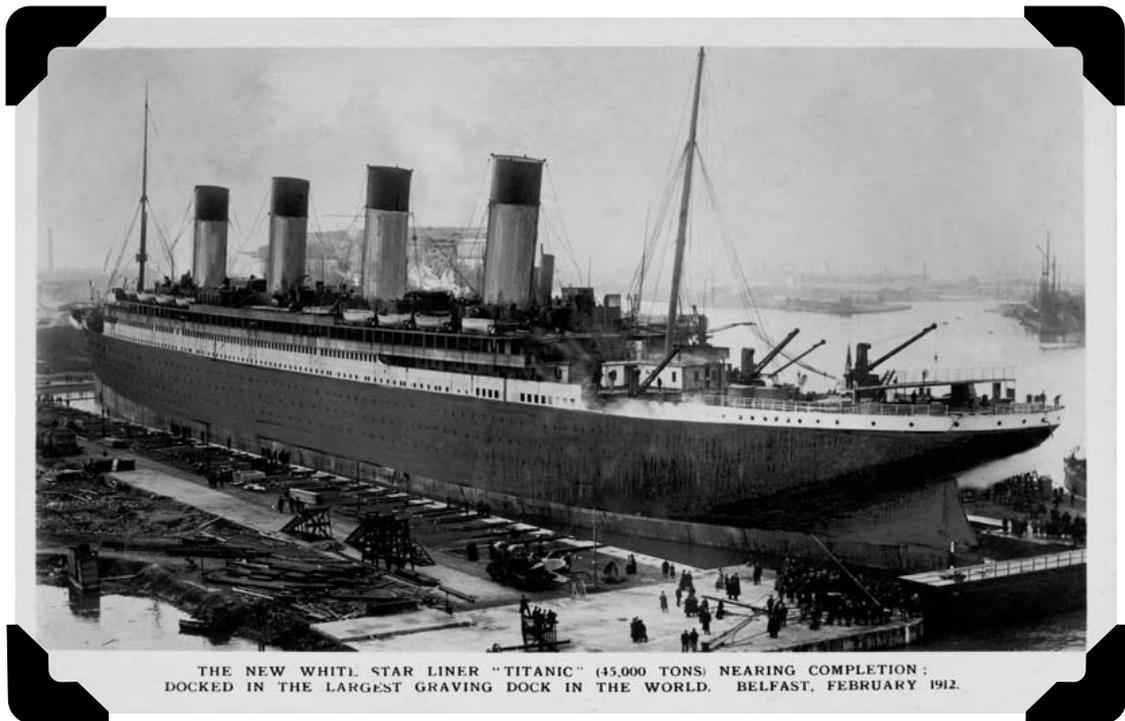


TITANIC'S DOCK AND PUMP-HOUSE

Northern Ireland Science Park
Teacher's Notes



Titanic in Dry-Dock, Father Browne



Transforming dreams into commercial reality

**TITANIC'S
DOCK &
PUMP-HOUSE**

Titanic's physical footprint in history

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Northern Ireland Science Park
Teacher's Notes

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Transforming dreams into commercial reality



Titanic's physical footprint in history

TITANIC'S DOCK AND PUMP-HOUSE

Northern Ireland Science Park
Teacher's Notes

Introduction

No ship in the world has such lasting fame as the ill-fated Titanic, the enormous ocean-going liner, which was the largest man-made object ever to have been moved when she was launched at Harland & Wolff's Belfast shipyard in 1911.

She is remembered not only because of her size but also because of her luxury and she was a symbol of the great engineering abilities of the shipbuilders of Belfast. Despite being declared unsinkable disaster struck on her maiden voyage when she hit an iceberg and sank with the loss of more than 1,500 lives. This tragedy has led to a continuing fascination with her story.

The Titanic Quarter site is now one of the largest waterfront redevelopments in Europe, and Northern Ireland Science Park offers teachers and their pupils a unique opportunity to visit the past and share in Belfast's world renowned maritime heritage. While participating in the programme pupils will go on an Outdoor Quest around the dock that was Titanic's birthplace, see the Pump-House that housed the pumps and the innovative hydraulic accumulator, hear from an apprentice of the time, take on the identity of a Titanic passenger, and test their skills and knowledge using the exciting, interactive Quizdom technology.

The Thematic Unit 'Unsinkable' produced by CEA provides further insight into the Titanic Story and is complementary to the contents of this pack.

Northern Ireland Curriculum

The Northern Ireland Curriculum aims to foster thinking skills and personal capabilities. It is anticipated that children will go beyond the acquisition of knowledge. They should be given worthwhile experiences across the curriculum that allow them to develop skills in thinking, problem-solving and decision-making. They should also acquire the skills of self-management, working with others, managing information and being creative.

Children learn best when learning is interactive, practical and enjoyable, and teachers are encouraged to use a wide range of teaching methods including whole class, group and individual activities. These ideas have been incorporated into this teaching and learning unit and it is anticipated that many aspects of 'The World Around Us' and 'Communication' can be achieved through its use. It offers a structured learning and teaching opportunity that can be taught over a period of 6 weeks.

Learning Intentions

Learning intentions are central to the unit. General learning intentions are identified for the unit as a whole and specific learning intentions are specified for each activity. Teachers may choose to adapt and adjust these learning intentions to suit the learning needs of their pupils. It is anticipated that many aspects of the 'World around Us' and 'Communication' may be achieved through the use of the unit.

Aim

The aim of this programme is to provide your pupils with the opportunity to develop knowledge, understanding and skills relating to engineering and shipbuilding in Belfast through a study of Titanic, the Dry-Dock and Pump-House.

- **Managing Information**
- **Thinking, Problem Solving and Decision Making**
- **Being Creative**
- **Working with Others**
- **Self-Management**

THE WORLD AROUND US

Pupils will learn to...

- Investigate the lives of people in the past
- Understand why people moved from one place to another
- Identify characteristics of a specific time period
- Recognise technology's interdependence with other industries involved in shipbuilding
- Recognise the interdependence with other parts of the world
- Learn to read and understand maps and diagrams
- Recognise the properties of materials
- Understand how the properties of materials affect their use
- Understand that sounds are caused by vibration
- Learn to communicate using sound
- Make an electrical circuit
- Learn to use light and sound as a communication tool
- Create a timeline

Subject specific skills

- Learn aspects of the language of shipbuilding
- Record information in a variety of forms
- Use different methods to research information
- Learn to draw conclusions from information given
- Begin to understand cause and effect
- Be able to distinguish fact from opinion
- Understand how to identify change
- Be able to appreciate different points of view

**The pupils
will learn to
recognise the
interdependence
with other parts
of the world.**

LEARNING INTENTIONS COMMUNICATION

Pupils will learn to...

- Listen to the guide
- Take part in discussions and roleplay
- Increase their vocabulary
- Contribute comments, ask questions and respond to others' points of view
- Use a range of sources, traditional and digital, to locate information
- Represent their understanding of texts in a range of ways eg a labelled diagram, a digital presentation
- Understand how information is presented in newspapers
- Justify their responses logically
- Participate in independent writing
- Write for a variety of purposes
- Use the skills of planning, revising and redrafting
- Use thoughts, feelings and opinions
- Create a digital presentation
- Participate in group and class discussion
- Share ideas and respond to them
- Improvise a scene based on the topic under study
- Talk with people on the educational visit

**Participate in
group and class
discussion...**

Belfast's rise to maritime fame began in 1613 when a James I Royal Charter earmarked a space on the river Lagan for a wharf or quay.

A nautical industry was evident in Belfast by 1663 when records show that there were 29 vessels owned by the town totalling 1,100 tonnes. It is thought that about 15 of these were constructed locally. By 1685 Belfast was third in Ireland for trade. In 1792 an Ayrshire shipbuilder William Ritchie augmented Belfast's six part-time carpenters with ten Scottish ship workers, materials and equipment.

By 1785 Belfast's role in the trading activities of Ireland was such that the Irish parliament passed an act to deal with the town's maritime significance. The act created a Corporation for preserving and improving the port and harbour of Belfast, commonly called the Ballast Board. The port was well established, shipbuilding was expanding but all greatly restricted by shallow water, a meandering channel approach and inadequate quays. These problems together with increasing trade led to a new government act of 1837 which reconstituted the Board, giving it powers to improve the port with a new channel. Work on straightening the river began in 1839 and by 1841 the first bend was removed. The dredged spoil dumped on the County Down side of the river formed the 17 acre Dargan's Island, named after the chief engineer William Dargan. It was renamed Queen's Island following a visit by Queen Victoria in 1849. It boasted a public park with a Crystal Palace erected in 1851, only one year after London's Great Exhibition.

In 1847 the Ballast Board became the Belfast Harbour Commissioners, a new body with much wider powers. At its behest, port and shipyard expansion continued at a hectic pace, organised from new premises completed in 1854. On 6 September 1853 the commissioners agreed to construct a shipyard on Dargan's Island for shipbuilder Robert Hickson who launched the new yard's first vessel in September 1854. He sold the yard to Edward Harland in September 1858. Edward's father, a friend of George Stephenson of Rocket fame, had previously secured an apprenticeship for him in the Stephenson Engineering Works in Newcastle upon Tyne. The money for the purchase was provided by a Liverpool merchant GC Schwabe who was the uncle of Gustav Wolff. Wolff, who was Harland's personal assistant, became a full partner in the firm in 1861. In July 1859 Harland & Wolff's first ship, the Venetian was launched. Eighteen of the first ocean-going liners were built for the Bibby Line, a company in which Schwabe was a partner. This illustrates how family ties helped in those days. In 1870 a contract was signed with the Oceanic Steam Navigation Company of Liverpool better known as the White Star Line and this guaranteed the future success of Harland & Wolff. Another reason for their success was the revolutionary and innovative designs produced in their drawing office.

Titanic was the technological marvel of the Edwardian age and an example of what the combination of capital, entrepreneurship and innovative thinking could achieve. Titanic, the Thompson Pump-House and the graving dock were the result of science and technology only a few years old. At 882 feet 8 inches (269m) long and with a displacement of 53,000 tonnes, Titanic was the largest and most opulent liner ever built. Powered by two massive steam reciprocating engines, generating 15,000 break horse power and a steam turbine, Titanic contained many innovations including 15 electrically operated bulkheads.

In 1847 the Ballast Board became the Belfast Harbour Commissioners, a new body with much wider powers.

Teaching and Learning Activity

Learning Intentions

Titanic's Dock

Pupils will be learning:

about the shipbuilding area of Belfast; to distinguish between fact and opinion; to increase their vocabulary; to use evidence from a photograph to reach conclusions.

Building a Ship

about the process of building a ship; to annotate a diagram; to increase their vocabulary; to use existing knowledge to reach conclusions.

The Growth of Belfast

about the growth of Belfast as a port; to recognise features on a map; to write a persuasive piece for a specific audience.

Innovations at the Yard

how the Dry-Dock works; to sequence a procedure using a flow diagram; to increase their vocabulary; to use research.

Dargan's Island

about the formation and development of Dargan's Island; to relate cause to consequence; to increase their vocabulary to express thoughts and feelings in a piece of writing.

Famous Names

to use different sources to reach conclusions about these men from the past; to understand the impact that these people have made; to increase their vocabulary; to participate in a group discussion; to improvise a scene.



The Titanic in the background,
workers leaving to go home
Ulster Folk and Transport Museum

Introductory Activity

Before pupils come to the Titanic's Dock and Pump-House at Northern Ireland Science Park (NISP), it is suggested that the teacher starts off with an introductory activity that attracts their attention, presents a picture of what the children already know, what they would like to know and provides a good insight into what aspects to explore in greater detail. These thoughts should be recorded on a flip chart for future reference.

How do we proceed?

To ensure that pupils get the most from the visit they will need some background knowledge and understanding of the subject. This can be achieved through the use of the **pre-visit activities** which:

- Introduce the dock area
- Explain the construction of a ship
- Traces the growth of Belfast as a port
- Informs about the innovations – Titanic, the Dry-Dock and the Pump-House
- Recounts the background to Queen's Island
- Introduces the main players in the shipbuilding story

Success Criteria

Children need to know what is expected of them so they should be involved in creating success criteria. This means that teachers should agree in advance the focus and nature of the assessment. Teachers may consider that the completion of the activities is sufficient for assessment or they may decide to design their own assessment activities.

Each activity sheet has an information section followed by a variety of written and oral activities. Each of these sheets contains a list of keywords where necessary, and a fascinating fact.

Look out for the symbols & help aids



Information section



Written activity



Oral activity



Letter writing



Keywords

FASCINATING FACT

Workers in the yard started work at 6.20 in the morning and did not finish until 5.30 in the evening.

THINK ABOUT...

It is suggested that the teacher starts off with an introductory activity that attracts the child's attention.

Team Matters

Before the visit pupils need to be divided into teams. Activities are provided for up to five teams, although teachers may choose to have fewer. It is suggested that each team appoints a manager, recorder, reporter and encourager. Team names are taken from jobs people would have had on the dock when it was in its heyday and are:

- Welders
- Riveters
- Joiners
- Painters
- Hard-Hat Divers

Practical Matters

- Teachers are requested to make sure that pupils arrive suitably dressed for the outdoor part of the experience bearing in mind that it can be extremely cold and windy around the dock
- As part of their personal development pupils need to be aware of the need for rules on an educational visit. Teachers are encouraged to have children devise a list of rules prior to the visit, which will help to ensure their comfort and safety
- The Studio where the indoor part of the experience unfolds, is the dedicated room for educational visits. It will be available for breaks and the consumption of packed lunches. Pupils will be expected to leave it clean, neat and tidy
- Toilets are available beside the Studio
- A digital voice recorder would be useful if you want to revisit the guide's tour
- A digital camera to record the experience would enable a digital follow-up to be made
- Some of the images from the activities may be a little small to use when searching for evidence. In this case larger images will be included for teachers to display on their whiteboards but are exclusively for use as part of this unit
- It is suggested that pupils bring a clipboard or something suitable for leaning on while taking part in the Outdoor Quest
- It is anticipated that the visit will take a minimum of two and a half hours
- Food, drinks and souvenirs are available in The Pump-House Café
- School groups should arrive with adequate supervision

Make sure that pupils arrive suitably dressed for the outdoor part of the experience.

Arrival

On arrival at NIPS school groups should report to the Studio, which is situated beside the Pump-House. Each pupil will be given the name of a passenger from Titanic, which will be used in a role play that follows the guided tour.

Duration 10 minutes

Powerpoint Presentation

Pupils will see a Powerpoint presentation that welcomes them, explains the experience and re-introduces the characters Mr Morris the supervisor and Johnny the apprentice.

Duration 15 minutes

The Studio – Audio-Visual Movie

In the the Studio pupils will see an audio-visual presentation featuring Mr Morris and Johnny, building on the external tour. In it they will learn more about the operation of the dock, the caisson gate, the capstans, the valves, the pumps, the hydraulic accumulator and the water flow

Duration 7 minutes

Outdoor Quest

Pupils will divide into their teams and each pupil will be given a sheet on which there are questions to be answered. There is a space for the answers. Teachers should explain that the first ten questions are to be answered individually and the answers will be found by listening carefully to the guide as he takes the group on the walking tour around the dock. The remaining questions are to be answered in collaboration with the other members of the team. Some of these answers will be found on the sad sculpture, some in the Pump-House and a few rely on pupil's previous knowledge. Pupils are guided to the place where the answers in this section are to be found by the abbreviations **DD** indicating Dry-Dock, **PH** for Pump-House and **GK** for General Knowledge.

Teachers will notice the use of closed questions in this section of the visit. This is a deliberate strategy used to help pupils focus on the information being provided on the tour. Open questions will be asked by the guide during the walking tour.

Guided Walking Tour

The guide will lead the tour around the dock and pupils should listen carefully to his commentary. As they move around they should keep a vigilant eye on the questions and complete the answers 1-10 individually. The answers to the second set of questions, which are to be completed in teams, will be found on the Dry-Dock or in the Pump-House. Once the outside work is complete the guide will bring the group back to the Studio for the next part of the experience.

Duration 45 minutes (for Outdoor Quest and Walking Tour)

Continued over the page.

Quest sheets are to be used in the Guided Walking Tour, as explained below...

Complete answers 1-10 individually. The answers to the second set of questions, are to be completed in teams.

The Pump-House – Meet the 1911 Apprentice

Pupils will then have an opportunity to watch a film, which is projected onto the huge end wall of the Pump-House. It shows an apprentice talking about life in the shipyard and gives pupils a flavour of working conditions in the shipyard in the early 1900s.

Duration 7 minutes

The Pump-House – Outdoor Quest

Before leaving the Pump-House, pupils should complete any answers on the second part of their Outdoor Quest sheets – those indicated by a **PH** and those indicated by a **GK**. They should keep their sheets as they will need them for another challenge to be completed in the studio.

Duration 6 minutes

The Studio – Outdoor Quest Challenge

On leaving the Pump-House pupils will return to the Studio where they will have the opportunity to check their answers. Following this they will be given a collection of letters which are, in fact, the first letter of each answer on their Outdoor Quest sheet. The challenge for each team is to rearrange the letters into a phrase or name that is of significant importance in the story of shipbuilding. They are all phrases that they will have heard on the tour. Teachers can decide whether to make it a race or to give a time limit for completion. A Teacher's File containing answers and further instructions will be available in the Studio.

Duration 10 minutes

The Studio – Role Play

Pupils will assume the identity of a passenger who sailed on Titanic, the name of whom has been allocated earlier in the experience. They will be told whether they travelled first, second or third class. They will see some images and be given some background information to enable them to take part in a discussion about their experience. At the end of the visit pupils will have the opportunity to look at a ledger of survivors on screen to find out whether or not they survived. This is an element of the experience that could be explored further on return to school. Further information on each passenger and their background will be available in the Studio in 'the Teacher's File'.

Duration 15 minutes

Qwizdom

The final event of the experience is a reinforcement of what pupils have learned. They will each be given a key pad that they will use to answer a series of questions about the Dry-Dock, the Pump-House and Titanic. The answers will be multiple choice or True/False. To add an element of excitement the teams will be participating in a race and their positions will be displayed on the screen after every two answers.

Please ensure you supply a numbered class list in excel before the day of your visit to titanicdock@nisp.co.uk, subject marked 'Excel class list'.

Duration 15 minutes

Complete answers for the second part of the Quest before leaving the Pump-House.

(indicated by a PH and GK)

Teams will be participating in a race and their positions will be displayed on the screen after every two answers.

Titanic, the Dry-Dock and the Pump-House form the focus for this investigation into the past. Pupils will look at key people, places, innovations and events. They develop an understanding of how people lived and worked in a bygone era. Throughout the unit there are opportunities for children to make connections between Areas of Learning and demonstrate their skills in Communication, Using ICT, Thinking Skills and Personal Capabilities. Much of this will be achieved directly by working through the unit but other ideas suggested below may be developed by teachers.

THE WORLD AROUND US

History

- The story of shipbuilding
- Change over time
- Causes and consequences
- The story of Titanic
- The growth of Belfast
- How people used to work
- Timelines
- Street games
- Workers' homes, living conditions and family life
- Homes and lifestyles of the wealthy class

Geography

- Location
- Recognition of places and features on a map
- Making maps
- River and coastal features
- Interdependence in business and work
- Jobs people do

Science & Technology

- Pressure from air, water and steam
- Energy sources
- Floating and sinking
- Materials, their properties and suitability for use
- Materials – investigating rust prevention
- Shapes of ships and investigation into stability
- Electrical circuits
- Investigation into how cranes work – pulleys
- Pumps – pistons, cylinders and valves

THE ARTS

Art

- Record visit through a series of annotated drawings
- Use digital photographs to make an artistic presentation
- Engage with the work of sculptress Rosamund Praeger
- Use work of Rosamund Praeger as stimulus for individual work using clay as a medium
- Explore the paintings of William Connor, for example 'Men of Iron'
- Use William Connor's paintings in conjunction with old photographs of the shipyard as a stimulus to create a group painting of the shipyard workers
- Use modelling and construction techniques to create a 3D area from Titanic, remembering the need for opulence and luxury

Music

- Create a musical story based on the shipyard using voices, instruments and other sound effects
- Develop short musical patterns using the tapping communication technique employed by the shipyard workers
- Research the music popular at the start of the 20th century
- Make a musical instrument from pieces of iron eg a type of xylophone

Drama

- Role play involving characters from the shipyard story
- Use a series of freeze frames to tell the story of the sinking of Titanic
- Explore the feelings of the characters from the shipbuilding era
- Role play and exploration of feelings of Titanic passengers
- Develop negotiating skills in a variety of scenarios

**Role play
and exploration
of feelings of
Titanic passengers.**

COMMUNICATION

Talking and Listening

- Participation in group and class discussions
- Improvise scenes based on the topic of the shipyard
- Listen and respond to the guide on the trip
- Prepare and give short oral presentations
- Recognise and discuss features of spoken language eg the apprentice in the Pump-House movie, the supervisor and the apprentice

Reading

- Use of digital and traditional sources to locate information
- Use of digital and traditional sources to store and retrieve information
- Read and respond to information presented in different ways
- Represent understanding of texts using labelled diagrams
- Develop an awareness of how the media present information
- Justify their opinion with reference to the evidence
- Differentiate between fact and opinion

Writing

- Letter writing to a friend and writing a postcard from Titanic passenger (in role)
- Writing labels and presenting information in a flow diagram
- A persuasive appeal to work colleagues (in role)
- Making notes
- A newspaper article
- Create a digital presentation about the visit

NUMERACY

- Classify, record and present data in graphical form
- Investigate the relationship between time and money in working life
- Understand scale on simple maps

Use of digital and traditional sources to store and retrieve information.

It is important that following the visit pupils should have the opportunity to reflect on the experience. They need to consolidate the learning that has taken place and develop some of the topics.

This may be achieved through:

- Making a Powerpoint presentation
- Mounting a display of work
- Photographs
- Results of research undertaken
- Oral presentations
- Role play
- Circle Time Discussion on (which can be continued from the Studio, please see the 'Teacher's File');

Bruce Ismay

Bruce Ismay was the chairman of the White Star Line. He travelled on Titanic in a first class suite. Despite the fact that it was decided to save women and children first he got into a life-boat and was saved.

1. What you think of the idea of saving the women and children first?
2. What do you think about the fact that Bruce Ismay saved himself?

Sinking Titanic

1. Do you consider that it is right that Titanic is celebrated in the way she is when she sank on her maiden voyage with the loss of over 1,500 people? Justify your opinion.
2. There is going to be a huge Titanic building constructed in Belfast. What is your opinion of this project, which will cost £100,000,000?

Last ship built in Belfast

1. Despite being the biggest, busiest most productive shipyard in the world in the early 1900s no ships are built here now. What reasons might there be for this rapid decline?
2. What effect might the decline in shipbuilding have had on the local people?

The reflection and consolidation can be enhanced through the use of some or all of the post-visit activities, which include the topics:

- Titanic Dock - Timeline
- Belfast - A Developing City
- The Pump-House
- Inside Titanic
- Communication
- Rules of Work
- Shipyard Plan
- Energy Matters

TEACHING AND LEARNING ACTIVITY

LEARNING INTENTIONS

Titanic Dock - A Timeline

Pupils will be learning:

about the sequence of events surrounding Titanic; to place events on a timeline; to represent a journey on a map; to use research to find further information.

Belfast - A Developing City

how to recognise places and features on a map; to identify similarities and differences on a map; to represent information in graphical form.

The Pump-House

to understand the mechanics of a pump; to understand the mechanics of the hydraulic accumulator; about the consequences of applying force and pressure; to reach conclusions in a group activity; to sequence an operation; to investigate water pressure.

Inside Titanic

about the interior of Titanic; to understand aspects of the class system in Edwardian times; to assume the role of a Titanic passenger; to select, plan and use writing appropriate for a postcard from a passenger on Titanic.

Communication

to develop an understanding of different ways of communication; to acquire a knowledge of how operators communicated from Titanic; to demonstrate the skills of communication without speech; to make a simple circuit with a switch (sound and light).

Rules of Work

to use the rules under which shipyard workers worked; to use evidence from a primary source to find out about the shipyard in the late 19th century; to give reasons and justify opinions; to select, plan and use writing appropriate for a letter written in role.

Shipyard Plan

to use evidence from the original shipyard plan to reach conclusions; to use previous knowledge and current evidence; to devise a list of shipyard workers; to demonstrate the interdependence of shipyard workers.

Energy Matters

the uses of energy in the shipyard; how energy is used to create movement.

To assess the success of the unit teachers may like to use the Carousel technique (as outlined in CCEA's Active Learning and Teaching Methods for Key Stages 1 and 2).

Start off with the following questions or questions devised by the teacher written at the top of five A3 sheets or flip chart pages.

- What was the most surprising thing we learned?
- What was the most interesting thing we learned?
- What was the most shocking thing we learned?
- What was the most useful thing we learned?
- What might have been done differently?

The pupils get into their teams from the visit. Each team takes a different coloured pen with which to answer the questions. Each team starts off with a sheet and they write responses to that particular question within a time limit to be set by the teacher. Rotate the sheets passing it on to the next team who will read the previous responses. If they agree they tick the response and if they disagree they write their own response. By the end of the activity each team will have had the opportunity to answer all the questions. Display the sheets and hold a debriefing session about the responses.

And finally...

The teacher should bring back the original flipchart used in the introductory activity. On it will be a record of the pupils' previous knowledge and the things they wanted to find out. They can now reflect on how successful the unit has been.

The pupils will be given the opportunity to reflect on their previous knowledge and the things they have found out.

The Competition

Northern Ireland Science Park is pleased to invite pupils who have visited Titanic's Dock and Pump-House to submit an entry for an annual competition. Pupils are asked to create an original presentation using Powerpoint based on any aspect of their visit to inform, motivate and inspire others. Their presentation should demonstrate their skills of communication using Powerpoint and may include slides, photographs, text, sound, video, animation and/or special effects. The presentation should last between 5 and 7 minutes and all members of the class should be involved in the production. Participants may choose their own topic related to Titanic's Dock and Pump-House or choose one of the following;

- A virtual tour of Titanic's Dock and Pump-House
- A promotional presentation to entice visitors to Titanic's Dock and Pump-House.
- A drama developed from the assumed identity role-play
- A television news report from the time of the Titanic
- The rise and fall of shipbuilding in Belfast
- An exploration of the human face of the ship-yard

Procedure

Once the production is complete the disc (DVD or CD) should be sent to NISP;

'Competition'
The Innovation Centre
Queen's Road
Queen's Island
Belfast BT3 9DT

Depending on the number of entries there may be a short-listing. Short-listed schools will be invited to nominate 3-4 pupils to attend a final to be held in the Visitor's Centre.

NISP will provide a laptop, projector and microphone for use during the final. Following the viewing of the Powerpoint presentation there will be a short Question and Answer session conducted by the judges.

Criteria

Judges will expect participants to demonstrate:

Sound knowledge and understanding of their chosen subject
Skillful and effective application of ICT as a communication tool
Imaginative presentation
An awareness of purpose and audience
The ability to inform, motivate and inspire

Judging

The judging will be done by an independent panel of 3 judges which will include representatives from NISP and Microsoft, as well as UU QUB, Tandem Design and other NISP tenant companies.

Entries close on April 30th.

Final judging will take place during the first week in June. The decision of the judges is final.

Rules

NISP reserve the right to shortlist.

Entrants must be primary school pupils and must have been on the tour of Titanic's Dock and Pump-house.

Only one presentation can be submitted by each school group.

The competition runs from September to May with the final judging taking place during the first week in June.

NISP reserve the right to restrict admission if numbers exceed the capacity of the Visitor's Centre which is 120.

Awards

All participants will receive a certificate acknowledging effort. All short-listed submissions will receive an award – bronze, silver or gold.

The overall winner will receive an Xbox, awarded by Microsoft.