



Aim

- To be able to relate the rescue to current issues

Objectives

- To find out about the rescue of the survivors
- To explore the idea of having consideration for others
- To understand other people's experiences
- To understand responsibility and consequences

Subject links

- Art, History, Literacy
- **National Curriculum References:**
KS1: 1b, c, e; 2a, b, c; 4a; 5g
KS2: 1a, b, e; 2a, e, f; 4a, b; 5c, g
- **Resources:**
Resource sheets 1, 2 and 4

Assessment/success criteria

- To be able to understand and describe emotions
- To be able to understand and describe the ways in which they can help people in their everyday lives

Key vocabulary

Survivors, rescued, heroine, bravery, reward, medal, remembered.

Introduction

Introduce the topic by asking what the pupils understand by the word 'rescue'. Have they ever had to be rescued?

Activities

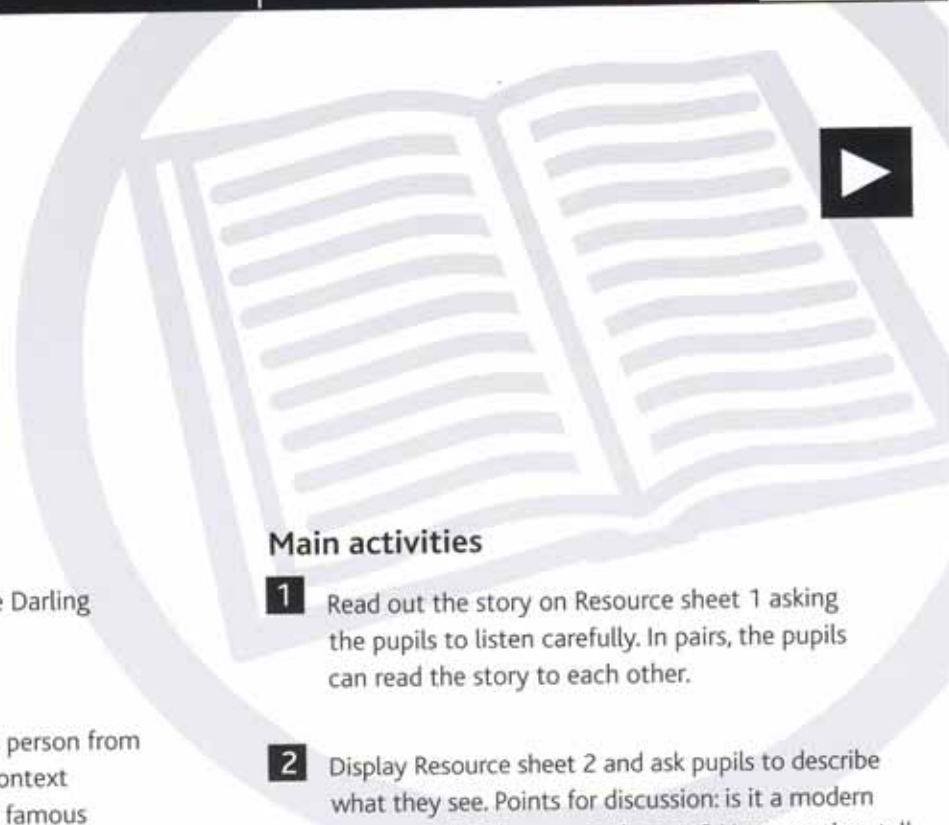
- 1** Ask pupils to imagine a hero or heroine. What kind of person are they and how do they help people? In pairs, ask pupils to read the story of Grace Darling on Resource sheet 1 and discuss the rescue. Do they think Grace is a heroine for her actions?
- 2** Ask pupils to look at the picture on Resource sheet 2 and imagine that they are one of the survivors. Points for discussion: How are you feeling? Describe your emotions? How would you decide who went on the first trip in the rescue boat? Re-enact the scene from the picture and ask the pupils to say aloud how they feel.
- 3** Ask the pupils to imagine they are the Captain of the *SS Forfarshire*, John Humble. Use Resource sheet 4 to explore the issues that inform the decision.

Plenary

With reference to the ideas raised in the activities, discuss whether anyone can be a hero. Ask pupils to write down things they can do to help people in everyday life.

Extension work

Study real-life rescues and RNLI crew members at:
www.rnli.org.uk/shorething/youth/crew/todayscrewmember.aspx



Aim

To understand why we remember Grace Darling

Objectives

- To identify Grace Darling as a famous person from history and place her in a historical context
- To identify how and why she became famous

Subject links

- Literacy hour, Geography, Citizenship and PSHE
- **National Curriculum Reference:**
Year 2, Unit 4
- **Resources:**
Resource sheets 1, 2 and 3

Assessment/success criteria

- To be able to describe events verbally and through written account
- To be able to retell the story in their own words

Key vocabulary

Engines, storm, islands, lighthouse, survivors, rescued, bravery, reward, medal.

Introduction

- 1** In pairs, ask the pupils to think of the name of a famous person and then write it down.
- 2** As a class, discuss these names to see if everyone knows them and if so, why?
- 3** Talk about how someone can become famous.

Main activities

- 1** Read out the story on Resource sheet 1 asking the pupils to listen carefully. In pairs, the pupils can read the story to each other.
- 2** Display Resource sheet 2 and ask pupils to describe what they see. Points for discussion: is it a modern rescue or did it happen in the past? How can they tell it happened in the past? When were Victorian times?
- 3** Use Resource sheet 3 for the children to place Grace in a timeline and to think about how she became famous.

Plenary

Ask the children to retell the story of Grace Darling in their own words. Do they think that Grace deserved to become famous? Discuss the lifesaving work of the RNLI and why they might have dedicated a museum to Grace Darling.

Extension work

- 1** Visit the museum to do the 'Meet Grace Darling' workshop.
- 2** Ask the children to research another famous person from either the Victorian times or now and compare them.
- 3** Watch the interactive story at:
www.rnli.org.uk/shorething/youth/grace