**SIR PETER BLAKE: A NATION’S LEADER**

**Learning Intention**
Students are learning to:
- Identify and explain who Sir Peter Blake is and his leadership qualities.

**Success Criteria**
Students will achieve this when they have:
- Shared their prior knowledge of Sir Peter Blake
- Researched and found information on Sir Peter Blake
- Summarised the information using their own words
- Communicated the information in oral or written form

**Learning Areas**
*English:* Listening, Reading and Viewing; Speaking, Writing and Presenting
*Social Science*

**Tools and Materials**
- www.sirpeterblaketrust.org
- Books: *The Story of Sir Peter Blake* by Tessa Duder
  *Blake: Leader* by Mark Orams
  *Sir Peter Blake: An Amazing Life* edited by Alan Sefton
  *Sir Peter Blake: a sailor extraordinaire* by Alan Sefton
- Sir Peter Blake Worksheet
- Learning Log
- Inquiry Chart copied on A4 paper or on the board for students to copy
- Whiteboard and markers
- Topic book or paper and pens/pencils

**Learning Activities**

**Part 1**
- Introduce a picture of Sir Peter Blake and ask the class who he is and what he was famous for.
- If the class don’t know, play the ‘Who Am I?’ game. How to play: divide the students into three teams. Each team can ask one closed question at a time to guess who he is or get clues about who he is. The team that guesses that it is Sir Peter Blake – wins.
- In groups of 4, students write what they know about Sir Peter Blake on post-it notes and stick them around his picture. If an idea is already posted up, students need to go back and think of something else.
- Watch this video on Sir Peter Blake and get students to write additional information on different coloured post-it notes to add to his picture.
- Use the ‘Sir Peter Blake Worksheet’ to help your students research key facts about him.

**Reflection**
*Students write down in their Learning Logs what they have remembered about Sir Peter Blake and what he was famous for.*

**Part 2**
- Write a hypothesis.
- Write three subsidiary questions they would like to find out about Sir Peter Blake. Underline key words.
- Research from three sources (expert, website, books) using key words.
- Note-take their information on a chart.
- Summarise what they’ve learnt (in their own words) related to the key question.

**INQUIRY CHART**

<table>
<thead>
<tr>
<th>Key Question: Why was Sir Peter Blake considered such a great leader?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hypothesis:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td><strong>Learned</strong></td>
</tr>
<tr>
<td>Example</td>
<td>What type of leader was he in the Americas Cup?</td>
</tr>
<tr>
<td>Example</td>
<td>What type of leader was he in the Round the World races?</td>
</tr>
<tr>
<td>Example</td>
<td>What type of leader was he on the Blake expeditions?</td>
</tr>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Reflection**
*Students reflect on their learning and how Sir Peter’s Leadership inspires them in their Learning Logs.*

#believeyoucan