

Worksheet questions:

Instructions to pupils and follow up suggestions.

Relating the worksheets for Key Stage 3 * Citizenship * Titanic Trip to the CCEA Curriculum Review

Bird Identification

On today's boat-trip, look carefully at the page entitled: *SELECTION OF LAGAN BIRDLIFE*.

On both your downstream and return journey, put a tick beside any of these birds you are able to spot. Later on, in school, your whole class might even join together to investigate ways to participate more fully in society, for example, by volunteering, lobbying or campaigning for more attention to preserving wild life.

Key Concept; Democracy and Active Participation;

Young people should have opportunities to investigate various ways to participate in society, for example, volunteering, electoral process, lobbying and campaigning through NGOs, local councillor, MLA or MEP etc.

1 Lagan Weir

The Lagan Weir (1994) is the most important structure on the river. Write down your first impressions about the structure and look of the weir. In class, investigate different viewpoints either for or against the weir and suggest action to resolve any issues that arise.

Key Concept; Democracy and Active Participation;

Young people should have opportunities to investigate a local issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation.

2 Farset Culvert

The Big Fish was built over this culvert which once used to be a river. Belfast takes its name from this river. Listen carefully for its name.

Later on in class, find out the original meaning of Belfast's name.

You could also investigate factors that influence individual and group identity, for example, culture, age, beliefs, language, dress-code etc.

Key Concept; Diversity and Inclusion;

Young people should have opportunities to investigate factors that influence individual and group identity, for example, culture, ethnicity, age, beliefs, language, lifestyle, dress code etc.

3 Important Buildings

You will be passing by several important buildings, like this one. Listen carefully and write down the names of 3 of these buildings. In class, find out what one of these companies does and find out also why their policies must promote fairness and equality of opportunity in the workplace.

Key Concept; Equality and Social Justice;

Young people should have opportunities to investigate the work of some statutory and non-statutory bodies which aim to promote equality and justice.

4 Samson and Goliath

From the Abercorn Basin you will get a good view of the two massive gantry-cranes which have become symbols of Belfast. Listen for the names of these two cranes? There has been much debate over whether these two cranes should be dismantled. In class, discuss your personal viewpoints on this issue. Create a presentation about this landmark of Belfast's skyline. You could compare the cranes to other landmarks, like the Eiffel Tower in Paris.

Key Concept; Democracy and Active Participation;

Young people should have opportunities to investigate various ways to participate in society, for example, volunteering, electoral process, lobbying and campaigning through NGOs, local councillor, MLA or MEP etc.

5 R.M.S. Titanic

Three great passenger liners were launched from the slipways here. The Shipping Company which commissioned these three liners was the White Star Line. In class, look up newspaper reports of the Titanic's sinking, particularly those referring to the shortage of lifeboats for all passengers. From your findings here, investigate global scenarios where human rights have been seriously infringed. The Titanic was launched in 1911.

Key Concept; Human Rights and Social Responsibility;

Young people should have opportunities to investigate global scenarios where human rights have been seriously infringed.

6 H.M.S. Caroline

On your right is the last remaining World War 1 battle-cruiser still in commission. Look carefully and copy down its name. Why has the superstructure of the ship been altered? In class, find out more about when and where this ship was built, where it fought and also about other warships docked in major cities. You could follow on from this by investigating why different rights must be balanced in our society.

Key Concept; Human Rights and Social Responsibility;

Young people should have opportunities to investigate why different rights must be balanced in our society, for example, individual rights v rights of group; freedom of expression, movement, mode of protest etc.

7 Thompson Dock Pumphouse

This is the Thompson Dock Pumphouse. What was its purpose? In class, find out how it operated and why it was important for the outfitting of many ships to have a dry-dock facility here.

Find out also the names of other docks within the Port of Belfast and what particular commodities or goods are processed in each. You could also investigate why rules and laws regarding the economy and environment of Northern Ireland are needed.

Key Concept; Equality and Social Justice;

Young people should have opportunities to investigate why rules and laws regarding the economy and environment of Northern Ireland are needed.

8 Ferries

If you are lucky enough to see any of the passenger ferries or any of the freight carriers arriving or departing, make a note of the ships name, flag, serial or identification numbers for reference. In class, look at how Northern Ireland is responding to the challenges offered by ethnic diversity and multiculturalism. You could also investigate actions which this society might take to positively manage diversity and promote inclusion.

Key Concept; Diversity and Inclusion;

Young people should have opportunities to investigate actions which this society might take to positively manage diversity and promote inclusion.

9 Lagan Bridge

Road and rail transport are important for Northern Ireland too. This bridge carries the M3 motorway. In class, discuss how important or relevant our built heritage actually is to young people today.

You might consider how Citizenship Studies can help preserve and promote heritage and the local and global environment.

Key Concept; Democracy and Active Participation;

Young people should have opportunities to investigate various ways to participate in society, for example, volunteering, electoral process, lobbying and campaigning through NGOs, local councillor, MLA or MEP etc.

10 Big Fish

After you leave the “Joyce Too”, you will see this Big Fish. It was commissioned to celebrate the regeneration of the River Lagan and is now a major landmark. Make notes of any images or symbols on The Fish you can easily identify with. Make notes of any images or symbols you find anyway difficult to accept. Later on in class, draw up a list of symbols used to express cultural identity in N.I. Create a class project looking at some of the challenges of living in N.I.

Key Concept; Diversity and Inclusion;

Young people should have opportunities to investigate some of the challenges of living in Northern Ireland including: responding to sectarianism, ethnic diversity and multiculturalism.

Key Stage 3 * Citizenship * Titanic River Trip * Answers

1. The Lagan Weir, completed in 1994, is located downstream of the Queen Elizabeth Bridge. This dynamic structure with five flap gates, each operated by a large hydraulic ram, controls the water levels upstream to Stranmillis Weir, a distance of 4.8km. These gates can be operated to permit boats to cross the weir into the upper stretches of the river. It could be painted at least.
2. The Farset River. Its name comes from its location as the Irish translation of Belfast is Beal Feirste meaning the mouth of the sandbank. The River Lagan runs through Belfast from its source at Slieve Croob in the Mourne Mountains from whence it flows 80 km to Belfast Lough, and from Belfast Lough into the North Channel between Ireland and Scotland.
3. Customs House (1857);
Sinclair Seamens Presbyterian Church(1857);
Odyssey Centre (2000);
Harbour Commissioners Office (1854);
CCEA (Council for the Curriculum, Examinations and Assessment) Building.
4. Samson and Goliath.
5. Olympic (1910);
Titanic (1911);
Britannic (1914).
The White Star Line.
R.M.S. means Royal Mail Steamer.
6. H.M.S. Caroline.
Superstructure was altered to accommodate training halls for cadets.
Built in Birkenhead in 1913 and fought in the battle of Jutland in 1916.
Eg., H.M.S. Belfast on the London Thames.
7. Thompson Dock Pumphouse. The pumphouse latterly contained 4 X 1,000 horse-power diesel turbine engines (previously the engines had been steam-powered) which were used to drain the Thompson Dock. The dock had a capacity of 26,000,000 gallons of water.
This dock was the final outfitting dock of many ships including the great luxury liners Titanic, Olympic and Britannic. Here was where the internal outfitting took place, plumbing, wiring and décor.
More than 3 million tonnes of liquid bulk products are handled at the Port of Belfast annually. Oil and petroleum products are handled at Oil Berths 1, 2, 3 and 4, while molasses are handled at Pollock Dock 6, chemicals at Richardson Wharf and vegetable oils at Barnett Dock. Dry bulk facilities exist at Stormont Wharf, Sinclair Wharf, West Twin and Gotto Wharf.
8. Belfast is Ireland's busiest passenger port with up to 17 passenger sailings daily, on Stena HSS to Stranraer; Seacat to Heysham, Troon and Isle of Man; and Norse Merchant Ferries to Liverpool. In addition, regular container services are provided to Liverpool, Cardiff, Greenock and Southampton.
9. The Lagan Bridge carries the M3 motorway.
Dargan railway bridge alongside, named after William Dargan, contractor who dredged the Lagan and deepened the port-end of Laganside.
10. The work was created in 1999;
The artist was John Kindness.

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How helpful did you find the information for teachers on our website?

Do you think that we helped you prepare well for the boat-trip? Did we offer suitable guidelines?

Did you encounter any problems in parking, embarking, collecting materials, worksheets etc?

Were your pupils able to follow the exercises on the worksheets without any difficulty?

Did your pupils find the boat-trip a pleasant and stimulating experience?

How helpful did you find the follow-up exercises?

How well did our worksheets relate to the CCEA Curriculum Review?

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