

**STORIES
FROM
THE SEA**



LIFESAVING IN CROMER

Using Museum Collections to support Literacy

A resource for Primary school teachers

Introduction

Using this resource

The Lifesaving in Cromer resource supports the development of children's skills and confidence in writing and storytelling at Key Stage 2, through the theme of lifesaving at sea. Drawing on real people and events from Cromer's extraordinary lifesaving history, and fascinating objects from the RNLI Henry Blogg Museum, the resource provides a wealth of useful and engaging curriculum-linked opportunities to enrich children's learning.

The resource is designed for use in the classroom and includes concise background information for teachers, tried and tested ideas for classroom activities and a set of high quality images. It can be used to support the 'Survivors' session for schools at Henry Blogg and Cromer museums, or as a stand-alone classroom resource.

The RNLI Henry Blogg Museum

Visit the Museum and learn about the life of Henry Blogg, the most decorated lifeboatman in the history of the Royal National Lifeboat Institution (RNLI) who, along with his crew, saved over 873 lives from the

North Sea. Discover the remarkable stories of the Cromer lifeboat crew and their daring rescues at sea, find interviews with crew members, try on lifesaving 'kits', practice morse-code and see the pride of Cromer - the *H.F. Bailey* lifeboat. Walk to the lifeboat station at the end of the pier and compare the *H.F. Bailey* to the one in use today. And look out for the bronze bust of Henry Blogg, still watching from the cliffs for danger at sea.
<https://rnli.org/find-my-nearest/museums/henry-blogg-museum>

Cromer Museum

Step inside a cosy Victorian fisherman's cottage and explore life in Cromer at the end of the 19th century. Discover Cromer's history as a Victorian seaside resort with fine hotels and scandal of mixed bathing! Learn about the lives of the fishing community that supported the Cromer lifeboat, and view rare photographs of local fisherman from the 19th and early 20th centuries, taken by pioneering photographer Olive Edis.

http://www.museums.norfolk.gov.uk/Visit_Us/Cromer_Museum/index.htm

Museums: a unique resource for learning

From using one simple object, painting or photograph as a creative stimulus, to exploring interactive displays and meeting colourful characters, our museums offer a wealth of opportunities to bring history to life and develop children's skills, motivation and confidence in writing and storytelling. Through our museums and resources, children:

- **develop new language and vocabulary** to help them narrate, persuade, question, describe and argue in their writing
- **generate ideas** as they explore using all their senses – what stories might a lifejacket tell? What might we see, hear, smell as we climb inside a painting and step on board a ship rolling in a tempestuous sea?

- **create believable characters, imaginative settings and inventive plots** for stories through encounters with real people, places and events
- **encounter a range of different types of writing** from everyday signs, labels and leaflets, to letters, journals and records of the past
- **have a purpose for their writing** through real world experiences, challenges and responses.

For more information about the 'Survivors' event at Henry Blogg and Cromer Museums email:
cromer.bookings@norfolk.gov.uk





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LIFESAVING IN CROMER

and the rescuing of *SS Cantabria*

On the night of 2 November 1938, a daring sea rescue took place off the coast of Cromer in Norfolk. For the people on board the *SS Cantabria*, attacked by a Spanish ship, on fire and sinking into the North Sea, it was life or death. For Henry Blogg and his brave crew of Cromer lifeboatmen, it was business as usual.

The Royal National Lifeboat Institution (RNLI) is famous for its dedication to safety at sea. Its lifeboats, crewed entirely by volunteers, have been carrying out daring sea rescues off the coast of Britain since it was founded in 1824. The lifeboat service at Cromer in Norfolk has operated for over 200 years – since before the RNLI began. Its most famous lifeboat volunteer was Henry Blogg who joined the crew in 1894 and went on to carry out 387 rescues, saving 873 lives. The remarkable story of the *SS Cantabria* rescue is just one of these.



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Henry Blogg (centre) and his crew pose for a film in 1937

Rescue

On the night of 2 November 1938, the Cromer lifeboat service was called to rescue the Spanish Ship the SS *Cantabria*. The ship was on its way to Russia with 45 people on board, including three women and five children, when the Captain, Manuel Argüelles, began to suspect they were being followed. He had good reason to be suspicious as Spain was in the middle of a civil war, and Spanish ships were being raided in that area of the North Sea. They were in fact being followed by another Spanish ship called the *Nadir*, whose captain believed the *Cantabria* was the enemy. The *Nadir*, which had been disguised, raised its flags, uncovered its guns and opened fire on the *Cantabria*.

The *Cantabria's* radio operator sent out the SOS signal and most of

the passengers and crew began to climb into the *Cantabria's* lifeboats and abandon ship, which was badly damaged and on fire. Fearing they would be captured by the *Nadir*, Captain Argüelles and his family stayed on board the *Cantabria*. Responding to *Cantabria's* SOS call, the Cromer lifeboat crew, led by Henry Blogg, set out in their lifeboat, the *H.F. Bailey*, to rescue the *Cantabria's* passengers and crew. Meanwhile, a British ship, the *Pattersonian* had also responded to the SOS call. The *Pattersonian's* captain, Captain Blackmore, bravely steered the *Pattersonian* in between the *Cantabria* and the *Nadir* to help protect the *Cantabria* from the attack. The *Pattersonian* rescued 11 of the *Cantabria's* crew from its lifeboats, but one lifeboat was captured by the *Nadir*.

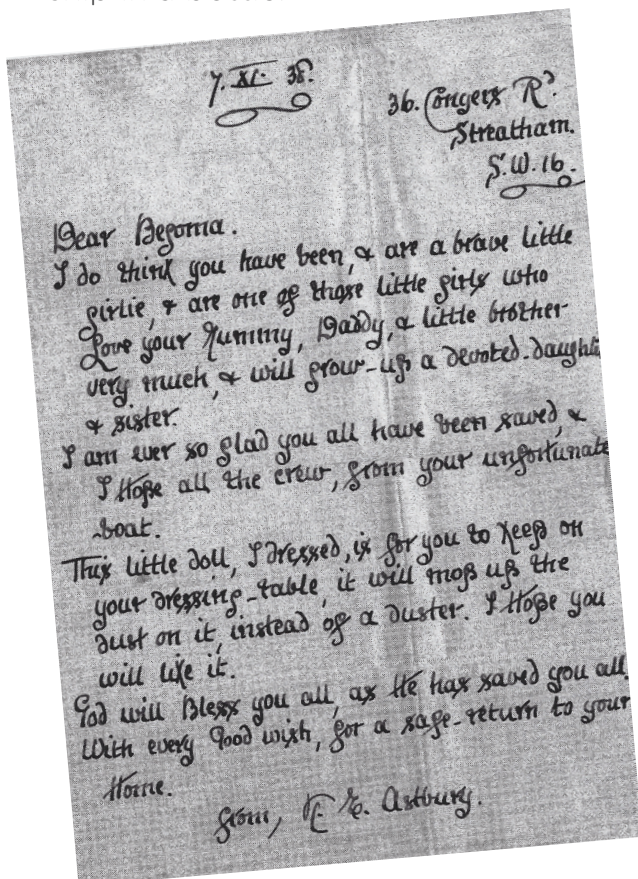


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Henry Blogg and his crew pulled up alongside the *Cantabria* and, just in time, rescued Captain Argüelles, his wife Trinidad, their daughter Begoña (age 8), their son Ramon (age 6) and Joaquín Vallego, a member of the crew. Almost immediately after they were all safely in the lifeboat, the *Cantabria* heeled over on its side and began sinking. Henry and his crew quickly turned back towards the safety of the shore. The family were given food and a place to stay at the Red Lion Hotel. The people of Cromer gave Begoña and Ramon a doll and a ship in a bottle.



Begoña and Ramon Argüelles



Letter to Begoña Argüelles.

Letter supplied courtesy of Marimar Argüelles, niece of Begoña Argüelles

The family eventually emigrated to Mexico to start a new life, but every year the family still celebrates the rescue and remembers Henry Blogg and his brave lifeboat crew. When the Henry Blogg Museum opened in 2006, Ramon and Begoña Argüelles visited to pay tribute to the people who had saved their lives.

Henry Blogg went on to make many more courageous rescues off the coast of Cromer and was awarded more medals for courage and bravery than any other crew member in the RNLI's history. Although Henry became a national hero, he was a quiet, private man who rarely talked about his famous rescues. He would always praise his crew, but never talk about his own courage.



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CLASSROOM ACTIVITIES



These activities are designed to support the development of children's confidence and skills in writing, and to develop enquiry skills through museum objects. A set of images of museum objects relating to lifesaving at sea and the rescue of the *SS Cantabria* are included below. Project the images onto a whiteboard to look at them really closely, print them out, cut them up or add them to presentations, word documents and other digital applications. Use the classroom activities as described or adapt them to suit your classroom needs.

Look closer

Spend some time exploring some of the images with the children. What can they find out just from looking carefully? Each image is accompanied by information to support discussion, and questions to help children look closer. Here are some more:

Objects

- What colour is it?
- What is it made from?
- Might it make a noise?
- What might it smell like?
- What was it made to do?
- Who was it made for?
- Are there any moving parts?
- Is it decorated?
- What is it?

Paintings and photographs

- Look very closely at the whole image, including all four corners. Describe what you see.
- What do you think is happening in the picture?
- Are there any people in the picture?
- What are they wearing?
- What do their clothes tell you about them?
- Can you see the expressions on their faces? What does this tell you?
- Are they holding anything?
- If you could step inside the picture what do you think you might hear, smell, feel, taste?
- What might have happened just before the scene in this picture? What might have happened afterwards?



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LOWER KS 2:

RESCUE AT SEA

Use the photograph of the RNLB *H.F. Bailey* lifeboat launching and the painting of the *Monte Nevoso* rescue to begin a classroom discussion about what the sea is like when it is stormy. Give groups of children two sets of three cards labelled 'the, sea and with' and 'the, lifeboat crew and with'. Provide blank cards so that groups can come up with their own words to put in the gaps, e.g. the crashing sea with a loud roar or the daring lifeboat crew with brave hearts. When groups have come up with their best phrases try making a class poem. You could put all the expanded noun phrases about the sea together and end the poem with the best phrase about the lifeboat men.

Curriculum Links

English skills: writing

Drafting and writing:

- building a varied and rich vocabulary and an increasing range of sentence structures
- expanding noun phrases by the addition of modifying adjectives, nouns and preposition phrases

Evaluating:

- assessing the effectiveness of their own and others' writing and suggesting improvements



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AN ACT OF KINDNESS

The Argüelles family have never forgotten Henry Blogg, the lifeboat crew and the people of Cromer who helped them when they came ashore from the *Cantabria*. One kind person sent Begoña a doll and a letter wishing the family well. Now ask children to imagine that they were on the *Cantabria* and to write thank you letters to Henry Blogg and the crew. Children could read the letters out loud to form the dialogue of a play about the rescue. Older children might include some 'old-fashioned' words or phrases including words from the Year 5 and 6 word list.

Curriculum Links

English skills: Writing

Planning:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Performing:

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear



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THE RIGHT WORDS

Seafaring and boats have lots of technical equipment and terminology that will introduce new vocabulary for many children. In groups children could draw and label a picture of the RNLB *H.F. Bailey* identifying features such as the hull, the deck, the ropes and searchlight and labelling the bow (front), stern (back), port (left) and starboard (right) sides. Older children could draw a modern lifeboat for comparison. The vocabulary can be reinforced in PE by playing 'Shipwreck'. In this game the teacher as Captain calls out orders that everyone has to obey. The slowest to obey are either 'out' or go to the brig for three more orders. Orders can include: 'Port' run to the left, 'Starboard' run to the right, 'Scrub the decks', 'Row the life raft' etc.

Curriculum Links

English skills: Writing

Planning:

- discussing and recording ideas

Spelling:

- learning to spell new words correctly and practicing spelling them



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STORY SNAP

Children can listen to the story of the Rescue of the *SS Cantabria* and look closely at the pictures of Henry Blogg, the crew and the lifeboat (RNLB *H.F. Bailey*). In groups challenge them to write six sentences about the story, three beginning with a time conjunction and three using a cause conjunction. Some children may need sentence starters for this, e.g. When the ship sent an SOS call, ... or So that the lifeboat can stay afloat Children then cut their sentences in half, after the comma and swap their set with another group. Can they put them together again in the right order? Are some of the sentences interesting or funny if they are muddled up?

Curriculum Links

English skills: Writing

Drafting and writing:

- using conjunctions, adverbs and prepositions to express time and cause



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SHOULD I STAY OR SHOULD I GO?

During the eventful story of the attack upon, and rescue of, the *Cantabria*, there is a moment when the passengers and crew have to decide whether to escape in the lifeboats, or stay with the ship. Children could act out the scene in groups, taking turns to be different characters: the Captain and his family, Spanish passengers or crew or Henry Blogg and his crew arriving on the scene. Encourage children to refine the lines for each character, using the best ideas from the group and then write their scene as a script using inverted commas. Each group could then perform their own script.

Curriculum Links

English skills: Writing

Planning:

- discussing and recording ideas
- Drafting and writing:
- composing and rehearsing sentences orally (including dialogue)
- Vocabulary, grammar, punctuation:
- using inverted commas and other punctuation to indicate direct speech

Performing:

- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear



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UPPER KS 2:

HENRY BLOGG: NATIONAL HERO

Henry Blogg is the most decorated man in RNLI history. He has been awarded more medals than any other lifeboatman in Britain. When you receive a medal, someone reads a citation that sets out the extraordinary deeds that warrant the award. Children could write their own citations for Henry's medals, having read the story of the **Monte Nevoso** rescue and looking closely at the painting. They could choose the RNLI medal or the medal from the Canine Defence League. Year 6 students could practice using the passive voice for a more formal feel. Why not role-play a presentation ceremony so that children can read their citations aloud, or create a display where citations will need to be in children's neatest handwriting as befits the occasion.

Curriculum Links

English skills: Writing

Planning:

- identifying the audience for and purpose of the writing
- noting and developing ideas, drawing on reading
- Drafting and writing:
- selecting appropriate grammar and vocabulary
- précising longer passages
- Vocabulary, grammar, punctuation:
- the difference between structures typical of informal speech and structures appropriate for formal speech and writing

Performing:

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



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DARING POETRY

Lifeboat crew put their own lives at risk to rescue others. The thesaurus offers many synonyms for daring, plus quite a few antonyms that could be turned into synonyms (e.g. faint hearted to brave hearted). Children could work in groups with a thesaurus to write poems about the lifeboat crew at Cromer. Children who welcome structure might begin with 'This daring crew, this daring crew, this daring crew, who ...' swapping in better words for daring and completing the final part of the stanza.

Curriculum Links

English skills: Writing

Spelling

- using a thesaurus
- Drafting and writing:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Vocabulary, grammar, punctuation:
- knowing how words are related by meaning as synonyms and antonyms



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THE HEADLINES TODAY

Children can watch the **Pathe news report of the *Cantabria* rescue** and a more modern news report of the RNLi rescuing a dog off the Norfolk coast: https://www.youtube.com/watch?v=_iXr8uo4RK8). Discuss the difference in news reporting styles. What do children notice about the 1938 newsreel (black and white, the reporter's accent, quite difficult language, people smoking, clothes)? How does it compare to the modern footage? How do children explain the differences? Now ask children to create their own news report of one of Henry Blogg's rescues. Perhaps they can include an interview with Henry. He was a man of few words. The only public speech he ever gave was, 'Cromer has always had good boats and good crews. And it always will.'

Curriculum Links

English skills: Writing

Planning

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Vocabulary, grammar, punctuation:
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Performing:

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



HEAD AND SHOULDERS OF HENRY BLOGG (1876 - 1954)

Artist:

Margaret L. Hodgson

Date made:

c.1939

Credit:

RNLI Henry Blogg Museum

Object reference:

RNLI ART.2004.36

Description:

Henry Blogg was the coxswain (the leader) of the lifeboat crew who rescued Captain Argüelles and his family on the night the *Cantabria* sank off the coast of Cromer, in 1938.

Henry joined the Cromer lifeboat crew in 1894, at the age of 18. He volunteered with them for 53 years, risking his life over and over again to save others from drowning at sea. Along with his brave crew, Henry carried out 387 daring sea rescues and helped to save 873 lives. Although Henry became a national hero, he was a quiet, private man who rarely talked about his famous rescues. He would always praise his crew, but never talk about his own courage.

In this portrait, Henry is wearing a sou'wester (hat) to keep his head dry and a lifejacket, made from kapok. The words '1st Cox' written on his life jacket show that he was the coxswain, the crew member in command of the lifeboat and in charge of making all the decisions at sea.

Questions

(Project the image onto a whiteboard to look really closely)

1. What can you see pinned onto Henry's lifejacket?
2. What else might Henry be wearing?

Did you know..?

Henry Blogg was awarded more medals for bravery than any other person in the Royal National Lifeboat Institution (RNLI).

LIFEBOAT: RNLB H.F. BAILEY



Date made: 1934	Maker: Groves and Gutteridge Ltd	Designer: G.L. Watson	Object reference: RNLI CR:2002.34	Credit: RNLI Henry Blogg Museum
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Description

This lifeboat (RNLB *H.F. Bailey*) was stationed at Cromer in Norfolk from 1935 to 1945. During that time, it was used to rescue 448 people from drowning, including Captain Argüelles and his family who were rescued from the sinking ship *Cantabria* in 1938.

The boat was designed to be strong, fast and buoyant in stormy seas and dangerous conditions. The hull of the boat is made of three layers to make it strong. The two outer layers are made of wood and sandwich a layer of canvas in the middle. If one layer is damaged, the others should hold out until the boat can get back to shore. Most of the space below deck is taken up with air cases – boxes full of air. If the boat is ‘holed’ and a box is damaged, the others should remain intact and keep the boat afloat. The boat is powered by two petrol engines which turn the two propellers.

The lifeboat was designed for eight crew members. The coxswain, Henry Blogg, commanded and steered the boat from the deck. He used a speaking tube, which stretched from the deck to the tiny chart room towards the front of the boat, to talk to the navigator whose job it was to make sure the boat travelled in the right direction.

The boat has a searchlight to help find any survivors in the sea at night, and ropes around the edge of the boat for them to grab on to while the crew hauled them into the lifeboat. There was very little room on board for survivors. Space would be found on deck with the crew and they would be kept as warm and comfortable as possible until they could get back to shore. Today, lifeboats have room below deck where survivors can be given first aid, kept warm and given a cup of tea!

Questions

(Project the image onto a whiteboard to look really closely)

1. Why do you think the coxswain used a speaking tube to talk to the navigator?
2. What equipment might be used today?
3. Where would you want to sit if you were a member of the crew? Why?

Did you know..?

This lifeboat was made for speed. It was designed by G.L. Watson who usually designed racing boats



British Pathé newsreel: Spanish Ship Attacked in North Sea (1938)

Date made:
1938

Object reference:
<https://www.youtube.com/watch?v=IwIMqRNVm7w>

Credit:
British Pathé

Description

This piece of film shows the survivors from the *Cantabria*, including Captain Argüelles, his wife Trinidad, their daughter Begoña (age 8) and their son Ramon (age 6), and the lifeboat crew. It also shows an interview with Captain Blackmore, who used his ship to try and protect the *Cantabria* when it was attacked by the Spanish ship *Nadir*, and who took some survivors safely back to shore at Great Yarmouth.

Questions

1. Find three clues in the film that tell us it was made a long time ago
2. What is the name of the ship that tried to help the *Cantabria*?

Did you know..?

There were no televisions in 1938. This clip would have been shown in cinemas across Britain before the main film, as part of a newsreel.



Photographs: Launching and returning the RNLB *H.F. Bailey* at Cromer

Date made:

Published 10 December 1938

Object reference:

CR:2004.192

Credit:

Weekly illustrated, RNLi Henry Blogg Museum

Description

When going to rescue people at sea, every second counts. The fastest way to launch a lifeboat is by releasing it down a slipway. As soon as the crew were ready, the boathouse doors were opened, the rope holding the boat was released and the lifeboat raced down the slipway and into the sea.

Returning the lifeboat took a lot longer. On returning to shore, the crew lined the boat up with the slipway using marker buoys in the sea. It could then be slowly winched back up to the boathouse. The crew would often have to wait for good weather before this could be done.

A maroon (a rocket) was used to alert the lifeboat crew that they were needed for a rescue. When a ship was in trouble, the maroon was fired from the cliffs. The noise could be heard across Cromer. Wherever they were, the volunteer lifeboat crew would drop whatever they were doing and race to the lifeboat station. The first eight men to grab a life-jacket and get onto the boat crewed the rescue. Even after he retired, when the maroons sounded for the lifeboat and the crew launched the boat for rescue, Henry Blogg would be watching from the pier.

Today, pagers are used to alert the Cromer lifeboat crew.

This short film shows this happening in Cromer. The lifeboat featured is named after Henry Blogg <https://www.youtube.com/watch?v=QPzaAVIKbjU>

Questions

(Project the images onto a whiteboard to look really closely)

1. How many crew members can you see in the photograph of the returning lifeboat?
2. What might they be saying to each other?
3. What is written on the side of the lifeboat?

Did you know..?

RNLi is a charity and its lifeboats have always been crewed by volunteers. This means they are not paid to risk their lives to help others.



Kapok Lifejacket

Date made:

Unknown

Object reference:

Temp.2011.279

Credit:

RNLI Henry Blogg Museum

Description:

This lifejacket was used by the Cromer lifeboat crew. It is marked Cox'n (short for coxswain) so that everyone on board knew who was in command. It may have been worn by Henry Blogg himself.

Lifejackets like this were introduced in 1904, replacing the cork jackets used in the 1800s. It is made of canvas, waterproofed with oil, and filled with kapok, a cotton-like fluff that comes from the seeds of the kapok tree. Kapok absorbs very little water, is three-times more buoyant than cork and is lighter and much more comfortable to wear.

Kapok lifejackets were used until the 1970s.

Questions

(Project the image onto a whiteboard to look really closely)

1. Can you see how this lifejacket would be worn and fastened (clue: the word 'Cox'n should be at the front)?
2. What materials might a modern life jacket be made from?

The RNLI takes the safety of the lifeboat crews very seriously and pledges to look after them at sea. Because of this, RNLI lifejackets have always been made using the most up-to-date, often pioneering, materials and designs.

Find out more about cork life jackets here: http://www.rmg.co.uk/sites/default/files/import/pages/files/shipwreck_objects16_lifejacket.pdf



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The Cromer Lifeboat alongside the Italian Steamer *Monte Nevoso*, October 1932



Artist:

Charles Dixon (1872-1934)

Date made:

c.1932

Object reference:

ART.2004.58

Credit:

RNLI Henry Blogg Museum

Description

This painting shows one of the hundreds of dramatic sea rescues Henry Blogg made with the Cromer lifeboat service.

When the steam ship ran aground in 1932, Henry Blogg and his crew spent hours at sea trying to help the tug boats pull it to safety. When it became clear the *Monte Nevoso* wouldn't budge, Henry and the lifeboat crew rescued 29 men from the ship in gale force winds. But the Captain and three of his crew refused to leave their ship. After taking the 29 crew to safety in Great Yarmouth, Henry and his exhausted lifeboatmen went back to the *Monte Nevoso*. Despite the storm and a crack in the ship's deck, the Captain still refused to abandon his ship. The lifeboat crew had now been working for over 24 hours! After a rest and a hot meal the lifeboat crew went back again to the *Monte Nevoso*. They found the ship had broken in two and the Captain and his four crew had been picked up by a fishing boat who had seen their distress flare.

In a final search of the *Monte Nevoso*, Henry and his crew heard a dog whimpering in one of the cabins. The dog

was carefully carried down a rope ladder to the safety of the lifeboat and taken to shore. A very grateful Captain Solvatore gave the dog to Henry Blogg as a thank you. Henry called the dog Monte, after the ship.

Henry and the crew were awarded medals by the RNLI and the Italian Government for the rescue of the Captain and crew of the *Monte Nevoso*. And Henry was also given a silver medal by the Canine Defence League for his part in rescuing Monte.

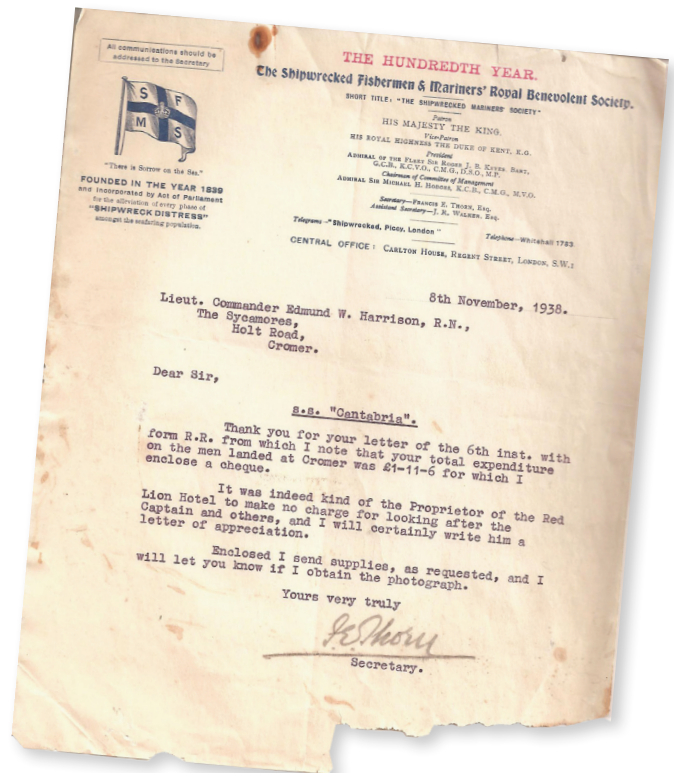
Questions

(Project the image onto a whiteboard to look really closely)

1. Can you see Monte?
2. How does the painting show us that lifesaving at sea is dangerous?
3. What are the lifeboat crew wearing? Why?

Did you know..?

Monte's memory lives on as a mascot and symbol for the Henry Blogg Museum.



Letter from the Shipwrecked Fishermen & Mariners' Royal Benevolent Society

Date:
8 November 1938

Object reference:
Temp687c

Credit:
RNLI Henry Blogg Museum

Description

When survivors from shipwrecks arrive on land, someone has to look after them. They usually have no money, no luggage, nowhere to stay or even a dry set of clothes. The Shipwrecked Fishermen & Mariners' Royal Benevolent Fund was a charity who helped look after survivors and return them home safely after being rescued.

This letter was sent with a cheque for £1, 11 shillings and 6 pence (about £100 in today's money) and supplies to help the survivors of the *Cantabria*.

Questions

(Project the image onto a whiteboard to look really closely)

1. Where did the survivors ('The Captain and others') stay after they were rescued?
2. Why didn't the Shipwrecked Fishermen & Mariners' Royal Benevolent Society pay for the survivors to stay there?



Henry Blogg's Gold Medals

Maker:

Spink & Son Ltd,
5 King St, S.W.1

Date made:

1917

Object reference:

CR: 2006.611

Credit:

RNLI Henry Blogg Museum

Description

Life saving at sea can be extremely dangerous and lifeboat crews put their own lives in danger over and over again to save others. If a member of a lifeboat crew shows particular bravery, they are awarded a bronze, silver or gold medal by the Royal National Lifeboat Institution (RNLI). Henry Blogg is the most decorated volunteer in RNLI history. He has been awarded more medals than any other lifeboat man in Britain.

These are Henry's three gold medals. The round part is the first award, then two clasps were added for the next two awards. His name is inscribed on the rim. The RNLI's motto, Let not the deep swallow me up, is inscribed around the rescue scene.

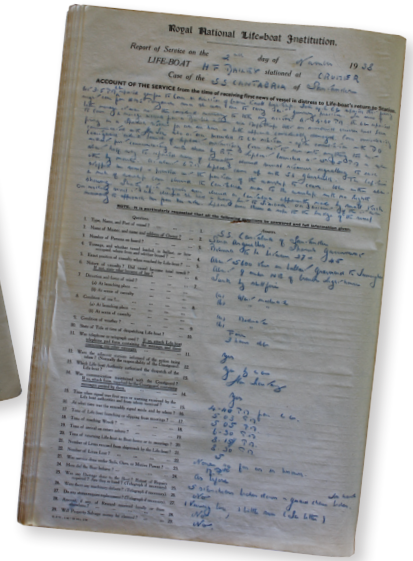
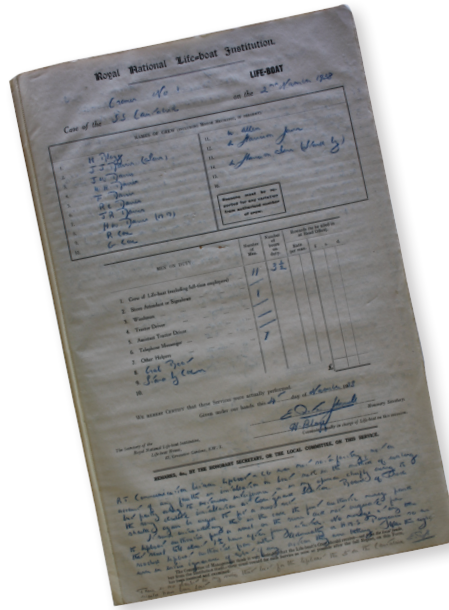
Questions

(Project the images onto a whiteboard to look really closely)

1. Can you see when the RNLI was founded (when it first began)?
2. What is happening in the scene on the front of the medal?
3. Can you see who the RNLI's patron (main supporter) was in 1917?

Did you know..?

RNLI Bronze medals were first created to award the entire lifeboat crew of a sea rescue in Cromer in 1917, led by Henry Blogg.



Service report for the *SS Cantabria* rescue

Date:
2 November 1938

Credit:
RNLI Henry Blogg Museum.

Description

After every rescue, a detailed ‘service’ report has to be completed and sent to the RNLI Headquarters. This is the service report for the rescue of the *SS Cantabria*. The form includes the date, a detailed account of the rescue, its location, the crew who served, the name of the boat, weather conditions and any damage to the boat. This report is signed by Henry Blogg.

Questions

(Project the images onto a whiteboard to look really closely)

1. The handwriting is difficult to read... what words can you make out?
2. Why do you think it is important to keep records like this?

Did you know..?

The report for the *SS Cantabria* was so long and complicated, and extra page had to be inserted.

Further resources and information

Stories from the Sea

This resource has been created as part of the Stories from the Sea project, a partnership between the National Maritime Museum in Greenwich and Norfolk museums. Stories from the Sea inspires the young writers of tomorrow by immersing them in the salty world of fearsome pirates, intrepid explorers, sailors, ships and shipwrecks through world-class museum collections, intriguing stories and unforgettable characters.

Further resources and information

For more information about the 'Survivors' event at Henry Blogg and Cromer Museums: email: cromer.bookings@norfolk.gov.uk

For more information and curriculum-linked Stories from the Sea resources visit: www.rmg.co.uk/storiesfromthesea

For more school visits and resources from Norfolk Museums visit: <http://www.museums.norfolk.gov.uk/Learning/index.htm>

For school visits and resources from the National Maritime Museum: <http://www.rmg.co.uk/plan-your-visit/schools/national-maritime-museum-queens-house>

Henry Blogg Museum: <https://rnli.org/find-my-nearest/museums/henry-blogg-museum>

Cromer Museum: http://www.museums.norfolk.gov.uk/Visit_Us/Cromer_Museum/index.htm

For information and learning resources from the RNLI visit: <https://rnli.org/youth-education>