

THE PANEL

LEVEL: KEY STAGE 3 INQUIRIES WORKSHOP RATIONALE

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The story of Titanic is at its simplest a story of man's interaction with the sea. For as long as we have travelled on water we have struggled with finding the balance between maximising our use of the sea as a transport network and keeping safe while we travel there. Human beings have always learned by examining the mistakes we make and using what we find to make changes for the better. Learning from our mistakes is part of what makes us human. When Titanic sank it was vital that we learned why and what could have been done different – only then could we prevent the same thing from happening again.

In "The Panel" your pupils will use primary source material and active learning techniques to investigate the inquiries that looked into the Titanic disaster. They will then role play as advisory panel members recommending improvements in safety standards and protocols for ocean going liners. Will they recommend the same improvements as the US Senate Inquiry and the British Wreck Commissioners Inquiry? They'll have to wait and see.

KEY QUESTIONS

1. What lessons can we learn from the sinking of the Titanic?
2. How did the Titanic disaster impact on the future of maritime safety standards?

SUGGESTED LEARNING INTENTIONS

Pupils should be enabled to develop Talking and Listening skills in the following areas;

- Show understanding of others' ideas by making valid contributions.
- Ask questions to challenge others' ideas, showing sensitivity.
- Explain information and ideas clearly,
- using appropriate ways to support main points.
- Organise the structure and content of talking to be concise.

Pupils should be enabled to develop Reading skills in the following areas;

- Show understanding by identifying and summarising information, ideas and details.
- Evaluate and adapt information
- Make reference to text to support opinions and draw conclusions

Developing Pupils' Thinking Skills and Personal Capabilities: pupils should be given opportunities to;

- Work together in groups.
- Work collaboratively, involving the sharing of roles, resources etc.
- Become more self-directed by managing their time etc.
- Ask focused questions.
- Communicate with a sense of audience and purpose.
- Participate in role-play simulation and demonstrate empathy with the past.
- Make links between cause and effect
- Generate possible solutions and try out alternative approaches.
- See opportunities in mistakes and failures
- Listen actively and share opinions.
- Respect the views and opinions of other, reaching agreements using negotiation and compromise.

Developing pupils' knowledge, understanding and skills: pupils should be enabled to or have opportunities to;

- Listen to and take part in discussions and presentations.
- Contribute comments, ask questions and respond to others point of view.
- Communicate information, ideas and opinions using an expanding vocabulary.
- Read a range of texts for information and ideas.
- Use evidence from texts to explain opinions.
- Investigate the past and its impact on our world today through an understanding of cause and effect.
- Investigate the past and its impact on our world today by developing the enquiry skills to undertake historical investigations.
- Investigate the past and its impact on our world today by developing chronological awareness and the ability to make connections between historical periods, events and turning points.
- Enhance their creativity through engagement with a range of stimuli and to become critical, creative and effective communicators by talking, including role play, presentations and group discussions.
- Investigate why rules and laws are needed and how breaches of the law affect the community

Learning intentions. Pupils are learning to...

- Listen actively.
- Make empathetic connections between primary source material and the real people whose story it tells.

Possible learning, teaching and assessment activities.

Pupils will have the opportunity to listen to a dramatization of a number of pieces of inquiry evidence in order to help them connect with the humanity of the people whose evidence they will be reading.

- Work meaningfully in group discussion settings through the development of their listening and questioning skills.
- Contribute to group discussions in a sensitive yet clear and concise manner.
- Read text for information, to stimulate ideas and to support opinions.
- Use role play as a method for exploring the past.
- See mistakes as an opportunity for learning and improvement.
- Discuss possible solutions and alternatives.
- Use negotiation and compromise to reach an agreement so that all members of the group feel respected and valued.
- Investigate the impact of historical events on the modern world through the consideration of cause and effect in a specific event.
- Make connections between historical events and turning points.

Pupils will divide into 6 groups (each with a minimum of 2 pupils).

Each group will be given a specific area of the disaster to consider and a selection of evidence pertaining to that area. They will use the evidence to stimulate their recommendations about how similar disasters could be prevented.

- Explain information and ideas clearly in a concise and audience appropriate manner.
- Communicate effectively through the presentation of their ideas and opinions.
- Summarise information and ideas.

Each group will nominate a representative who will feedback to the whole class. The class can contribute further recommendations if they wish to.

Pupils who participate in “The Panel” will leave Titanic Belfast with a richer understanding of one area of Titanic’s story. They will be enabled to see primary source material as the story of real people rather than dry, lifeless documents. “The Panel” will encourage your pupils to critically analyse current and historical events and the far reaching impact they have on our futures.