



Free New Educational Resource for young people at sea

Excelsior Trust which maintains the historic sailing ship Excelsior based at Lowestoft has just published a new educational resource, produced by education professionals from Norfolk.

Excelsior has taken thousands of young people from East Anglia to sea over the years and has helped shape lives and youngsters develop skills and self-confidence that have enhanced their lives.

Free of charge, the PSHE and Citizenship Resource is designed to be part of a school's Personal, Social, Moral Education programme and contributes to the delivery of Citizenship. It has been written in the expectation that it will be followed by year groups, but has also been designed to benefit all and be enjoyed by all, enhancing the experience of those who sail on Excelsior. It is hoped that this style, which is perhaps unique, will be attractive to schools because it allows their efforts on behalf of their young people to be maximized.

It is valuable to young people because in many ways life at sea mirrors life in general but because of the power of the sea, the size of the ship and the nature of being a crew member it brings an intensity of experience that means young people learn and mature quickly. They develop personal qualities and life skills that are of lasting benefit.

For further information on this resource please contact the Excelsior Trust:-

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CHARTING YOUR DESTINY

A JOURNEY THROUGH LIFE • A VOYAGE OF DISCOVERY

A PSHE & CITIZENSHIP RESOURCE COMMISSIONED BY THE EXCELSIOR TRUST



• WRITTEN BY LEEANNE REID AND CHRIS HASSELL •



BACKGROUND TO EXCELSIOR

● AND THE EXCELSIOR TRUST ●

Excelsior is a sailing trawler that was built in Lowestoft in 1921. She is owned by the Excelsior Trust, a non-profit making charity which seeks to enhance the life chances of young people, especially but not only those most in need. It does so by providing young people with the opportunity to experience the adventure of sailing on Excelsior.

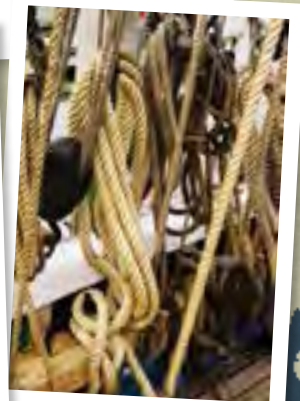
The ship has sailed most of the northern seaboard, from Scandinavia to Portugal. She has been classified as one of the country's sixty most important historical vessels and as such is a vessel of national importance. Excelsior routinely still sails in the internationally famous Tall Ships Race.

For many years Excelsior has been a training vessel for young people and as such has been enjoyed by literally thousands of young people from East Anglia. In doing so she has helped shape lives and helped youngsters develop skills and self-confidence that have enhanced their lives. Recently she has been refurbished and is berthed on the Heritage Quay at Lowestoft.

The Excelsior sea experience is more than just an adventure. It is valuable to young people because in many ways life at sea mirrors life in general but because of the power of the sea, the size of the ship and the nature of being a crew member it brings an intensity of experience that means young people learn and mature quickly. They develop personal qualities and life skills that are of lasting benefit. Quite simply Excelsior changes lives for the better.

In order to broaden the impact of the Trust's work and to make it easier for schools/ colleges to justify investing their time and energy it has commissioned the scheme of work that follows. It is designed to be a part of a school's/ college's Personal, Social, Moral Education programme and it contributes to the delivery of Citizenship.

The scheme has been written in the expectation that it will be followed by year groups, but in the knowledge that only a fortunate few will go on to sail in the ship. It has been designed to benefit all and be enjoyed by all. In addition, it will enhance the experience of those who go on to sail in Excelsior. It is hoped that this style, which is perhaps unique, will be attractive to schools because it allows their efforts on behalf of their young people to be maximized.



OVERVIEW OF “A JOURNEY FOR LIFE”

● A PSHE SCHEME OF WORK CENTRED ON SEA ADVENTURE ●

The scheme comprises two parts

- Individual lessons
- Additional support materials

The lessons come in both e-format and hand copy. The hard copy is presented in a looseleaf folder that can easily be photocopied and made available to a number of teachers in the school. Each lesson has a clear set of objectives and comprises three parts: introductory activity, main activity and plenary.

The support material is there to support teachers who want to provide a slightly different approach, add variation, provide additional challenge or support for students. It includes a Skills Table that allows students to reflect on their own abilities, consider how they might develop and to measure progress.

Each lesson stands alone but lessons have been sequenced to support progression and student development. They form a complete scheme of work but teachers and schools may wish to select only a number of sessions in order to fit into the school's overall curriculum plan.

Student self-reflection is recorded throughout the scheme contributing to students arriving at a personal assessment of their skills.

The eight lessons can easily be fitted together to create sessions for an Impact Day.

Their relevance to Key Stage 3, Key Stage 4 and Key Stage 5 is self-evident and an experienced teacher will be easily able to adapt and tailor them accordingly.

Lessons generally focus on an aspect of life at sea and then present a parallel situation that exists in students' everyday lives. In this way students are challenged to find a solution to a challenge that is immediate, is readily identifiable and quantifiable before being asked to extend their thinking to the broader canvas of everyday life and their own situation in particular. Preparing solutions and coming to terms with the sea based challenges helps the young people involved develop awareness and confidence that can be used to promote their own self-awareness and well-being. In doing so it also promotes the positive qualities and values that will make their lives easier, more successful and will make them better citizens.



A SUMMARY OF LESSONS

Lesson 1: What makes people want to explore

Lesson objective: to promote understanding of the human psyche and encourage pupils to examine their own motivations & personality.

This will be achieved through a consideration of the exploits of a number of famous adventurers- and what it is that motivates them. Pupils will then consider themselves and identify qualities they possess as well as areas they can strive to develop. Learning resources include film extracts available via the web and video of Excelsior with young people sailing her.

Lesson 2: Rules and their importance

Lesson objective: to recognise that society requires rules in order that people can coexist successfully and comfortably together.

This will be done by considering first rules needed aboard ship and then rules needed in a school setting. The relevance to society and law will be made explicit. Practical group work will promote pupil involvement and understanding as well as a sense of fun in learning.

Lesson 3: Conflict resolution

Lesson objective: to develop the skills in pupils that will allow them to solve conflicts and develop in them an understanding of how conflicts can be avoided.

This will be done through role play. Students should enjoy their learning. Scenarios will be set in school and family settings and then on board ship.

Lesson 4: The Court Martial

Lesson objective: to realise that inappropriate or wrong behaviour has consequences which can be formal, for example, in society people are taken to court and sent to prison. The children will also consider the need for any punitive action to be appropriate and proportional. They will recognise that views on appropriateness change with time.

Lesson 5: Planning ahead

Lesson objective: to encourage children to look ahead and plan which will promote their organisational skills and develop a life skill that is required in many different fields from running their personal lives to planning long term strategy. It is a skill that is requisite in most high level jobs.

Children working in groups will be required to plan for aspects of a voyage and then so that the relevance of the task to everyday life is made explicit will be asked to plan a family holiday.

Lesson 6: Beating the odds

Lesson objective: to help children develop the confidence to face up to their fears and develop in them the ability to deal with them. The lesson will seek to draw inspiration from Ellen MacArthur's exploits and then allow children to explore their anxieties before going on to consider how they might overcome them.

Lesson 7: Message in a bottle.

Lesson objective: to make children reflect on the people who are really important in their lives and the things they should say to them. The lesson will help them realise that it is all too easy to accept what people give us either at home, through our family, through our school and its teachers, or through our friends and those who care about us and that in living day to day we sometimes fail to work out what's really important. The lesson aims to promote an appreciation of the fact that if we reflect on and know these things it's likely that we will be well placed to lead better lives.

Children will have to write their own/ their last message!

Lesson 8: Finding your way: personal reflection.

Lesson objective: to help children come to achieve an accurate view of themselves as individuals and therefore be well placed to promote their own personal development.

This will be linked to helping them plan for the next stage in their lives- including moving onto the next Key Stage in their education





LESSON 1

WHAT MAKES PEOPLE WANT TO EXPLORE

LESSON OBJECTIVE: *promote consideration and understanding of the human psyche and encourage pupils to examine their own motivation and personality.*

This will be achieved through a consideration of the exploits of a number of famous adventurers - and what it is that motivates them. Students will then consider themselves and identify qualities they possess as well as areas they can strive to develop. Learning resources include film extracts available via the web and a DVD of *Excelsior* with young people sailing her.

Starter activity: Brief outline of exploration and the risks people take that might be extreme. *(10 minutes)

- Chris Bonington risks his life climbing mountains. He goes on his expeditions leaving a family at home and is aware of just how frightened they are whilst he is away.
- Ranulph Fiennes is now almost fingerless having suffered terribly from frostbite whilst traversing the Arctic and Antarctic. He went knowing that he would be starved because he could not carry enough food to survive comfortably and that he would lose almost 5 stone in weight.
- Christopher Columbus' men thought they might sail off the edge of the world. (This idea features in the films *Pirates of The Caribbean* with which students are likely to be familiar.)

*PPT Powerpoint on these explorers available

WHY DO THEY DO IT?

Teacher could use trailer of *Sanctum* (2mins 30 seconds) <http://www.youtube.com/watch?v=jaZHjv3ASfw>

Students should listen for reasons why people explore - children to be asked to identify them after the clip.

Throughout the lesson pupils are to write down words they hear that describe the qualities of an explorer. They will need these for their homework/ plenary task. This should be explained to them from the start. (word sheet)

Main activity: Introduction to *Excelsior*

- Use the DVD clip of *Excelsior* that is provided (4 minutes)
- In groups (3/4 students) identify qualities needed to sail on a voyage of adventure. Students should be required to list 5.
- Class brought together by teacher & groups report back.





LESSON 1 : WHAT MAKES PEOPLE WANT TO EXPLORE?



Plenary/ Homework

Consider the proposition that there are special qualities of adventure that some people have in abundance, that some consciously develop in themselves but that we all probably share to some degree.

- Reflect on these qualities within themselves & which ones they lack or need to develop. These need to be recorded in some way.
- Then pick one they think they have and give evidence.
- Then pick one that they think they lack or could improve and try to explain how.

Extension activity:

Consider whether all the qualities that explorers display are positive qualities.

This activity might be undertaken as a group activity with feedback given, or it might be undertaken as a written task.

Children can be pointed to the writings of explorers/ adventurers, for example "Quest for Adventure" by Chris Bonnington, or "Mind over Matter" by Ranulph Fiennes.

Such books tend to contain stunning photographs which will inspire children of all abilities.

Resources supporting
the lesson:

Sanctum trailer
on DVD or Internet

Excelsior dvd
Worksheets/ workbook

Alternative: Word bingo

Students might be asked to draw up their own word bingo card using words from the list.

A caller then draws the words from a hat until a winner appears.

During/ after the game there should be a focus on ensuring there is student understanding of the vocabulary/ qualities

Intrepid	Fearless	Sense of enquiry
Strong	Adventurous	Self sufficient
Simple desire to be the first	Supportive	Dogged

List of qualities/ characteristics that explorers are likely to possess or display might include:

Adventurous

Sense of enquiry

Desire or need to prove oneself

Simple desire to be the first

Intrepid

Brave

Fearless

Strong

Determination

Ability to keep going - physically and mentally

Dogged

Perseverance

Not knowing when you are beaten

Investigative

Supportive

Organised

Fore thought

Self sufficient

Fearful

Ability to measure risk

Willingness to take risk

Selfishness

Desire for fame/ fortune



LESSON 6 BEATING THE ODDS

LESSON OBJECTIVE: *Help young people develop the confidence to face up to their fears and develop in them the ability to deal with them.*

Starter activity: Either tell the **Ellen Macarthur Story**- the young woman who was brave enough to sail single handed around the world, who sailed through sixty foot waves in the southern ocean and who in the face of a storm climbed the mast of her yacht in order to carry out a repair so that she might continue her journey. Highlight the fact that she was frightened, injured but found the courage and physical resolve to do this.

- Or show film footage of this.
- Or get children to research something about her.

These activities could follow a teacher exposition of Ellen's exploits.

<http://www.youtube.com/watch?v=elb-cus-Luo>

Main activity: The teacher briefly shares their greatest fear with the class and goes on to explain how they coped or are coping.

- Break class into groups of 4 and encourage them to do the same thing - share their greatest fear and how they coped or are failing to cope with it. *Considerable care needs to be taken regarding this and an alternative way of developing the lesson and examples is explained below. Certainly students should not be made to feel that they should reveal things they do not want to. They should not be allowed to lay themselves open to teasing. They will need guidance regarding appropriateness and alternative routes for gaining support need to be made clear.*
- The class should then divide into pairs and in pairs they should discuss strategies that will deal with a fear that has been highlighted. It would be a good idea for each student to make some notes regarding their own fear and strategies as this will help with subsequent work/ homework.
- If the class does not come up with suitable examples or they are too personal, the teacher might present the fears list opposite and ask pairs to come up with strategies.

It's important that there is discussion of how Ellen Macarthur coped with her fear and an understanding that it was not simply courage that came naturally or without effort.

FEARS LIST

Coping with a school bully

Academic failure/ exam failure

Getting lost/ left alone

Having no friends

No job or money

Miserable at home

Moving to either a new school or new area.



LESSON 6: BEATING THE ODDS

Plenary:

A reflection on what has been learnt today.

- Even the bravest people experience fear and maybe courage can only be shown if you do experience fear.
- Talking to someone helps, facing the fear and then coming up with ideas to overcome it.
- It's a good idea to have a range of coping strategies.
- Writing things down forces people to sharpen their thinking and when it is written down it is more likely to be enacted.
- Persistence and not giving up are key in overcoming difficulty.
- Being optimistic and positive are crucial ingredients to overcoming fear.



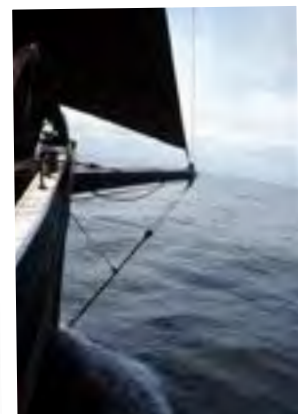
Extension activity:

Take some quiet time to reflect on the plenary and what we've learnt in this lesson and write down your greatest fear and how you would deal with it.



Alternative activity:

Begin a diary or log in which you record fears as you experience them and how you cope. In each instance identify something you did to cope and something you learnt either about yourself, or your fear.





LESSON 7

MESSAGE IN A BOTTLE

LESSON OBJECTIVE: *To encourage students to reflect on the people who are really important in their lives and the things they should say to them. It's all too easy to accept that which people give us either at home, through our family, through our school and its teachers, or through our friends and those who care about us. It will highlight how hard people work for us and in simply having a good time, living day to day we fail to work out what's really important. If we know these things it's likely that we will be well placed to lead better lives.*

Starter activity: Desert Island disc

- What books would they take with them? Favourite film or TV series?
- What music would they take with them?
- What luxury item would you take?
- One person?
- One animal?
- Favourite food and drink?

Teacher to use the link below to find a suitable example or two. These will need to be listened to beforehand and notes taken.

<http://www.bbc.co.uk/radio4/features/desert-island-discs/find-a-castaway>

<http://www.azlyrics.com/lyrics/sting/messageinabottle.html>

Main activity: Here is a message previously received. See Message in additional material/end of lesson plan.

- What does it tell us about the person?
- Who do we think they are writing to?
- What would they add to the unfinished message?
- What do they think about it? Development / improvements.
- Collect ideas on the board - these ideas will then guide pupils to write their own letter. 5-10 minutes to start.

Teacher could be creative and write a number of different messages in actual bottles and distribute them in bottles.

This letter can be used in the next task as a writing frame and others may want to be more individual or creative.



LESSON 7: MESSAGE IN A BOTTLE

The scenario is:

- You are alone either stranded on an island or in a ship that is about to sink. It's not clear that you will survive or that you will meet again those people whom you have spent most of your life with.
- You have one piece of A4 paper on which you can write a message that you will put in to the bottle and place into the sea in the hope that it will be delivered. Now you must decide what you are going to say.

1) Who are you going to write to?

2) What are you going to write? Consider what you are most proud of and have most enjoyed.

3) What would you want to develop and improve on if you survived?

Teacher to model writing and to share some of their ideas with them and ask for some of their ideas throughout the activity. Allow 10 minutes for each paragraph.

Plenary: What is actually really important?

- Is it the things you thought of immediately or is the things you thought of next?
- Is it people that are important to you right now?
- Is it people who have featured in your life over a long period of time?
- What have you learnt about yourself and your hopes for the future?

You should have arrived at some clear ambitions and other parts of this voyage of discovery / scheme of work will help develop your ability to make ideas become the reality.

17th March

I am writing this message to those I am leaving behind. 'The Old Neptune', my single handed yacht, has caught fire. An explosion in the engine room has holed her below the water-line and we are sinking fast. The Pacific Ocean is a big place and there can be little hope I will survive or see my family and friends in England again.

I have only a few minutes to think about those who are most important to me and to thank them for what they have done.

I also want to write about what I am most proud of and enjoyed the most.

And in my final moments I want to reflect on what I would have gone on to do.

So ...

