

The Character of our Canadian Military History Program

# HMHS Llandoverly Castle and Lost in the Atlantic (Gr. 5 – 8)

- First World War -

## Learning Objectives:

- ✚ Describe basic WWI naval warfare, the sinking of the Llandoverly Castle, and the controversy that followed.
- ✚ Name one Canadian Nursing Sister and describe how she had a positive impact on the FWW.
- ✚ Demonstrate the traits: communication; cooperation; resilience; thoughtfulness.

## Character Traits Explored:

Communication, Cooperation, Resilience, Thoughtfulness, (+Trust)

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## HMHS Llandoverly Castle and Lost in the Atlantic (Grades 5 – 8 version)

**Overview:** The sinking of *HMHS Llandoverly Castle* will be described. Then the participants, already divided into groups, will work together to complete a survival problem-solving puzzle that involves a scenario of being stranded at sea with an assembly of items. This activity is designed to be a fun ice-breaker and brain-warmer for the participants.

### History Learning Objectives

- ✚ Describe basic WWI naval warfare, the sinking of Llandoverly Castle, and the controversy that followed.
- ✚ Name one Canadian Nursing Sister and describe how she had a positive impact on the FWW.
- ✚ Demonstrate the traits: communication; cooperation; resilience; thoughtfulness.

### Character Trait Development:

Communication, Cooperation, Resilience, Thoughtfulness, (+Trust)

**Total Time:** 30-35 minutes

**Age:** 10-13

**Group Size:** individuals for 1<sup>st</sup> part, then groups of 4-6

**Space:** indoor with writing surface, chairs

### Materials (per group):

Part A- PowerPoint: “[Llandoverly \(Gr5-8\)](#)”

- laptop with internet and projector

Part B- Pencils/pens

- “[Llandoverly \(Gr5-8\) - Handout](#)”

Note: Since the story and activity directions are covered on the slides, photocopying can be reduced by only copying p. 4 of the “Handout”. Each participant must have their own worksheet to complete the activity.



### Key Vocabulary

**U-86/U-boat:** short form for “unterseeboot”, German for their first submarines: “under sea boat”

**Nursing sister:** a woman who officially cared for the wounded during war; ‘sister’ recognized a link with a religious order but by WWI, not all ‘sisters’ were formally linked to a religion

**HMHS:** His Majesty’s Hospital Ship

**Corpse:** a dead person

**Matron:** the leading woman; the woman in charge

**Dinghy:** an inflatable raft

**Ration:** food; a meal packaged by the military

**Nylon:** a plastic-like material

**Opaque:** non-transparent; impossible to see through

### Preparation:

- For part A- POWERPOINT:  
Setup laptop and projector and present the slideshow: “[Llandoverly \(Gr5-8\)](#)”.
- For part B- ACTIVITY:  
Print/copy a worksheet from “[Llandoverly \(Gr5-8\) - Handout](#)” for each participant (p.4 of the handout offers worksheets for two participants). It may help to provide each group with a copy of the first 2 pages of the handout for their reference (the same information will still be communicated on the slides). Have all handouts ready to distribute to each table.

## Directions for Presenting the Module

### A- PowerPoint Instructions:

(10-12 min)

Present the PowerPoint “Llandoverly (Gr5-8)” and follow the speaking notes as necessary.

Note: If the facilitator does not know much about the story of Llandoverly Castle’s story, reviewing our Llandoverly website (<http://llandoverly.valourcanada.ca/>) is a good primer and will help fill in the gaps.

### B- Activity Instructions:

(15-20 min)

Follow the PowerPoint to introduce (slides 6-8) and describe the Activity (slide 9).

1. Explain the task: Complete Part 1 (i.e. column #1) - see Handout (**as individuals, 5 min**). Ensure that the participants understand the ranking process by reviewing with them that: a rank of “1” denotes “most important”, “2” = “2nd most important”. Also clarify that each number 1 through 12 must be used once (i.e., you can’t have three items ranked “1”).  
Note: If groups have not yet been determined, the facilitator will walk around assigning numbers during those 5 minutes so that they can easily group-up into 5’s or 6’s at the transition between Part 1 and Part 2 of the Task.
2. Complete Part 2 of the Activity (**as a group, 10 min**) and remind everyone to ensure that their group rankings match (All group members should have the same rank #'s in Part 2).
3. Facilitator will communicate Part 3/Solution (the “Pro Ranking” on slide 11, **1 min**). The participants should record the solution in column #3.
4. Lastly, the participants will complete Parts 4 and 5 on their handout (**2 min**) and sum those 2 columns. The facilitator should state that the “differences” (re: Part 4 and 5) are only to show how far your ranking is from the pro’s, therefore, there aren’t any negative numbers. Also, remind them that all group members should have the same Part 5 column because, like Part 2, it is their group score.

### C- Scoring:

Whichever group has the lowest score (their rankings were closest to the “Professional Rankings”) wins this activity.

### Options for increasing/decreasing difficulty:

1. Stronger groups can be provided with the Gr.9-12 version.
2. While the participants are completing the exercise, the facilitator should walk around monitoring their level of completion and adjust the time as required.
3. The facilitator can give the groups one correct ranking (E.g., Nylon rope is ranked “8”).

## Debrief

### Questions and Prompts:

(5 min)

### **Debrief** (slide 14): *Key Idea*

To introduce the participants to the differences between individual and group work, as well as the skills required to work productively within, and as, a group.

- Ask: *If your personal score was better than the team’s, why do you suppose that happened? In contrast, why do you suppose that the team’s score was better than your individual score?*

*<Cooperation can be explored here>*

- Ask: What were some noted advantages/ disadvantages while completing this exercise individually/as a team? <**All Traits** can be explored here>
- Ask: Did your group have a leader? If so, how was the leader chosen? If not, how did your group manage the discussion? <**All Traits** can be explored here>
- Ask: Which 3 characteristics are most important for a good teammate to possess? How about on the raft? <**All Traits** can be explored here>

----- see next page for solution -----

### Solution:

ITEM	PRO'S Rank	Professional's Comments and Reasoning
2 boxes of chocolate bars	6	Your reserve food supply.
A shaving mirror	1	The mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. The reflected sunbeam can even be seen beyond the horizon.
A compass	12	Useless in this situation.
Full container of water (25 L)	3	Vital for hydration and will provide enough for several days for a small group.
A case of army rations (food)	4	Food!
Maps of the Atlantic Ocean	11	Worthless without the navigation systems.
Bottle of rum (80% alcohol)	10	Contains 80% alcohol, so has value as an antiseptic. Very dangerous if drunk!
Oil/gasoline mixture (10 L can)	2	Second most critical item for signaling. The mixture will float and can be lit using the matches.
Nylon rope (5 m)	8	Multiple uses, but none are that important to survival.
Non-transparent plastic sheet (6 x 6 m)	5	2 uses: to gather rain water and to provide shelter.
Shark repellent (real)	9	Repels sharks, but low importance.
An ocean fishing kit & pole	7	No guarantee of fish, but can use the pole to hold up the plastic sheet.

### Scoring:

**Over 62**

You are fish food!

**51-62**

You barely survived after a last second rescue. 2 in your group didn't make it.

**41-50**

Thirsty, ravenous, and many pounds lighter. 1 in your group didn't survive.

**32-40**

You're all worse for wear and tired, but the group all survived. Not bad.

**24-31**

Above average survival skills. Nice work!

**0-23**

Just another day at the office and home in time for dinner!

Adapted from:  
"Lost at Sea"  
G. Knox  
[www.insight.typepad.co.uk](http://www.insight.typepad.co.uk)