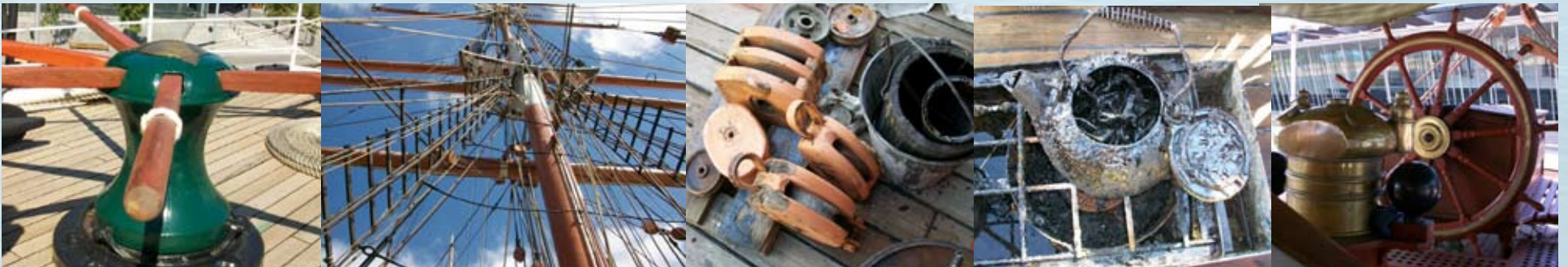
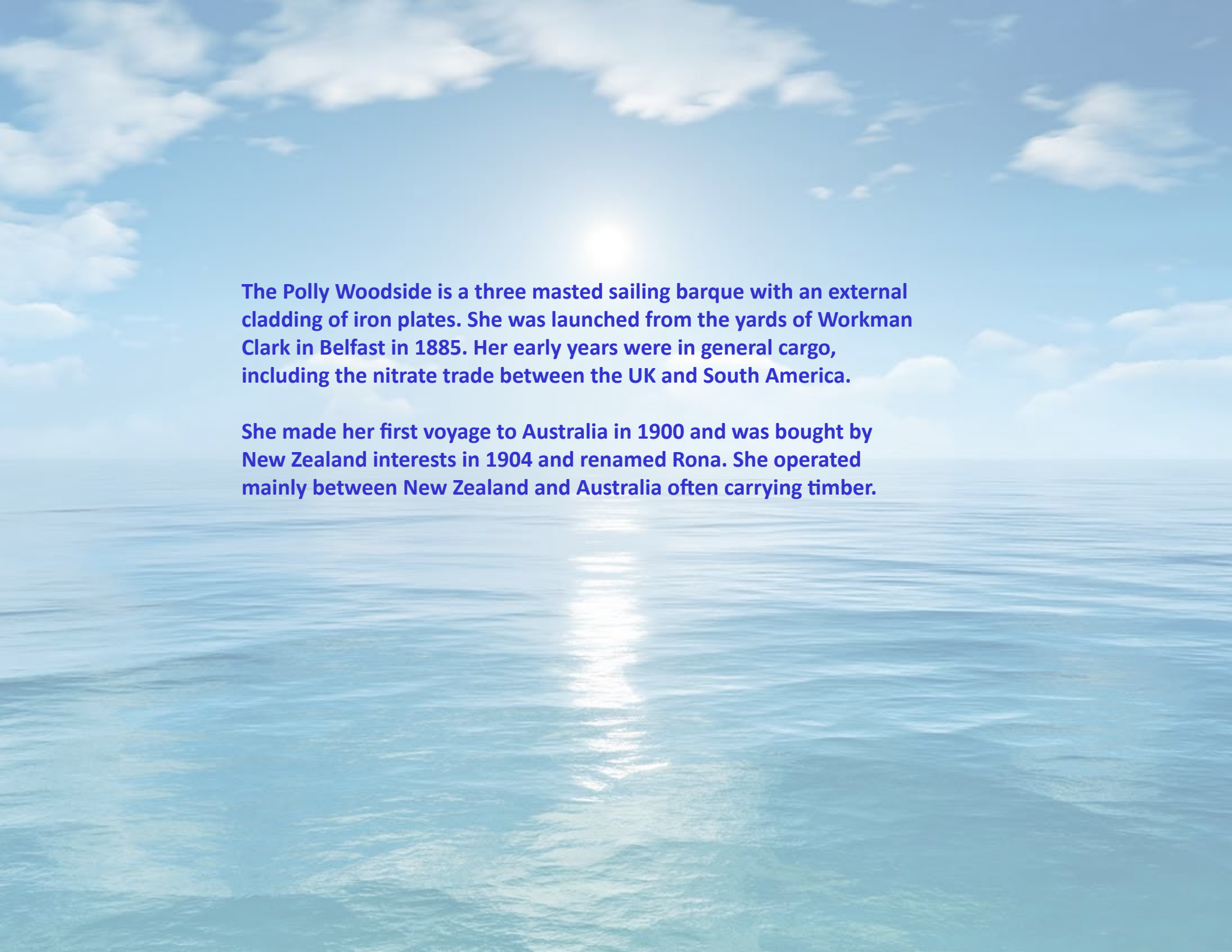


Blow the Man Down

Polly Woodside School Discovery Programs

Teacher Notes for VELS 2 - Grades 1 and 2





The Polly Woodside is a three masted sailing barque with an external cladding of iron plates. She was launched from the yards of Workman Clark in Belfast in 1885. Her early years were in general cargo, including the nitrate trade between the UK and South America.

She made her first voyage to Australia in 1900 and was bought by New Zealand interests in 1904 and renamed Rona. She operated mainly between New Zealand and Australia often carrying timber.

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Have you had a Polly Experience?

Polly Woodside is more than a floating museum. It is an adventure with all the drama of a perilous sea voyage. It is a story about transport, mateship, changing technology, social norms, respect and trade. It is a step back in time with a first hand insight into the unique experiences of sea-faring, isolated communities.

The School Discovery Programs explore these stimulating and intriguing topics with a particular focus on trade, transport, shipping, technology, mateship, community and sailing skills.

The programs address many areas of the curriculum with emphasis on English, Science, Arts, Geography, Humanities-Australian History and Math.

The programs also cover areas of the curriculum that are not easily addressed in the classroom. These include; exploring issues associated with Australian History such as Building a Nation, civics and citizenship and Resource Management, and with Education for Sustainability which is education that is about and for a healthy sustainable future.

Children need to be outdoors in new and different environments, immersed in activities that inspire and absorb them. *They need to feel connected to the past, enthused by the present and inspired about the future.*

A Polly Experience can offer all this and much more.

CURRICULUM AND THE POLLY EXPERIENCE

A Visit to the Polly Woodside includes a self-guided wander through the interpretation centre and a guided onboard adventure. This combination of guided and self-guided discovery makes for a full experience with plenty of material that can be explored back in the classroom.

Curriculum Mapping

All programs have been curriculum mapped to 2010 curriculum. This formed the basis of all program development.

Pre and post activities supplied with these notes have also been scoped according to current curriculum aims and objectives.

The curriculum maps are included with program notes.



What we have to offer

BLOW THE MAN DOWN

Focus Who's doing What on the Polly
VELS level 2
Year level 1 and 2 (can cater for preps)
Key Learning area
English, Humanities, The Arts

Description

"With a wey-hey, blow the man down!" ... the rhythmic chants emanating from this program about say it all. The sea shanty, "Blow The Man Down' takes centre stage as students explore the mysteries of who worked onboard the Polly Woodside, where they slept and ate, and what trades and skills were needed.

The sea shanty is led by a 'Shanty Man' with the students participating in the chorus.

Sea shanties were important. They kept men focussed and in rhythm when working as a team, and they were a source of entertainment.

Through engaging hands-on activities that can *only occur onboard* the Polly Woodside, students unravel the mysteries of sea travel in the 19C.

SHIP-SHAPE & READY TO SAIL

Focus Skills and technology
VELS level 3
Year level 3 and 4
Key Learning area
Technology, Science, English, Humanities, The Arts

Description

Many a sailor was inexperienced when they chose the sailing life, however some sought proper training.

In this program, students are assigned the role of a crew member (captain right through to the crew) who is being examined for a certificate of competency. They will need to demonstrate knowledge and skills in order to pass.

Various skills (that are strange and foreign to students) are learned and tested during the session. If students pass these tests (and they do) the class is awarded a 'Certificate of Competency to sail the Polly Woodside'.

Exploring the unique sailing technology used onboard the Polly also forms part of this program.

VIRTUAL VOYAGE 1904

Focus Realities of sailing life
VELS level 4
Year level 5 and 6
Key Learning area
English, Australian History, The Arts, Geography

Description

"They came out at night. There were millions of them!" What came out at night? Find out by participating in this fun roleplay program that has been scripted from authentic primary source material - addressing a key study area of the revised Australian History unit.

Australia once relied on cargo ships to distribute its resources. These marvels of engineering enabled our nation to prosper and Polly Woodside played its part.

Through a blend of fact and fiction, a VIRTUAL VOYAGE unfolds and students navigate their way through the hierarchy on board, the skills required to sail, the technology used in a 19C barque, and the delimitas of living and working in such close proximity for months on end.



Bookings, prices and finding Polly

PRICE

Cost for all Polly Discovery programs is \$7 per student. Teachers and carers are permitted free entry. Teachers - please ask Carers not to bring toddlers or prams.

GROUP SIZE

The maximum group size is 120. The minimum group size is 30.

CONTACT

For more details about our Polly Discovery Programs, please contact our education bookings line: **8663 7243**

or email: bookings@oldmelbournegaol.com.au

GETTING THERE

The Polly Woodside is located between the Yarra River and the Melbourne Convention and Exhibition Centre, Clarendon Street, Melbourne.

PUBLIC TRANSPORT

10 minute walk from Southern Cross Station or a short stroll from Tram Stop No.124A-Clarendon Street-Spencer St Bridge.

PARKING

Available at South Wharf Shopping Centre.



Planning your day

ARRIVAL

Once booked in, bags and lunches can be stored at the Gallery. A schedule of the day's events will be handed to you. This will notify you when both your self-guided gallery and onboard guided experiences are booked for.

Your classes will be divided into groups of no larger than 20 students each. This is to ensure a fantastic experience for everyone - and space on the Polly Woodside can be tight!

There are play facilities, toilets and light snacks available at the Gallery.

LUNCHES - SEA-GULL ALERT

Please store **ALL LUNCHES** in secure plastic tubs. We are dock-side and sea-gulls are regular visitors to the Polly.

WEATHER

The Polly Woodside experience is an all weather one. You may encounter hot, cold, wet or dry weather - *and in Melbourne this might occur all in one day!*

Please come prepared for all eventualities. Bring raincoats if rain is expected, and sun-screen and hats for the heat.

Activities are run outdoors and wet weather cover is limited. We recommend rescheduling on a wet weather day or come prepared with rain coats and adequate footwear.

After all - the Polly sailed in ALL weather.

SAFETY ONBOARD THE POLLY

These safety instructions will be reiterated by your facilitator. They are common sense and include staying with your group at all times, walking onboard only, wearing sensible shoes, keeping your feet firmly on deck and away from the water's edge.

Be careful of ropes, pulleys and other unusual objects - fingers can get caught anywhere.

It is advisable that all groups of 20 students have two adult supervisors.



Blow The Man Down - program overview

THEME: WHO'S DOING WHAT ON THE POLLY WOODSIDE? CONNECTING PEOPLE TO PLACE.

Students per Group	20
Duration	1 hr

Program Aims

By participating in Blow the Man Down, students will learn about:

- Sea shanties and how they were essential to morale and team work
- Who worked onboard the Polly
- What skills, tasks and tools were needed onboard a large sailing ship
- The roles and responsibilities of crew
- What the Polly transported

Program Objectives

Students will participate in variety of activities that include:

- Steering the ship
- Preparing the ship for departure
- Setting the galley for cooking
- Singing sea shanties
- Having FUN!

THE PROGRAM

The sea shanty, "Blow The Man Down" becomes the central feature in this sing-a-long mystery trail. Students meet with the Shanty Man - a gifted and creative talent who guides them throughout the top and lower decks of the famous Polly Woodside.

Students explore the mysteries of who worked onboard the Polly Woodside, where they slept and ate, and what trades and skills were needed to sail the 'seven seas'.

Sea shanties were important. They kept men focussed and in rhythm when working as a team, and they were a source of entertainment.

As a group, students practice this team work while chanting the sea shanties. Through engaging hands-on activities that can *only occur onboard* the Polly Woodside, students unravel the adventures of sea travel in the 19th Century.

This is an active program with students out of doors and engaged in activities that require bending and lifting and travelling up and down stairwells.



VELS and curriculum mapping Level 2

The Victorian Essential Learning Standards (VELS) describe what is essential for students to achieve from Years Prep to 10 in Victorian schools. They provide a whole school curriculum planning framework that sets out learning standards for schools to use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

VELS identify the essential knowledge, skills and behaviours students need to prepare for further education, work and life.

The mapping in this document is written to address the VELS and key learning areas in the school curriculum.

Key Disciplines: English, Humanities, The Arts

Integrated Curriculum: The Polly Experience embodies an integrated curriculum approach with particular emphasis on the disciplines of Humanities, English, through the creative use of roleplay (The Arts). The program is further explored through The Arts, ICT and geography back at school.

At level 2 the experiences of the first years at school are developed and expanded upon. Students further their understanding of themselves and how they interact with the world.



Natural forces - wind, sun, rain, thunder, and lightning - and life cycles are particularly popular at this age level.

Different vehicles used in transport and movement of materials is also explored.

Roles and responsibilities of living in a community, as well as nutrition, welfare and personal health are also explored.

All these explorations are perfectly suited to participating in Blow The Man Down.

For more information on this go to VCAA's Victorian Essential Learning Standards <http://vels.vcaa.vic.edu.au/about/overview.html>

The following curriculum map demonstrates where A Polly Experience is applicable in the grades 1 and 2 curriculum. All ideas support learnings in the three strands; Discipline Based

Learning, Interdisciplinary Learning and Physical Personal and Social Learning.

A Polly Experience easily complements the following VELS domains:

- Art
- English
- Geography
- History
- Science
- Communication
- Thinking
- Interpersonal Development
- Personal learning
- Civics and Citizenship



VELS Level 2 and the Polly experience

STRAND	DOMAIN	VELS AND EARLY CHILDHOOD LEARNING FOCUS	THE POLLY EXPERIENCE
Discipline Based Learning	The Arts	Students participate in performing and visual art that express and communicate experiences, observations, ideas & feelings about themselves and their world, drawn from sources such as play, problem solving, imagination & excursions.	The mystery object trail invite participation from students in an imaginative way, and the connection between objects assists students in linking observation and knowledge.
Discipline Based Learning	English	They listen to spoken texts, recall main ideas/ information and use questions to clarify meaning.	Students will listen to stories and sea shanties, and participate in the retelling of these stories in song. Making meaning of the song through discussion will also be included.
Discipline Based Learning	Economics	Students investigate the relative location, direction and distance of their home, school, class, local parks, shops and other significant features of their local environment and begin to understand the geography of their local area.	Life on the Polly Woodside was like a self contained neighbourhood. Students compare their home and their many rooms to the simple arrangements on board the Polly. Students consider transport issues - getting cargo from here to there when there are no roads.
Discipline Based Learning	Geography	Students explore how and why natural factors (for example, changes in the weather) and human activities (the closing of a park) affect their lives.	Life on the Polly was completely affected by natural forces such as wind, sun, heat and rain. Students explore what natural forces are good and bad for the Polly Woodside.
Discipline Based Learning	History/Australian History	Students make connections about the continuity of time - past, present, tomorrow, yesterday. They begin to understand this in relation to what is familiar to them (family) and what is unfamiliar to them (Polly Woodside).	Through interactive play and activities, students compare their lives with those that lived on the Polly Woodside - where they slept, what they ate, how they socialised etc. They think about how different things are these days for sailors.
Discipline Based Learning	Science	Students observe and describe phenomena. They formulate questions about the differences they observe.	Students explore the relationship between the sea, sailing and transport. Transport on the sea is different to road because natural forces are more influential.
Interdisciplinary Learning	Design, Creativity and technology	Students recognise basic characteristics and materials from which familiar everyday products are made & how they are used.	Objects on board the Polly are authentic, so their material is obvious and is a clue to what their purpose might be. A bucket might be made of wood or canvas instead of plastic or metal.
Interdisciplinary Learning	Communication	Students develop listening skills and communication skills. They learn to follow rules and listen to instructions.	Being onboard the Polly requires attentive participation in the mystery trail, and observation of safety guidelines.
Interdisciplinary Learning	Thinking	Students explore the community and environment around them and questioning is encouraged. They develop skills in making accurate observations about people and events.	Students connect objects and activities to people and place.
Physical Personal and Social Learning	Civics and Citizenship	They explore roles, rights and responsibilities of family and community members	Polly Woodside had its own community and everyone had a role to play in the community - just like in the student's own family and neighbourhood.
Physical Personal and Social Learning	Health and Physical Education	Students begin to understand the link between physical activity and health, and learn that they need energy to participate in physical activity.	By following the trail the students are introduced to a variety of activities including exploring the diet and nutrition of the sailors on board the Polly. Life and therefore health could be brutal onboard: rats in the food and not enough fresh water.
Physical Personal and Social Learning	Interpersonal Development and Personal Learning	Students are encouraged to be involved in group and individual activities that expand their abilities to work as a team, listen to each other and follow instructions.	A Polly Experience is built on the need to participate as a team and listen to and follow instructions.
Physical Personal and Social Learning	Personal Learning	They begin to solve problems and complete work using their initiative.	Every student is offered a chance to participate in solving problems and conducting activities. This further encourages a personal connection to the experience.

Pre-visit activities

THE SEA SHANTY

Sea shanties were Work Songs – which is very appropriate for this program about jobs, tools and team work. Sea Shanties provided the rhythm to help the crew work as a team. They were also used for entertainment - there were no iPods, TV or even radio at sea.

When your students arrive at the Polly Woodside, they will be met by the Shanty Man who will be their guide. The Shanty Man makes up songs about the work that the students will be doing while onboard.

You can teach the students an original version of the sea shanty 'Blow the Man Down' to get them started. Our's will be different, but we will sing the original version at the beginning. After which students will only have to remember the two chorus lines.

LEARNING THE SONG

There is a good version to listen to for rhythm and tune at: www.youtube.com/watch?v=h6yHE7oep-g&feature=related

This is a recording from a TV show, but it is a good recording that illustrates the way the Shanty Man is in charge while the rest sing the chorus.

Teach the students the two lines of the chorus. This is all they have to learn:

With a way, hey, blow the man down

AND

Give me some time to blow the man down

BLOW THE MAN DOWN

Here is one of many 'original' versions of **Blow the Man Down**

I'll sing you a song, a good song of the sea

With a way, hey, blow the man down

And trust that you'll join in the chorus with me

Give me some time to blow the man down

There was an old skipper I don't know his name

With a way, hey, blow the man down

Although he once played a remarkable game

Give me some time to blow the man down

His ship lay be-calmed in the tropical sea

With a way, hey, blow the man down

He whistled all day but in vain for a breeze

Give me some time to blow the man down.



SHIPS AHOY

Explore the variety of sailing vessels there are in the world. Ask students to find images of sailing vessels.

Put these on display and have students group the ships - multi-sailed, single sailed, large, small, tall, short, speedy, slow.

Google Polly Woodside. You will find images of her in full sail.

BUILDING THE PERFECT BOAT

The Polly Woodside had no electricity on board at all - and no mechanisation. All technology relied on specialised engineering, people power or the power of natural forces.

Explore the power of wind. Have students build paper boats.

Go to: www.mathematische-basteleien.de/paper_ship.htm for instructions on building boats with small sails to boats with large sails.

Blow gently on the sails and the ship's hull and test out which ones move faster.



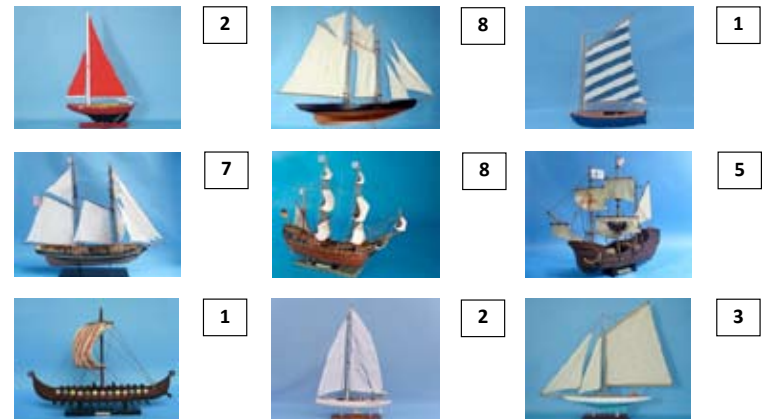
HOW MANY SAILS CAN I SEE?

Students need to closely observe each ship and count the sails.

Discuss the different looking sailing ships - some are big, some are small, some rely on the wind, some on people power. Notice the different hulls?

Which one is the favourite in the group?

The Model Ships illustrated can be purchased for the classroom from: www.handcraftedmodelships.com



How many sails can I see?

Write the number of sails can you see for each of the ships.



www.handcraftedmodelships.com



Post-visit activities

WORK, REST AND PLAY

Ask students to draw a picture of someone at work on the Polly. The list of people explored during their visit includes: cook, general crew, captain, helmsmen, watch, officer.

Ask students to reenact ONE of the activities that these people did onboard the Polly. These include: watching for danger, ringing the ship's bell, steering the ship, scrubbing the deck, cooking the dinner, drying wet clothing, loading the ship with coal.

In teams choose an activity and mime it for the rest of the class. Make this into a guessing game.

GOOD WIND - BAD WIND

Create a list of good natural forces and bad natural forces that might affect the sailing of the Polly Woodside. These will include: wind, hurricane, sun, rain, tidal wave, no wind, no rain, ice, snow.

Ask the students to choose one bad natural force and draw a picture of the Polly being affected by this natural force.

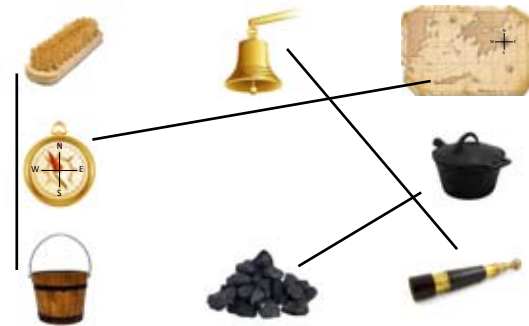
BLOW THE MAN DOWN

Practice the song learnt during your visit to the Polly Woodside.

Now find rhyming words for the lines - write these rhyming words on the board then create a new song together.

FIND MY PERFECT MATCH

Discuss the various items in the list. Most will have been viewed during the excursion to Polly Woodside. Answers to Find My Perfect Match are:



Find my perfect match



Draw lines between the items that need each other.

