
Australian War Memorial
(02) 6243 4268

Tasmania
Brian Hall
Tasmanian Museum and Art Gallery
(03) 6211 4153

Can't make it to the Australian War Memorial this year? Let the Memorial come to you — borrow a Memorial Box! These boxes are part of the Australian War Memorial's outreach education program. Each box contains artefacts that the students can touch, as well as photographs, case studies, uniforms, a video, oral histories, teacher notes and more.

Australia under attack!

A focus on the period during World War II when conflict came to Australia, including the midget submarine attack in Sydney Harbour and the bombing of Darwin.

Remembering the war 75 years on

A very popular box looking at the experience of Australians in World War II.

We want to do more

This collection of memorabilia provides a focus on the various roles and experiences of women and children during World War II.

Women in the defence services since 1945

The changing role of women in the defence forces since the end of World War II. Case studies include the experience of a member of the United Nations peacekeeping forces in Africa.

For service to others

What has the role of the Red Cross been in 20th century conflicts? Includes information on the Red Cross, Red Crescent and international humanitarian law.

Too dark for the Light Horse

Investigates the experiences of Aboriginal servicemen and women in the 20th century.

Use of a box in your classroom, library or community group is free. Your school has to pay only a modest charge for freight and handling.

Professional Development for Teachers

A visit to the Memorial by the staff of your whole school or subject area will give you the opportunity to become familiar with what the Memorial has to offer. Book a session at the Memorial and its professional staff will tailor a program to suit your specific needs. Consider it as an option for your next professional development day. Contact the bookings officer for details.

Contacts

Bookings

Bookings are essential for all school groups visiting the Memorial.
Entrance is free.

To book your entry time and to book a program, ring the bookings officer after 9 am on weekdays:

Australian War Memorial Bookings Officer
Telephone: (02) 6243 4268
Fax: (02) 6243 4541
E-mail: school.bookings@awm.gov.au

Education and Visitor Services
Australian War Memorial
GPO Box 345
Canberra ACT 2601

Opening hours
10 am–5 pm daily
9 am–5 pm ACT and NSW school holidays
Closed Christmas Day

Travelling Exhibitions

The Australian War Memorial — on the road and online!

The Australian War Memorial has a commitment to ensuring the national collection and stories of Australians at war are seen by people all across Australia, not just those who are able to visit Canberra.

The Memorial tours exhibitions to every state in Australia — to regional areas as well as capital cities. Visit the Memorial website **www.awm.gov.au** and look for the Travelling Exhibition pages to find out if one of the venues is in your area.

The exhibitions have free associated education material. They also make perfect research-based projects for students of history, english, social studies and art. The exhibitions may change but, as a guide, perhaps one of the following exhibitions will complement your curriculum in 2001:

1918 Australians in France

1918 tells the story of the AIF in the last year of World War I. The exhibition is contained within a "ruined" French village and uses artworks, photographs, uniforms, medals and battlefield relics to explore the men, weapons and events of 1918. Firsthand accounts and photographs of Australians killed in action provide a powerful and evocative means of exploring the themes of loss and remembrance.

(*See the next page for information on the interactive online version of this exhibition*)

Out in the cold — Australia's involvement in the Korean War

This is the story of Australia's involvement in the first military action of the fledgling United Nations — the Korean War. *Out in the cold* evokes the ancient culture of Korea as a backdrop to an exploration of Australian men and women enduring dusty heat, the icy Siberian winds and the misery of a country at war with itself. It provides an interesting stimulus to complement studies of the Cold War period and Asia-Pacific relations.

(*See the next page for information on the interactive online version of this exhibition*)

Forging the nation, Federation — the first 20 years

This travelling exhibition covers the first 20 years of Australian nationhood, 1901–1921, and examines the many events during this time which helped to create a unified nation from a diverse collection of semi-independent states. It explores the establishment of our national spirit and identity through events of this period. Our nationhood was tempered by the fire of war and also through internal conflicts arising from such things as sectarian, political and racial differences.

The exhibition provides a diverse and interesting look at the social history of Australia in our Centenary of Federation.

Master of the battlefield — General Sir John Monash

This small display examines the career of one of Australia's most significant military commanders.

Still action: the war photography of Damien Parer

This photographic exhibition covers the work of Damien Parer in North Africa, the Middle East and the Pacific, prior to his tragic death in 1944. Parer was a talented film-maker, and won Australia's first Oscar for the Cinesound newsreel *Kokoda Front Line*.
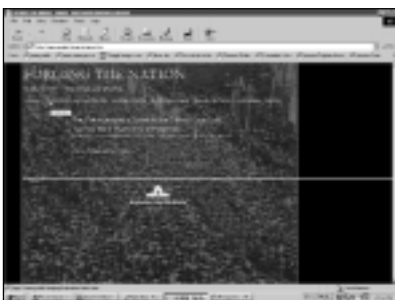
Exhibitions online
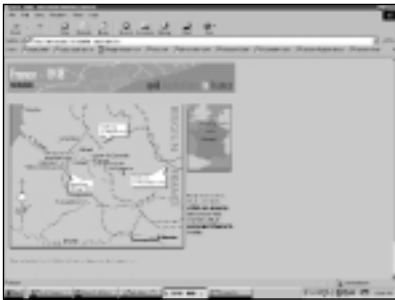
www.awm.gov.au

If you're unable to visit a venue, then let the Australian War Memorial come to you online. The Memorial's online exhibitions can be used as resource and reference material for both teachers and students. The website hosts many other resources, including direct access to over 200,000 images associated with armed conflict, starting with the Sudan and continuing through to peacekeeping operations today.

The online exhibition of *1918 Australians in France* has been developed by the Memorial to accompany the travelling exhibition. It features text, photographs, artworks and film-clips about 1918 battles, people and technology. It also includes useful maps of the battlefields which can be printed for classroom use.

The online version of *Out in the cold* has been developed to complement the exhibition and to make it more accessible to the community at large. It has many interesting personal stories and includes an interactive quiz on the Korean War.

'Out in the cold online' is generously funded by Visions Australia.

This online version of *Forging the nation* covers the main themes portrayed in the exhibition such as national identity, the First World War, and a timeline of the first 20 years of Federation.

About Travelling Exhibitions

The Memorial's travelling exhibitions program began in 1997, and since then more than three quarters of a million Australians in all states and territories, including remote communities, have been able to experience many of the innovative exhibitions developed at the Memorial. Those that are taken on the road are specially designed to integrate local experiences into the national heritage. Funding for the program is provided under the Federal Government's commemorative program, ***Their Service — Our Heritage***.

Wartime Magazine

In the Australian War Memorial's Second World War Gallery hangs a photo of a bound and blindfolded man kneeling on the sand of Aitape Beach. In the background is a crowd of onlookers, Japanese soldiers and civilians. Standing over him, wielding a sword, is another Japanese soldier, Yasuno Chikao. Seconds after the photograph was taken the blindfolded man, Sergeant Len Siffleet, a member of the Australian Z Special Unit, was dead, beheaded by Yasuno.

On 31 May 1942 a Japanese submariner, Petty Officer 1st Class Tsuzuku Masao, also prepared to die. As he climbed into the tiny control compartment of his midget submarine, ready to attack Sydney Harbour, Masao knew that he would not return. Three days later, when his crippled submarine was pulled from the harbour, Masao and his crewmate were found dead inside, both with a single gunshot wound to the head.

The stories of how these two men, enemies in a bitter war, came to die far from their homes can be found in the Memorial's official magazine *Wartime*. Since 1997 *Wartime* has given Australians the chance to read about this country's military history. *Wartime* tells the stories of famous battles and individuals. But it also does much more, illuminating some of the less well-known corners of the past. For example, *Wartime* has published stories on:

◗ Australia's service nurses
◗ The experiences of prisoners of war
◗ The nature of combat
◗ Colonial wars
◗ The Royal Australian Navy and Royal Australian Air Force
◗ Australia's official war artists
◗ Profiles of men and women who lived through some of Australia's most significant moments
◗ What war was like for Australians and those they fought
◗ Famous Memorial relics such as the Lancaster Bomber "G for George".

Wartime brings the past alive, but it also describes history-making contemporary events such as the deployment of Australian peacekeepers to East Timor and Bougainville.

Each article includes a list of recommended readings for those who wish to know more. And each issue is generously illustrated with photographs and artworks from the Memorial's collection, as well as with images from Australian and overseas libraries and galleries.

Reviews of the latest books on the Australian experience of war, as well as international releases, appear in every issue.

Wartime magazine is an excellent source of well-written, easily understood articles on Australia's wartime experience. Designed for a popular audience, *Wartime* is a valuable resource for all secondary school students who are studying Australians at war or history in general.

Wartime can be purchased at newsagents for $7.50 per issue or by subscription at $26.00 for 4 issues or $52.00 for 8 issues including GST. Subscription enquiries can be made on **1800 658 242**.

The Department of Veterans' Affairs is seeking feedback on the material in the enclosed Anzac Day 2001 Schools Education Resource that has been sent to all schools in Australia. Your comments in this survey will combine with other forms of teacher feedback to assist us in planning and improving future education resources for schools.
It is best if you complete this form after having used the activities within the Resource.

Returned surveys will go into a draw for a teacher from each Australian state and territory to win a copy of the video of *Australians at War*, the eight part documentary series screening on the ABC from 25 April 2001, the companion book and the soundtrack. Eight runners-up will receive a pack of resource material from the Department of Veterans' Affairs.

Please tear survey pages from booklet and send back to the address over the page before 29 June 2001.

Survey Form

1. What type of school do you represent?

○ Primary School   ○ Secondary School or College   ○ Other

and

○ Public School   ○ Private School   ○ Other

2. Please rate the usefulness of the material included in this year's Resource

	Very Useful	Moderately Useful	Not Useful
The Spirit of Anzac: From Gallipoli to Dili booklet	○	○	○
Images of Interfet CD-ROM	○	○	○
The Spirit of Anzac: Investigating a Century of Army Service 1901–2001 booklet	○	○	○
The Spirit of Anzac: Investigating a Century of Army Service 1901–2001 video	○	○	○
Anzac Day poster	○	○	○
Australians at War poster	○	○	○

3. What is your overall assessment of the material included in this year's Resource?

○ Excellent   ○ Good   ○ Satisfactory   ○ Unsatisfactory

4. Did you use the internet references referred to throughout the various components of the Education Resource?

○ Yes   ○ No
(go to question 5)

Did you use the Department of Veterans' Affairs website www.dva.gov.au?

○ Yes   ○ No

Was this website easy to navigate?

○ Yes   ○ No

Was the website useful for your purposes?

○ Yes   ○ No

What additions, if any, would you like to see on the DVA website?

_____

_____

_____

5. **Did you use the Department of Veterans' Affairs website www.anzacsite.gov.au?**

◯ Yes ◯ No

Was this website easy to navigate?

◯ Yes ◯ No

Was the website useful for your purposes?

◯ Yes ◯ No

What other websites were useful?

_____

_____

6. **Did you use the resources this year that were sent out to schools in previous years by the Department of Veterans' Affairs?**

1997 Anzac Day Schools Kit ◯ Yes ◯ No

1999 Anzac Day Schools Kit ◯ Yes ◯ No

2000 Anzac Day Schools Kit ◯ Yes ◯ No

2000 Remembrance Day Education Resource ◯ Yes ◯ No

7. **Did a veteran talk to your class or school this year?**

◯ Yes ◯ No

Was this considered successful?

◯ Yes ◯ No

Did you find the *Valuing our Veterans* section of *The Spirit of Anzac: From Gallipoli to Dili* booklet useful?

◯ Yes ◯ No

8. **Does your school conduct commemorative activities or ceremonies in the lead-up to, or on, Anzac Day and Remembrance Day?**

Anzac Day ◯ Yes ◯ No

Remembrance Day ◯ Yes ◯ No

To enter the prize draw please nominate your details below:

Name _____

Subject area _____

School _____

Address _____

_____ Postcode _____

Phone _____ Fax _____

E-mail _____

Thank you for your assistance with this survey

Please tear survey pages from booklet and return the completed survey to:

Anzac Day Survey
Commemorations Branch
Department of Veterans' Affairs
PO Box 21
WODEN ACT 2606

or fax **02 6289 4849** before 29 June 2001.