

# Anzac Day for Young Australians

Applicable for use in AusVELS and Australian Curriculum: History – Year 3

Written by Heather Lewis  
Registered Primary teacher, Victoria

**This Unit has fifteen lessons taught over a three-week period.**

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# Aims and Objectives

## Knowledge and Understanding/Skills

This unit aims to:

- give students the opportunity to find out about Anzac Day
- provide a variety of texts and online resources for students
- encourage and assist personal research
- allow students to think about the relevance of Anzac Day today
- link History, English, Geography, Computers and Information Technology.

## Links

Throughout the Unit there are clear links to the Australian Curriculum: History.

# Course Overview

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
1	1	<p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• What do you know about Anzac Day?</li> <li>• When is Anzac Day?</li> <li>• What does ANZAC stand for?</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Ask children to write what they already know about Anzac Day. <ul style="list-style-type: none"> <li>– Divide a piece of paper into halves. Children write the heading “What I know about Anzac Day” on the left hand side. Write “What I want to know about Anzac Day” on the right hand side. Children write what they can in each section.</li> <li>– Keep this paper or put it on display so they can refer to it as they work through the unit.</li> </ul> </li> <li>• Share their ideas with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Days and weeks celebrated or commemorated in Australia (<a href="#">ACHHK063</a>)</li> <li>• Pose a range of questions about the past (<a href="#">ACHHS067</a>)</li> <li>• Identify sources (<a href="#">ACHHS215</a>)</li> <li>• Locate relevant information from sources provided (<a href="#">ACHHS068</a>)</li> <li>• Characters, events and settings portrayed in different ways (<a href="#">ACELT1594</a>)</li> <li>• Connections between personal experience and the text (<a href="#">ACELT1596</a>)</li> <li>• Points of view (<a href="#">ACELY1675</a>)</li> <li>• Listen, share and contribute (<a href="#">ACELY1676</a>)</li> <li>• Active listening behaviour and communication (<a href="#">ACELY1792</a>)</li> <li>• Plan and deliver a short presentation (<a href="#">ACELY1677</a>)</li> <li>• Comprehension strategies – literal and inferred meaning (<a href="#">ACELY1680</a>)</li> <li>• Write imaginative, informative and persuasive texts (<a href="#">ACELY1682</a>)</li> </ul>	

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	2	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Anzac Day Marches               <ul style="list-style-type: none"> <li>– Read “My Grandad Marches on Anzac Day” by Catriona Hoy.</li> <li>– Discuss the story. Ask students why they think the grandfather marches in the parade. Why is he wearing medals?</li> <li>– Research: Children find pictures or film clips of Anzac Day parades and ceremonies.  <a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a>, <a href="http://www.naa.gov.au">www.naa.gov.au</a>  <a href="http://www.shrine.org.au/remembrance/ANZACDay">www.shrine.org.au/remembrance/ANZACDay</a></li> <li>– Identify the similarities and differences (e.g. a march, wreaths, speeches, music, war memorials, The Shrine, current service personnel, veterans, etc.).</li> </ul> </li> </ul>		
	3	<p><b>Inquiry Question</b> Why did the Anzacs go to war?</p> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Read the text “Australians in World War I” by Heather Lewis (see attachments).</li> <li>• Look at a map of the world today (photocopy for students).               <ul style="list-style-type: none"> <li>– Locate Australia, New Zealand, UK, Egypt, Turkey, France and Germany.</li> <li>– Colour Australia, NZ, UK, Egypt, and France in one colour to show they were allies. Colour Germany and Turkey in a different colour to show that they were allies.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Write a report about the landing at Gallipoli and the problems faced by the Anzacs</li> </ul>

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	4–5 <b>Leaving Australia</b>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Read “Lighthouse Girl” by Dianne Wolfer. (This might take 2–3 sessions to read to your students)</li> <li>• Find images and information about lighthouses, semaphore, Morse code, Breaksea Island, Albany (WA) and the departure of the first convoy of ships from Albany (WA) that carried the Anzacs to the First World War.</li> <li>• Ask students why they think the soldiers on board the ships put their letters in bottles.</li> <li>• Compare how people sent messages in the past with today (e.g. text, email, phone calls).</li> </ul>		
2	6 <b>Remember Me</b>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Use the internet or books to find portraits of World War I soldiers. <ul style="list-style-type: none"> <li>– Why did they pay to have these photos taken? <a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a> <a href="http://www.naa.gov.au/scripts/photosearch">www.naa.gov.au/scripts/photosearch</a></li> </ul> </li> <li>• Write a letter to your family <ul style="list-style-type: none"> <li>– Students pretend they are a soldier on their way to war. Tell your family about the ship, the food, friends you have made and your belief that it will be a quick war.</li> </ul> </li> </ul>		
	7	<p><b>Inquiry Question</b></p> <ul style="list-style-type: none"> <li>• When did the Anzacs go to Gallipoli?</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Read the text “Why is 25<sup>th</sup> April Called Anzac Day?” by Heather Lewis (see attachments).</li> <li>• Students locate Australia, Egypt and Turkey on their map.</li> <li>• Find actual photos of Anzac Cove, Gallipoli, boats used to bring the troops ashore, cliffs, soldiers, trenches, and terrain. <a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a>, <a href="http://www.naa.gov.au">www.naa.gov.au</a></li> <li>• Discuss the difficulties of the attack at Anzac Cove.</li> </ul>		

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	8 Gallipoli	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Read “Simpson and Duffy” by Mary Small or “Simpson and his Donkey” by Mark Greenwood. (There is an excellent clip of Simpson and his Donkey on YouTube with original photos and the song “And the Band Played Waltzing Matilda” as background music.)</li> <li>Research the life of John Simpson Kirkpatrick. <ul style="list-style-type: none"> <li>Find a photo of him.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Write a letter home to your family. Tell them about the conditions at Gallipoli, your health, the food, and about seeing Simpson with his donkey</li> </ul>
	9	<p><b>Inquiry Question</b></p> <ul style="list-style-type: none"> <li>Why did the Anzacs leave Gallipoli?</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Read the text “Leaving Gallipoli” by Heather Lewis (see attachments).</li> <li>Research the number of Australian deaths and casualties.</li> <li>Why do you think the generals changed their minds?</li> <li>Find photos of troops using periscopes to see over the trench parapets. Why did they do this?</li> <li>Make a periscope as a science activity.</li> <li>Find photos of the jam tin rifles the Australians set up to confuse the Turkish troops.</li> </ul>		
3	10–11 The Home Front	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Read the text “Anzac Biscuits” by Phil Cummings.</li> <li>(Look at what is happening to the soldier and compare it to what is happening in his family home)</li> <li>Discuss how the soldier’s experiences of war might affect him.</li> <li>Bake Anzac biscuits. (There are a few variations of the basic recipe. There may be a special family recipe that has been passed on through your family.)</li> <li>Find out why Anzac biscuits in particular were sent to the soldiers. What else was sent to them from their families or in care packages?</li> </ul>		



Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	12	<p><b>Inquiry Question</b></p> <ul style="list-style-type: none"> <li>• What happened after Gallipoli?</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Re-read “Australians in World War I” by Heather Lewis (see attachments).</li> <li>• Locate Egypt, France and Germany on your map.</li> <li>• Read “The First Anzac Day Ceremonies” by Heather Lewis (see attachments).</li> <li>• Research: <ul style="list-style-type: none"> <li>– Find the number of Australian soldiers who were sent home after Gallipoli, the number who went to France and the number who stayed in the Middle East.</li> <li>– Find photos of War Memorials, Avenues of Honour, The Shrine, The Australian War Memorial, honour rolls, etc. (There may be honour rolls in your school, a local town hall or church.)</li> </ul> </li> </ul> <p><a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a></p> <p><a href="http://www.naa.gov.au">www.naa.gov.au</a></p> <ul style="list-style-type: none"> <li>– Ask students why they think these things were built after World War I.</li> </ul>		
	13 <b>Biographies</b>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Research the life and service of a soldier whose name is on a local war memorial or honour roll or a famous soldier such as Albert Jacka (see attached worksheet). <ul style="list-style-type: none"> <li>– Present your work to the class.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Plan, research, write and present a biography of a soldier from World War I.</li> </ul>
	14	<p><b>Inquiry Question</b></p> <ul style="list-style-type: none"> <li>• Should we still have Anzac Day?</li> </ul> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Brainstorm for ideas.</li> <li>• Write an exposition, discussion or prepare a debate on this topic.</li> <li>• Present it to the class.</li> </ul>		<ul style="list-style-type: none"> <li>• Write an exposition or discussion on the topic “Should we still have Anzac Day?” Students should be able to give two or three reasons to support their position</li> </ul>

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	<p>15 <b>Lest We Forget</b></p>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Refer to the pictures and film clips about Anzac Day ceremonies.</li> <li>• Make a wreath to lay at the flagpole or during an Anzac Day ceremony. <ul style="list-style-type: none"> <li>– You can find a template for a simple wreath on the Department of Veterans Affairs website <a href="http://www.dva.gov.au/commemorations">www.dva.gov.au/commemorations</a> or in commercially produced books.</li> <li>– Write the words “Lest We Forget” or “The Ode” by Laurence Binyon or your own poem in the centre of your wreath.</li> </ul> </li> <li>• Discuss the use of the red poppy on wreaths or as the symbol of Remembrance. <ul style="list-style-type: none"> <li>– Find pictures of poppies growing wild in France. <a href="http://www.google.com.au/search?q=poppies">www.google.com.au/search?q=poppies</a></li> </ul> </li> </ul>		

# Resources List

Week	Lesson	Resources
1	1	
	2	<p><b>Books</b> Hoy, Catriona (2006). <i>My Grandad Marches on Anzac Day</i>. Lothian Books, Melbourne.</p> <p><b>Websites</b> <a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a> <a href="http://www.naa.gov.au">www.naa.gov.au</a> <a href="http://www.shrine.org.au/Remembrance/ANZACDay">www.shrine.org.au/Remembrance/ANZACDay</a></p>
	3	<p><b>Publications</b> Lewis, Heather (2013). <i>Australians in World War I</i>. (unpublished).</p>
	4–5	<p><b>Books</b> Wolfer, Dianne (2009). <i>Lighthouse Girl</i>. Freemantle Press, Freemantle.</p> <p><b>Websites</b> <a href="http://www.awm.gov.au">www.awm.gov.au</a> <a href="http://www.anzacsite.gov.au">www.anzacsite.gov.au</a></p>
2	6	<p><b>Websites</b> <a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a> <a href="http://www.naa.gov.au/scripts/photossearch">www.naa.gov.au/scripts/photossearch</a></p>
	7	<p><b>Publications</b> Lewis, Heather (2013). <i>Why is 25<sup>th</sup> April called Anzac Day?</i> (unpublished).</p> <p><b>Websites</b> <a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a> <a href="http://www.naa.gov.au">www.naa.gov.au</a></p>

Week	Lesson	Resources
	8	<p><b>Books</b> Small, Mary (2001). <i>Simpson and Duffy</i>. Anzac Day Commemoration Committee Queensland, Apsley. Greenwood, Mark (2008). <i>Simpson and his Donkey</i>. Walker, Newtown.</p> <p><b>Websites</b> <a href="http://www.youtube.com/watch?v=398BlpdZnzo">www.youtube.com/watch?v=398BlpdZnzo</a></p>
	9	<p><b>Publications</b> Lewis, Heather (2013). <i>Leaving Gallipoli</i>. (unpublished).</p> <p><b>Websites</b> <a href="http://www.awm.gov.au/encyclopedia/gallipoli.drip_rifle">www.awm.gov.au/encyclopedia/gallipoli.drip_rifle</a> <a href="http://www.awm.gov.au/encyclopedia/gallipoli.periscope_rifle">www.awm.gov.au/encyclopedia/gallipoli.periscope_rifle</a></p>
	10	<p><b>Publications</b> Cummings, Phil (2013). <i>Anzac Biscuits</i>. Scholastic, Linfield.</p> <p><b>Websites</b> <a href="http://www.scholastic.com.au/anzacbiscuits">www.scholastic.com.au/anzacbiscuits</a></p>
3	11	See Lesson 10 resources
	12	<p><b>Books</b> Hutchinson, Garrie (2009). <i>Remember Them</i>. Hardie Grant Books, Prahran.</p> <p><b>Publications</b> Lewis, Heather (2013). <i>Australians in World War I</i>. (unpublished). (See attachments) Lewis, Heather (2013). <i>The First Anzac Day Ceremonies</i>. (unpublished). (See attachments)</p> <p><b>Websites</b> <a href="http://www.awm.gov.au/commemorations/anzac">www.awm.gov.au/commemorations/anzac</a> <a href="http://www.naa.gov.au">www.naa.gov.au</a> <a href="http://www.shrine.org.au">www.shrine.org.au</a> <a href="http://www.avenuesofhonour.org/">www.avenuesofhonour.org/</a> <a href="http://www.ballarat.com/avenue.htm">www.ballarat.com/avenue.htm</a> <a href="http://www.nationaltrust.org.au/vic/AvenuesofHonourEducationandCelebrationProgram">www.nationaltrust.org.au/vic/AvenuesofHonourEducationandCelebrationProgram</a></p>

Week	Lesson	Resources
	13	<p><b>Books</b> Stephens, Tony (2009). <i>The Last Anzacs</i>. Freemantle Press, Freemantle.</p> <p><b>Worksheets</b> "Biography of an Anzac" worksheet</p>
	14	<p><b>Websites</b> <a href="http://www.dva.gov.au/commemorations">www.dva.gov.au/commemorations</a> <a href="http://www.google.com.au/search?poppies">www.google.com.au/search?poppies</a></p>
	15	<p><b>Books</b> Instructions on how to make a poppy Lacey, Cheryl (2008). <i>Classroom Timesavers Australia</i>. Scholastic, Sydney, page 37.</p>

# Australians in World War I

By Heather Lewis

In 1914, a war started that went on for four years. Soldiers, sailors and pilots from many countries fought in this war and thousands of them were killed or hurt. This war became known as The Great War, not because it was wonderful or exciting, but because of the large number of countries and people involved. It is now called World War I.

This war happened in countries far away but Australia and New Zealand sent thousands of soldiers and sailors to the war. Doctors and nurses also went to the war, as well as vets to look after the horses.

Australia sent these people to the war because Australia was friends with Great Britain. Great Britain is made up of England, Scotland, Wales and part of Ireland. Today, Great Britain is usually called the United Kingdom and it is still friends with Australia and New Zealand.

In 1914, Great Britain was at war with countries such as Turkey and Germany and needed help from countries that were its friends or allies. Many Australians had been born in Great Britain or their families had lived there. They felt that they should help by enlisting in the Army or Navy and going to fight Great Britain's enemies.

The Australian and New Zealand soldiers became known as the Anzacs. This is a short way of saying the Australian and New Zealand Army Corps. Corps is a French word that means a large group of people. You do not say the "p" or the "s", so it sounds like "cor".

The Anzacs fought their first big battles in 1915 in Turkey in an area called Gallipoli. However, even though they fought very hard and many soldiers were killed or injured, they could not defeat the Turkish soldiers. It was decided that all the soldiers fighting with Great Britain would leave Gallipoli.

After the Anzacs returned to Egypt, some of them stayed in the countries we call the Middle East. Many of these soldiers were members of the Light Horse Regiments.

However, most of the Australian and New Zealand troops were put on ships and taken to France, where they fought the German army in terrible conditions until the end of World War I. It was here that most Australian soldiers died, were wounded or became sick.

The Germans realised they could not win and agreed to stop fighting. German, British and French generals signed a document called the Armistice on 11<sup>th</sup> November 1918 at 11 o'clock in the morning. This meant that everyone would stop fighting.

Gradually, the Anzacs were sent home by ship and were greeted by their families and friends. There were parades and ceremonies. However, it was a sad time for families whose sons or daughters had died. Many war memorials were erected in towns and cities to remember them. You can still see those memorials today.

# Why is 25 April Called Anzac Day?

**By Heather Lewis**

Anzac Day is a very special day in Australia and New Zealand. Do you know why? It is because at dawn on the 25<sup>th</sup> April 1915, Australian and New Zealand soldiers started fighting Turkish soldiers at a place called Gallipoli. Gallipoli is in a country called Turkey. If you can find it on a map of the world, you will see that it is a long way from Australia and New Zealand.

The Anzac soldiers had left their camps in Egypt on big ships. When they got close to Gallipoli, they had to get into smaller boats, which took them close to the beach. They had to carry their gun, bullets, food, water and anything else they might need. They had to be ready to fight the Turkish soldiers as soon as they got out of the small boats.

When the small boats got close to the beach, the soldiers had to jump out of them and try to run through the water and up the beach to the cliffs. The Turkish soldiers were able to shoot at them and many soldiers died or were injured on the beach or in the water.

The ones who were not shot had to try to climb up the hills and cliffs and start shooting at the Turkish soldiers, who already had good places in which to hide and keep themselves safe. These places were called trenches and were like a tunnel without a roof. You may be able to find photographs of trenches in books or on the internet.

The Turkish soldiers fought very bravely as they did not want anyone invading their country. The fighting continued at Gallipoli for months and many soldiers were killed, hurt or became sick. This was the first time Australian and New Zealand troops had fought together in a big battle.

The 25<sup>th</sup> April, the date they first landed at Gallipoli, has now become very important to the people of both countries. It is now known as Anzac Day.

# Leaving Gallipoli

**By Heather Lewis**

The Anzac soldiers at Gallipoli were following the orders of British Army Generals. In November 1915, the Generals decided that the British, French, Indian and Anzac soldiers could not win the fight against the Turkish soldiers and that too many people had already died, been injured or were sick.

They decided to evacuate everyone as quietly as they could so the Turkish soldiers would not know they were giving up the fight and leaving. It took weeks before everyone could leave Gallipoli. Some of the soldiers tied cloths around their boots so they would not make too much noise as they left the trenches, hills and cliffs. They got onto small boats again, which took them out to the big ships that could take them back to Egypt.

Some clever Australian soldiers set up their guns to shoot at the Turkish soldiers, even after they had left. They invented a way that water would drip into a tin and the weight of the water would pull the trigger and fire the gun. They hoped to make the Turkish soldiers think the Australians were still there fighting them.

No Australian soldiers were killed in the days it took for them to all leave Gallipoli. However, although the soldiers were glad to leave, they were very sad that so many soldiers had been killed and buried at Gallipoli.



# The First Anzac Day Ceremonies

**By Heather Lewis**

In 1916, many people decided that they wanted to do something to remember the soldiers, sailors and other people who had been killed in the war. They held special ceremonies on the 25<sup>th</sup> of April, which was the day that the Australian and New Zealand soldiers had landed at Gallipoli and started fighting the Turkish soldiers. This day became known as Anzac Day.

Crowds came and listened to speeches, sang hymns and listened to prayers. Soldiers who were in Egypt, London and France, and those who had returned to Australia or New Zealand because they were sick or injured, also attended the ceremonies.

Today, ceremonies are held all around Australia and New Zealand (and even some other countries) on the 25<sup>th</sup> of April every year, to remember all the people from Australian and New Zealand who have been killed or hurt, or affected in some way by war. People may lay a wreath of flowers at a war memorial or in front of a flagpole as a sign that they are remembering the people who fought for their country. In many places, people who have fought in a war march in a parade. They may finish at a special place where the ceremony may take place.

Some ceremonies start at dawn, to remember the fact that the first Anzac soldiers went onto the beaches at Gallipoli at dawn in 1915.

# Biography of an Anzac

A biography is information about the life of another person.

Your task is to do some research and write a biography about the life of a person who served in the Australian Armed Forces (Army, Navy, and Air Force). You may find such a person's name on a War Memorial, an Honour Board, an Avenue of Honour or you might have heard of them or read about them.

You may use books, the internet or people to help you find out about your chosen person. Try to find out as much information as you can and then write the biography.

Here are some ideas to help you in your research.

## General questions

Name of person: \_\_\_\_\_

Place where they usually lived: \_\_\_\_\_

Place where they enlisted: \_\_\_\_\_

Date they enlisted: \_\_\_\_\_

Occupation (their job): \_\_\_\_\_

If they died, where are they buried? \_\_\_\_\_

If they lived, when did they return to Australia? \_\_\_\_\_

Name of the ship: \_\_\_\_\_

Was this person given any awards for bravery? If so, which awards? \_\_\_\_\_

Did this person receive any other medals? \_\_\_\_\_

Where did you find this person's name? \_\_\_\_\_

## Physical appearance (what they looked like)

Hair or skin colour: \_\_\_\_\_

Eye colour: \_\_\_\_\_

Height: \_\_\_\_\_

Place where they did their training: \_\_\_\_\_

When did they leave Australia? \_\_\_\_\_

Name of the ship: \_\_\_\_\_

Places where they served: \_\_\_\_\_

Did they have any wounds or illnesses \_\_\_\_\_

Any other information you have been able to find:

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# Assessment Rubric

Criteria	Shows <u>excellent</u> knowledge and understanding	Shows <u>good</u> knowledge and understanding	Shows <u>some</u> knowledge and understanding	Shows <u>little</u> knowledge and understanding
Knows the meaning of ANZAC (1 point)				
Able to give a reason for Australia's involvement in World War I (1 point)				
Knows the duration of World War I (1 point)				
Knows the date of Anzac Day (1 point)				
Able to give a reason for Anzac Day (1 point)				
Research and write a biography of a soldier (1 point)				
Able to write a letter from a soldier's perspective (1 point)				
Able to write an exposition or discussion on the topic (10 points)				
Total possible score = 25				