

Lesson VI: Crew Packets

At this point the students should already be broken up into their crews, with a designated mate. Whether you choose the crews and the mates or let the students do it is up to you. If you have questions about how to divide up your class, consult the teachers manual or give the office a call.

Purpose:

During this lesson, students will work together in their crews to learn about specific information that has to do with their work on board the *Balclutha*. Each crew will have time to review their information, do some further research on their topic, and create a presentation with visual aids for the class. This is also an important time for the mate to establish a leadership role, and for the crew to start to work well together.

Materials:

Crew Packets, computers, reference books, poster-board, construction paper, colored pencils / markers, scissors, glue, etc.

Introduction: (10 minutes)

Most of the material in this lesson is contained in the individual crew packets, but this is also a great opportunity to review some of the information that you have covered in the last five lessons. You can do this by asking students to make an individual list and then share aloud, or you can make a class list on the board of things that you have learned so far. Explain that the list represents things that ALL sailors need to know. Once they are on board, they will use this knowledge, but they will also need to have more specific knowledge depending on which crew they are in. Do they know any other types of jobs that have “specialists”?

During this activity students will have a chance to learn about the specific information that they will need to know as part of their crew. Each crew will then create a short presentation to inform the rest of the class about their job on board and why it is important. It is important to note that there is more information to learn than there is to present! Explain to the students that they need to be EXPERTS on their crew’s work, but they only need to explain the basic concepts to the class. Each crew will have questions in their packet to guide them in making their presentation.

Setting up the Activity: (20 minutes)

Let the students know that they will be working together in their crews, and that you will be monitoring them to see how well they work. The mate will be in charge, but different people in the crew will have a chance to lead different parts of the project. It is helpful if you can have their desks arranged in crews. The mates should make sure that the crews are behaving according to the following rules of conduct:

- Mates are in charge of the behavior of the group
- Mates will hand out roles and responsibilities
- When you are given a role, that means that you LEAD that part of the task, not that you are the only person allowed to do it
- When you are done with your work, help someone else OR if you need help, ask someone who is not busy
- You all get one grade, so make sure all the work is the best it can be!

Instructions to the Class:

Before the students know how they will be working, they should know what they are working on. Below is an intro for a basic poster presentation project, and the evaluation section contains a basic rubric for grading. If you have a preferred class presentation style or would like to adapt this to another format, please do so. The roles that the students will be in can be easily adjusted, and the important thing is that they are working as a crew and learning the material. Likewise, you may need to adjust your evaluation criteria. If you use a rubric for evaluating presentations, you may want to pass it out now.

*“Make a poster-board that answers all of the **Presentation Questions** in your crew packet. There should be an image and a written explanation for each question. You will present your poster to the class at the end of this (lesson). You will be graded as a crew based on the rubric that I am passing out right now...”*

Pass out the rubric and review any information that is new to the students. If you are using a standard class presentation rubric, they should be familiar with the grading criteria.

Crew Packets:

Before you pass out the crew packets to the class, you may want to list the following instructions on the board and discuss the roles as a class. There are further instructions in the crew packets, but this serves as a good reference if they get confused about with they are supposed to do:

Responsibility	Role
1) Read your crew packet aloud, taking turns by paragraph.....	Whole Crew
2) Take notes as the crew reads the packet aloud.....	Recorder
3) Look online to find more information about your questions.....	Researcher
4) Choose images and create a layout for the poster.....	Designer
5) Draw/create the images for the poster.....	Artist
6) Write a sentence or two to go with each image on your poster.....	Writer
7) Create a plan or script for the presentation.....	Presenter

Work Time: (45 minutes)

Use your discretion for this. These packets can be covered in as little as 30 minutes, but you may want to allow the students extra time to get creative. Consider assigning this as a week-long project that they get to work on for 15-30 minutes per day. Also, during the time that the students are working, take time to observe each crew, evaluate their social interactions, check in with mates, and trouble shoot problems individually.

Presentations and Evaluation: (30 minutes)

Limit presentations to 5 minutes each, most will probably be only 1 or 2 minutes. You may use the evaluation criteria below or choose to use your own. Give the students a self-evaluation at the conclusion of the presentations as well.

Grade	Score	Presentation Characteristics
4 Advanced		Excellent posture and eye contact. Animated, confident voice
		Speaks mostly from memory and knowledge of topic, keeps audience's attention
		Information is exceptionally well organized, topics flow easily from one to another
		Presentation directly addresses and answers all of the presentation questions
3 Proficient		Good posture and frequent eye contact, strong voice
		Relies on notes and poster but knows topic well enough not to read directly
		Clear topic, clear connection between various pieces of information, sense of continuity
		Presentation addresses all of the presentation questions
2 Basic		Acceptable posture, attempted eye contact, clear voice
		Combination of reading from poster / notes and speaking from memory
		Information relates to the overall topic
		Presentation answers most of the presentation questions
1 Below Basic		Poor posture and eye contact
		Entire presentation read from notes and poster
		Information does not clearly relate to the topic
		Presentation questions are not answered or addressed