**Eileen and the Titanic**

**This series of tasks could be used in a linear fashion to tell the story of the Titanic and link into Eileen O’Leary’s life.**

**Teachers can refer to the Titanic presentation and** [**www.britannica.com**](http://www.britannica.com) **for images and further supporting materials.**

* Look at slide 2 of the giant propellers on the Titanic.
* As a warm up, use the image of rotation and circles to encourage children to circle different body parts. Work their way down the body in the following order forming circling actions: starting with the head, shoulders, wrists, arms, hips/waist, knees together, balancing on 1 leg circling ankles 1 at a time.
* In 3s create the shape that the propellers are in on the photo – using the top half of the body and the arms, children can create the rotation of the propellers. Encourage them to ‘spot’ whilst turning, ie look at 1 point each time they turn, so as not to get too dizzy.
* Study the interactive tour of the ship and make a list of all the areas on board.
* Still in 3s allocate each group with an area of the ship to create a short movement/drama scene to represent that area.

**Examples of areas to depict:**

* How would people be sleeping in a third class cabin in contrast to a first class cabin? How can you show that in movement? 3 people may lie next to each other very close for third class and 3 others may spread themselves out and look very comfortable lying on the floor, as if in nice beds in first class.
* 2 groups could join together to depict the engine rooms – creating a machine together that keeps moving and repeating each child’s part.
* Other areas: swimming pool, gymnasium, hospital, restaurant, mail room, crow’s nest
* Children can create their scenes across the hall in the order they appear on the Titanic diagram. Then the teacher walks along the side of the ship and views all the different areas of the ship as the children show their created scenes.
* Slide 17 asks the children to plot a route to the lifeboats from the third class cabins. This could be done physically as the ship scene is set out across the hall. The teacher calls the emergency signal and children take it in turns to find their way from their area to the lifeboats.
* Another movement game could be created with large dice, with pictures/illustrations on different sides depicting parts of the Titanic story:

**Examples of pictures on the dice:**

1. Propellers – circling actions
2. Ship sets sail – waving goodbye
3. Iceberg – pointed shapes with different body parts - eg elbows, arms, feet
4. Ship tilting/leaning – tip off balance or tilt to one side
5. Rowing the lifeboats – sit on floor in pairs and hold hands for rowing action
6. People lost their lives – lying still as if floating in the water
* Suggested music for this game to add a ship sailing atmosphere:

*Spartacus* by Aram Khachaturian

* Look at slides 10 and 14 showing survivors in the lifeboats.
* Read slide 9 quoting from Elizabeth Shutes’ account of being in a lifeboat, lowered into the sea.

*“Our lifeboat, with thirty six in it, began lowering to the sea. This was done amid the greatest confusion. As only one side of the ropes worked, the lifeboat at one time was in such a position that it seemed we must capsize in mid-air. At last the ropes worked together, and we drew nearer the black, oily water.*

*And so we put off – a tiny boat on a great sea – and rowed away from what had been a safe home for five days.”*

* After discussing how it must have felt in the lifeboat, the children can gather close together and create the shape of a lifeboat as a whole class – Elizabeth’s account says there were 36 people in her lifeboat. The children can create short spoken phrases about how they feel squashed in close together. They can also make a rocking motion all together as if moving over the waves, still sticking close together.
* Suggested music to create atmosphere at sea:

*Four Sea Interludes* from *Peter Grimes* by Benjamin Britten