
LESSON PLAN FOR NAVIGATION VIDEOS: “BOARD A SAILING BRIG AND LEARN HOW SAILORS SPEAK.”

Lesson Overview

Learn more about the vessels that Captain Vancouver and his crew used to sail to the Pacific Northwest Coast. This lesson introduces students to some nautical terms and key elements of a ship's design.

This lesson plan makes connections to Physical and Health Education and Arts Education.

Resources:

- Videos “Hands Aloft!”, “That’s Well Halyard”, and “That’s Well Braces”
- Colour the Ship worksheet

Lesson Learnings

Inquiry Question:

- Why do ship crews have their own nautical slang?

Learning Objectives:

- Identify and demonstrate nautical terms individually and with others by actively listening to instructions.
- Reflect on why crew have their own nautical terms and language to communicate with one another aboard a ship.

Activate Prior Knowledge

Use any of the following question for group discussion or as think-pair-share. Students could draw a mind map to keep track of words and ideas.

- Brainstorm in small groups a list of words or phrases that you think only students from your school would know. The words and phrases may be about tasks, items, activities, or locations specific to your school. Would a stranger know what you were talking about if you said this? Why do you think your school uses these unique words to communicate with one another? Share your thoughts with the class.

Just like how your school has its own language, so did Captain Vancouver's crew and other sailors at the time.

Watch *Changing Perspectives* Video

Watch the videos "Hands Aloft!", "That's Well Halyard", and "That's Well Braces" as a class:

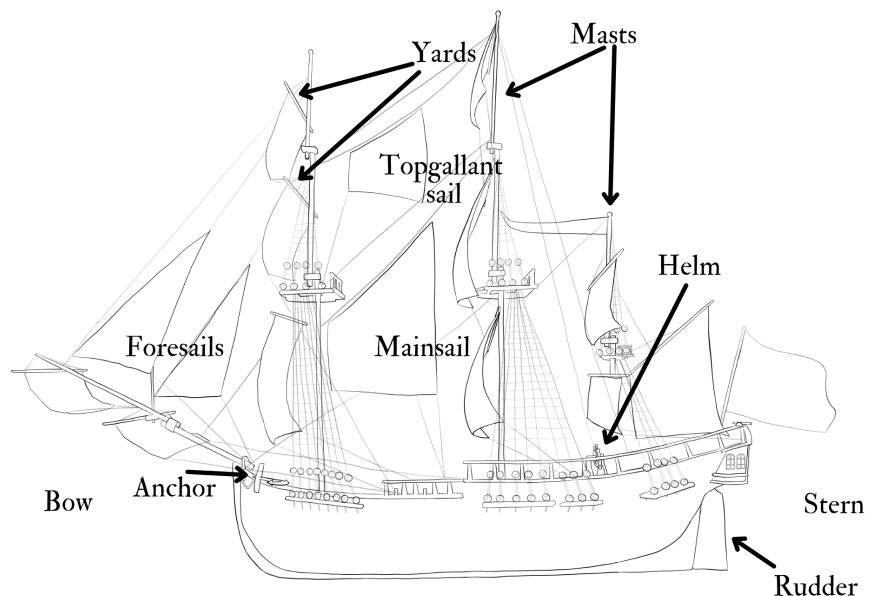
Video Worksheet

Use the "Colour the Ship" worksheet. Ask students to colour and label the brig.

1. Based on the video, label the following with arrows or a colour legend:

- Bow
- Stern
- Masts
- Yard
- Topsails
- Topgallant sails
- Foresail
- Rudder
- Helm
- Anchor

2. Draw a captain and crew.
3. Draw in the background an environment this ship might have sailed through.



“Captain Says” Game

In this game, students will practice their listening skills and become familiar with nautical terms introduced in the *Changing Perspectives* video. Who will be the last sailor on the ship?

Fun fact: Your play area is probably larger than the *HMS Discovery*, which was only about the length of a basketball court (100 feet long) and about half the width of a basketball court (28 feet wide).

Materials

- A large open space to run around with 4 defined borders. This could be a gymnasium, a field with defined edges, or tarmac with chalk marking the four sides.
- A captain to call out directions

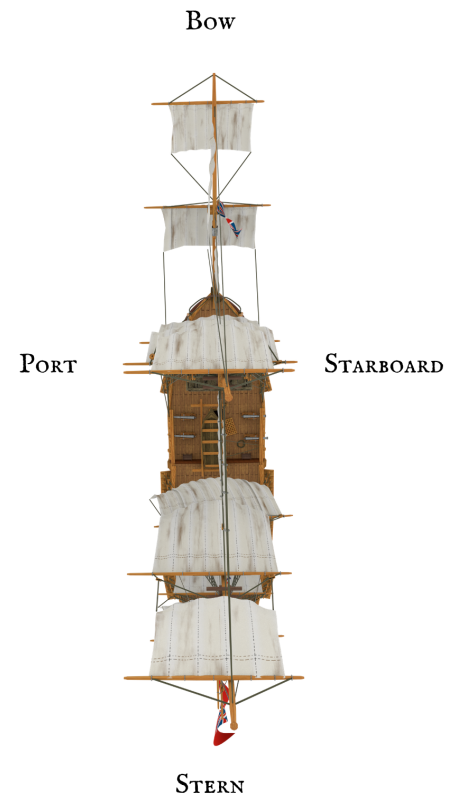
How to Play

1. Pretend the class are sailors on a ship. Identify the four borders of the play area as the sides of the ship – bow (front), stern (back), port (left), and starboard (right).
2. Review the game’s commands and demonstrate their associated actions.
3. Assign one person to be the “Captain”.
4. The Captain will call out actions for sailors to quickly perform. If sailors are not fast enough or do not perform the correct action, they are out (or have to do 10 jumping jacks before rejoining).

Example Commands and Actions

Here are some examples of actions and commands for the crew to perform when the Captain calls out:

- **Bow** – Run to the front of the ship
- **Stern** – Run to the back of the ship
- **Port** – Run to the left side of the ship
- **Starboard** – Run to the right side of the ship
- **Scrub the deck** – All students down on their hands and knees pretending to scrub the floor.
- **Captain’s Coming** – Stand at attention, and stay saluting until the Captain says “at ease!”. If a sailor breaks from attention or laughs, they are dismissed.



- **Rowboat** – Quickly find a partner (2 students total), sit back-to-back on the ground and pretend to row the boat.
- **"Hand to halyard. Haul away Halyard!"** – Quickly form a group of 3, form a line, and pretend to pull a rope to hoist up the yard opening the sail. Continuing pulling on the rope until the Captain says **"That's well halyard!"**

Wrap-Up Discussion

Wrap up your lesson with a reflective discussion. Ask students to give answers to the following questions, either as a class, in small groups, or as an independent writing exercise.

- What do you think makes a ship's crew a good team?
- How does a shared language help a ship's crew work together as a team?