Aims:
1. Learn about life and conditions in the past and why people wanted to campaign.
2. Discuss historical citizenship issues.
3. Understand that campaigning brings about positive change.

Intended learning outcomes:
1. Develop an understanding of the history of the RNLI.
2. Understand, analyse and evaluate a range of sources of historical evidence relating to the campaign to save lives at sea.
3. Investigate how historical campaigners got their message across.
4. Understand key elements of a successful campaign.
5. Be able to apply knowledge and understanding of an historical campaign to the contemporary contexts of the RNLI, recent campaigns and citizenship.

Session structure:

The session structures provided illustrate one way to study this historical campaign. Schools and groups will have different class sizes, timetable allocations and lesson durations and should therefore adapt the suggested session plans, number of groups and group sizes to suit their needs. Session 2 allows for differentiation as some Source materials are more challenging than others.

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Lifeboats

Section	Timing	Activity	Resources
Starter	5 minutes	**Whole class/group questioning of prior knowledge about the RNLI:** 1. What do the letters RNLI stand for? 2. What does this organisation do?	• RNLI factsheet: http://rnli.org/safetyandeducation/ teachersandyouthleaders/resources/ downloadresources/Pages/Activity-Sheet-RNLI-Fact-Sheet.aspx
Introduction	15 minutes	**Whole class/group:** 3. Explain that pupils are going to explore the historical campaign that led to the RNLI's existence by investigating pieces of historical evidence provided on 21 Source sheets. These provide background information and a collection of evidence. 4. Distribute copies of Source 1: Shipwreck! to the pupils. 5. Read through the various sections – the introductory text, extract and looking at the images. 6. Discuss the questions with the whole class.	• Teacher version of Campaign Grid. • Source 1: Shipwreck! • Access to the internet to display Source sheets if necessary.
Main	20 minutes	**Work in pairs:** 7. Pupils to work through Source 2: HMS *Racehorse* in the same way as in the Introduction section above. 8. Each pair to discuss and answer the questions.	• Source 2: HMS *Racehorse*. • Access to the internet to display Source sheets if necessary.
Plenary	20 minutes	**Whole class/group:** 9. Using the blank Campaign Grid, introduce the seven questions to the class via the handout. Explain this is a way of focusing on the key elements of a successful campaign. 10. Discuss the answers from each pair from Source 2: HMS *Racehorse* with the class/ group. 11. Annotate the blank Campaign Grids with a model answer to Question 1 on the Campaign Grid based on Sources 1 and 2. 12. Establish the structure for the next session.	• Blank Campaign Grid handout. • Source sheets 1 and 2. • Whiteboard and marker pens.
Suggested follow-up activity	Homework allocation (if applicable)	13. Research sea travel and sea rescue in the late 18th and early 19th centuries.	

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Campaign! Make an IMPACT

Section	Timing	Activity	Resources
Starter	5 minutes	**Whole class/group:** 1. Recap the learning from Session 1 and/or share homework findings.	
Introduction	25 minutes	**Small group work:** 2. Explain that pupils are going to continue to explore the historical campaign that led to the RNLI's existence by investigating pieces of historical evidence provided on the Source sheets. 3. Split the class into 11 working groups. 4. Allocate the Source sheets to the 11 groups: **Group 1:** *(Question 2 on the Campaign Grid)* • Source 3: Early lifeboat stations • Source 4: How to solve the problem of shipwreck **Group 2:** *(Question 2 on the Campaign Grid)* • Source 5: Lukin's 'unimmergible' boat • Source 6: The *Original* lifeboat **Group 3:** *(Question 2 on the Campaign Grid)* • Source 7: Captain Manby's lifesaving apparatus **Group 4:** *(Question 3 on the Campaign Grid)* • Source 8: HMS *Vigilant* • Source 9: Appeal to the British Nation **Group 5:** *(Question 4 on the Campaign Grid)* • Source 10: Organisations supporting the cause of saving lives at sea • Source 11: Newspapers praise appeal **Group 6:** *(Question 4 on the Campaign Grid)* • Source 12: Establishment of the Norfolk Association for Saving the Lives of Shipwrecked Mariners • *(Question 5 on the Campaign Grid)* • Source 13: Response to Sir William Hillary's letter to the Admiralty.	• Blank Campaign Grid. • Source sheets 3–21. • Access to the internet to display Source sheets if necessary.

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		Group 7:
		(Question 6 on the Campaign Grid)
		• Source 14: Letters from Sir William Hillary to The King and the Admiralty
		
		Group 8:
		(Question 6 on the Campaign Grid)
		• Source 15: National Institution for the Preservation of Life from Shipwreck is officially formed
		
		Group 9:
		(Question 6 on the Campaign Grid)
		• Source 16: Consultation with other maritime organisations
		(Question 7 on the Campaign Grid)
		• Source 17: Sir William Hillary's Gold Medal
		
		Group 10:
		(Question 7 on the Campaign Grid)
		• Source 18: The wreck of the St George
		• Source 19: Praise for Sir William's rescue
		
		Group 11
		(Question 7 on the Campaign Grid)
		• Source 20: Rising Sun supports fledgling
		• organisation
		• Source 21: Sir William Hillary receives support from the King of Denmark
		
		5. The pupils in each group then read the collection of evidence plus background information on their allocated Source sheets and answer the questions.
		
		6. Each group is to prepare a brief presentation to the class to:
		   • describe/précis the sources
		   • explain the significance of each source/answering questions from the sheets.	

Main	25 minutes	**Whole class/group:** 7. Groups 1–5 present their findings to the whole of the class for 4–5 minutes each (in group order 1–5). 8. As each group is presenting, the other groups fill in the answers on the blank Campaign Grid.	• Blank Campaign Grid. • Source sheets 3–11. • Access to the internet to display Source sheets if necessary.

Plenary	5 minutes	**Whole class/group:** 9. Listen to Sir William Hillary's appeal audio clip.	• Sir William Hillary's appeal audio clip from the RNLI Campaign! Make an Impact website. • Speakers to play audio clip.

Suggested follow-up activity	Homework allocation (if applicable)	10. Independent research of the sea/water safety facilities closest to you. Find out for example:
		  • What infrastructure is provided and where?
		  • What kind of work is done?
		  • Who is involved in this work?
		  • How does this show citizenship?	

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Section	Timing	Activity	Resources
Starter	5 minutes	**Whole class:** 1. Recap on the historical campaign so far.	• Whiteboard and marker pens. • Campaign Grid.

Introduction	30 minutes	**Group presentations/whole class/group:**
		2. Groups 6–11 present their findings to the whole class for 4–5 minutes each (in group order 6–11):
		  • describe/précis the sources
		  • explain the significance of each source/answering questions from the sheets.
		3. As each group is presenting, the other groups fill in the answers on the blank Campaign Grid.
			• Campaign Grid.
			• Source sheets 12–21.
			• Access to the internet to display Source sheets if necessary.

Main	15 minutes	**Whole class/group:** 4. Using a mind map, discuss which campaign techniques/skills were used in this historical campaign. 5. Pupils complete a mind map.	• Whiteboard and marker pens. • Source sheets 1–21.
Plenary	10 minutes	**Whole class/group:** 6. Show the *RNLI Rescues 2011* video. to illustrate the modern-day RNLI and a modern campaigning technique. 7. Discuss the differences between historical and modern campaign techniques.	• *RNLI Rescues 2011* video: http://rnli.org/howtosupportus/ howweuseyourmoney/Pages/ how-you-helped-last-year.aspx • Ability to play video clip.
Suggested follow-up activity	Homework allocation (if applicable)	8. Using the pupils' completed Campaign Grids, create a simple timeline to answer the question: • 'If we were to create a timeline of the development of the campaign for sea rescue, how would this look?'	• Depending on the ability of the pupils, teacher to prepare simple timeline for pupils to fill in.