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Dear Teacher,

We founded Ocean Challenge, Inc. to link classrooms to adventures around the world. Adventures are potent teaching tools. They are personal in nature, promoting a bond between adventurers and classroom students, uncertain in outcome, thus dramatic and engaging, and multidisciplinary in content, which helps teachers meet curriculum requirements in all subjects.

Because adventures are real people doing real things in real time with real consequences, they demonstrate the active application of subjects which often remain dry and passive on a textbook page. These programs come alive because they are alive!

Our first project linked thousands of classrooms to the voyage of the *Great American II* in her quest to break the sailing record set in 1853 by the clipper *Northern Light* from San Francisco to Boston around treacherous Cape Horn. I was privileged to be the skipper of *GA II* for the record run of 69 days and 20 hours.

It was our hope that this adventure for us would become an adventure for the students. And in visiting dozens of classes afterward, I was amazed at how they took our voyage to heart and learned from it. The response was beyond our wildest dreams. We resolved to produce further school programs focusing on other marvelous learning adventures and developed the **sites ALIVE!** series.

At that point, we joined forces with Class Afloat, a school at sea aboard the tall ship *Concordia*. We, at Ocean Challenge, produced Class Afloat Live to link thousands of classrooms to *Concordia's* voyage.

Social studies, language arts, science, math, geography, and history spilled out of those voyages as *Concordia* sailed around the world. At each voyage's end, the power and inspiration of bringing reality into onshore classrooms was shown yet again as hundreds of students came to greet *Concordia* and meet those students through whose eyes they had seen the world.

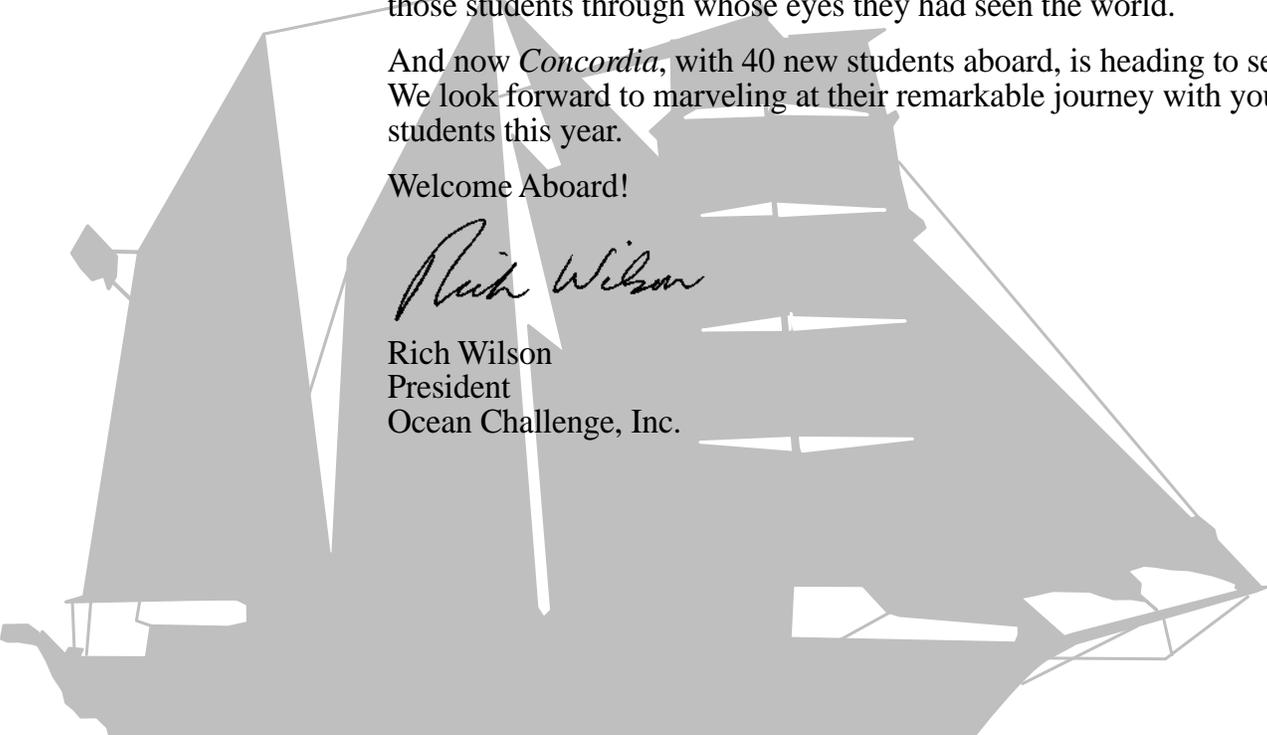
And now *Concordia*, with 40 new students aboard, is heading to sea again. We look forward to marveling at their remarkable journey with you and your students this year.

Welcome Aboard!



Rich Wilson

Rich Wilson  
President  
Ocean Challenge, Inc.



If your child wants to learn more about topics that relate to Class Afloat Live look for these titles at your local library and/or bookstore.

## ***OCEANS***

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Baines, John. Protecting the Oceans. Austin, TX: Steck-Vaughn Library, 1991.

Bramwell, Martyn. The Oceans. New York: Franklin Watts, 1994.

Cole, Joanna. The Magic School Bus on the Ocean Floor. New York: Scholastic, 1992.

Cook, Jan Leslie. The Mysterious Undersea World. Washington, D.C.: National Geographic Society, 1980.

Deep Sea Dive [videorecording]. produced by the National Geographic Society. Burbank, CA: Columbia TriStar Home Video, 1993.

Marshak, Suzanna. I am the Ocean. New York: Arcade Publishing, 1991.

O'Mara, Anna. Oceans. Mankato, MN: Bridgestone Books, 1996.

Tesar, Jenny E. Threatened Oceans. New York: Facts on File, 1991.

## ***SAILING***

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Alvoid, Douglas. Sarah's Boat: A Young Girl Learns the Art of Sailing. Gardiner, ME: Tilbury House, 1994.

Avi. Windcatcher. New York: Bradbury, 1991.

Evans, Jeremy. Sailing. New York: Crestwood House, 1992.

Goodman, Di. Learning to Sail: The Annapolis Sailing Guide for All Ages. Camden, ME: International Marine, 1994.

Learn to Sail [videorecording]. US: Selluloid Productions in Association with Offshore Sailing School Limited, 1983.

## ***TALL SHIPS***

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Braynard, Frank Osborn. The Tall Ships of Today in Photographs. New York: Dover Publications, 1993.

Koza, Thad. Tall Ships: An International Guide. East Hartford, CT: Tide-Mark Press, 1996.

Wilbur, C. Keith. Tall Ships of the World. Philadelphia: Chelsea House Publishers, 1997.

## ***WEATHER***

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Berger, Melvin and Gilda. How's the Weather?: A Look at Weather and How It Changes. Nashville, TN: Ideals Children's Books, 1993.

Davies, Kay and Wendy Oldfield. The Super Science Book of Weather. New York: Thomson Learning, 1993.

Kahl, Jonathan D. Weather Watch: Forecasting the Weather. Minneapolis: Lerner Publications, 1996.

Ramsey, Dan. Weather Forecasting: A Young Meteorologist's Guide. Blue Ridge Summit, PA: TAB Books, 1990.

### ***WELCOME TO CLASS AFLOAT LIVE***

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Class Afloat Live provides a link between your students and multinational high school students as they sail around the world aboard the tall ship *Concordia*. As the *Concordia* and her crew sail the world, your students will be introduced to faraway lands and peoples, geography, history, current events, different cultures, and what life is like at sea. By the end of the program, your students will have gained an understanding and awareness of the world, its countries and cultures, as well as an appreciation of the challenges of sailing aboard a tall ship. And it all is taught with a live link between your students and real people on a real adventure right now!

### ***USING CLASS AFLOAT LIVE IN THE CLASSROOM***

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Class Afloat Live is designed to accommodate a wide range of teaching and learning styles. Teachers use it in a variety of ways: some follow *Concordia's* voyage as a supplement to their curriculum by choosing activities that are appropriate for their subject area and students and others use it as a centerpiece for their entire curriculum. How much you use Class Afloat Live is completely up to you!

### ***THE COMPONENTS OF CLASS AFLOAT LIVE***

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#### ***CLASS AFLOAT NEWS***

Links you and your class to the voyage of *Concordia* and her crew. Published bi-weekly. Your students will enjoy reading:

**Regional Reflections:** Essays written by students onboard *Concordia* focusing on the places most recently visited by *Concordia* and her crew.

**Ship's Log:** Information about *Concordia* and her voyage such as ship's location, miles sailed since last port, sailing speeds, wind direction, and sea temperatures.

**Extra!Extra!:** Highlights of the voyage.

**Journals:** Essays written by students, faculty and professional crew members onboard *Concordia* that focus on their experiences at sea and in countries recently visited.

**Q&A:** *Concordia's* students' answers to questions asked by your students. Send questions to e-mail: [ocean@sitalive.com](mailto:ocean@sitalive.com)  
fax: (617) 357-0056

**Current Events:** Articles focusing on recent events in areas visited by *Concordia* and her crew.

**Student Page:** Activities for your students to complete at home, class discussion questions, relevant web sites, and other great resources for topics covered by *Class Afloat News*.

**Teacher's Page:** Background information on countries *Concordia* and her crew will visit. Also includes discussion questions and cross-curricular lesson ideas which inspire additional study and investigation by your students.

## TEACHER'S GUIDE

Provides an array of research topics which relate to *Concordia's* voyage and stress important content and skills from social studies, mathematics, science, art, music and health. The research projects can be assigned to students to work on individually or cooperatively.

## WORLD TRACKING MAP

Allows students to track *Concordia's* progress around the world.

## CONCORDIA SAILS THE WORLD VIDEO

Introduces your students to what life is like onboard the tall ship *Concordia*.

## WORLD WIDE WEB SITE

World Wide Web site at <http://www.sitesalive.com> Designed to make Class Afloat Live *come alive* via regular and timely updates from *Concordia*, personalization by Q&A and Journal communication from the field, and interactive learning activities which complement those in this guide. In essence, the site is a *live* documentary.

### WHAT IS ONLINE FOR STUDENTS?

- Photos and biographies of *Concordia's* students, faculty, and professional crew.
- Daily highlights of the voyage; updates, journals, and Q&A from the students onboard *Concordia*.
- Opportunity to send questions to the *Concordia*.
- Topic-relevant interactive learning activities.

### WHAT IS ONLINE FOR TEACHERS?

You may want to explore the web site on your own, so that it's navigation and content will be familiar. Also, visit the Teacher-to-Teacher area to see how other teachers are using the site and program; and when you are ready, contribute your own!

*Here are some further ideas:*

- Have students login individually or in small groups to explore the site.
- Assign small groups of students to check the site daily to gain updated information, such as Q&A, Journals, Extra!Extra!, Sites Log, etc. Either print these for posting on your bulletin board, or have that student group report to your class and lead a discussion.
- Assign research topics which require searching for information on the World Wide Web.

### **CLASS AFLOAT LIVE AND THE NATIONAL STANDARDS**

By following the voyage of *Concordia* and her crew, your students are challenged to draw from their knowledge and experience in many different subject areas. Ocean Challenge has designed Class Afloat Live curriculum materials to focus on many of the national standards and outcomes for social studies, mathematics, science, and language arts.

### ***INTRODUCTION TO CONCORDIA***

#### ***What is the Concordia?***

The *Concordia* is a 188 foot barkentine (see the Guide to Tall Ships on page 30) which was specially-designed and built to be a school ship.

#### ***Who are the students onboard Concordia? How are they selected?***

The students onboard the *Concordia* are from all over the world and are between the ages of 15 and 19. Interested students apply and interview with the admissions committee of West Island College in Montreal, Canada. Students that are selected can participate in the program which is called Class Afloat for one or two semesters.

#### ***What do the students study while onboard Concordia?***

At sea, students pursue a rigorous accredited academic program from the following list of courses: Global Issues, Anthropology, Marine Biology, Journalism, Physical Education, Behavioral Studies, and Mathematics. The Class Afloat students also participate in sail training.

#### ***Does Concordia make any stops while sailing?***

Yes. The Class Afloat students have the opportunity to visit many different ports around the world. While in port, they meet and in some cases live with indigenous people and learn about their cultures.

#### ***What are their living accommodations like?***

Class Afloat students live in four person bedrooms or cabins onboard the *Concordia*. Each cabin onboard *Concordia* has a bathroom or head. Class Afloat students are expected to keep their cabins and heads clean and organized.

#### ***What is a typical day like for a Class Afloat student?***

Class Afloat students are extremely busy. They have academic responsibilities as well as galley and watch duties. The following is a Class Afloat student's schedule on a typical day at sea (contributed by Liv Hansen, Class Afloat 1995-96):

**0200-0400 Night watch** (look out for other vessels, do sail maneuvers)

**0700 Wake up**

**0730 Breakfast**

**0800 Colors** (raising of the flags, give announcements and schedule changes)

**0900 Class**

**1000 Class**

**1100 Class**

**1200 Free Time** (complete homework, do laundry)

**1300 Class**

**1400 Lunch**

**1500 Sail Training Class**

**1600 Day Watch** (look out for other vessels, do maintenance work and sail maneuvers)

**1700 Class**

**1800 Day Watch** (same as above)

**1900 Supper**

**2000 Free Time** (do homework, listen to music, play cards, have committee meetings, take showers)

**2100 Bed Time**

*\*While in port, Class Afloat students have a different schedule depending on the circumstances.*

## **Research Projects**

Students can work individually or cooperatively on the research projects listed below. Encourage students to seek information from all available resources including books, encyclopedias, newspapers, magazines, relevant agencies, and the Internet. Students should share their projects with the class. The research projects are organized into eight different categories: Life Skills; Culture; History; Geography, Weather, and Environment; Technology; Sailing and Navigation; Politics, Economics, and Trade; and Health and Nutrition.

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# RESEARCH PROJECTS

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## LIFE SKILLS

**Lead your classmates through experiences which resemble the challenges faced by the students living onboard *Concordia*.**

**GOAL SETTING** Give a presentation which requires your classmates to consider goal setting. What were the motivations and goals for famous adventurers such as Magellan, Sally Ride, Columbus, Amelia Earhardt, and Thor Heyerdahl? What preparations might they have made to meet these goals? What motivations and goals might the students joining Class Afloat have? What goals would you have if you were joining the voyage? What goals do you have now in your life and in this class? Write them down so you can refer back to them in the future. How can goals change?

**RIGHTS & RESPONSIBILITIES** Guide your classmates in creating a list of the basic rights of all human beings and specifically those of the students onboard *Concordia*. Then consider the responsibilities of all people and specifically those aboard *Concordia* (to themselves, their family, other people, their country or nation, the Earth). Discuss situations in which rights and responsibilities might conflict.

**LIVING SPACE** Make the arrangements and collect the supplies to demonstrate to your classmates the size of the space aboard *Concordia* that the students have to live in. (You might outline a space the size of *Concordia*'s deck on

the playground or parking lot, and/or a bunk or cabin in your classroom, and have your classmates stand inside it.) Afterward, continue the simulation by discussing life on the *Concordia*—daily schedules, sleeping arrangements, showering, laundry, entertainment, personal space, etc.

**HEIGHT OF THE MAST** Try to locate a building which would allow students to look out a window on the 11th floor—the equivalent of the height of *Concordia*'s mast. Do you think the students onboard *Concordia* should work on the riggings at this height? Why or why not? Discuss what kinds of things a sailor could be looking for when he/she is “on watch.” Ask one of your classmates to go “on watch” at the classroom window or door for the same amount of time that *Concordia*'s students must serve.

**TEAMWORK** Divide your class into groups of six or seven and play the “Human Knot” game. Each person must hold hands with two different people in the group—no three holding hands should be standing next to each other to start. The goal is to untangle the knot without releasing hands or injuring classmates. Discuss teamwork and the role it plays in the game. Discuss why teamwork is important onboard *Concordia*, at school, at home, or in your community.

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**DEFINITION OF SUCCESS** Lead your classmates in developing a definition of success. Break the class into small discussion groups. Have each group discuss the following: What would be a successful voyage for the students onboard *Concordia*? What would make this project a successful learning experience for your class as a whole and for you personally?

**PERSONAL CHALLENGES** Ask your classmates to recall a time when they faced a personal challenge. Elicit responses to the following questions: What kinds of feelings did they have before, during, and after the experience? How did they handle the anxieties they felt? In retrospect, are they glad they had the experience? Choose one of the following activities to present to your class: (1) Arrange to have someone from your community who has faced a personal challenge visit your class. (2) Videotape an interview with someone who has faced a personal challenge. (3) Locate articles in newspapers and magazines that report on someone who has faced a personal challenge.

**LIFE ONBOARD *CONCORDIA*** Write a book excerpt and/or a movie script which resembles an episode of life onboard *Concordia*. Recruit classmates to read/play the parts and do a performance for other students, parents, school administrators, etc. You could even create a video to be sent to *Concordia*'s crew.

**CODE OF CONDUCT** Lead a discussion on the topic of rules. Class Afloat students must agree to follow the code of conduct onboard *Concordia*. Why do you think the Class Afloat faculty and crew created these rules? Why might following the rules be important? Do you have rules or a code of conduct in your school? Why? How were they generat-

ed? Why are they important to the mission of your school?

**GETTING ALONG** Each Class Afloat student shares a bedroom or cabin with three other students. Living in such close proximity with others can be a problem. For example, students have only a small amount of space for personal items. Lead the class to brainstorm problems that might arise from living in such tight quarters. Discuss with the class how each problem might be resolved.

**PASSPORTS** Class Afloat students must obtain passports before beginning their voyage around the world onboard *Concordia*. When the *Concordia* arrives in a new port, students must present passports to the customs officials before they are allowed entry. Lead the class in a discussion about passports: What is a passport? Why do you need one? Do any of the students in your class have passports? How can you obtain one? Have students make passports using the reproducible on page 31.

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**CULTURE** Research and creatively present the various aspects of culture—language, family life and structure, religion, food, clothing, and the arts—found in each country *Concordia* will visit.

**LANGUAGES** What languages are spoken by the people in the countries that *Concordia* will visit? What are the origins of these languages? What languages are spoken in your community? Create a graph showing the different languages spoken in your community.

**FAMILY STRUCTURES** What is the typical family arrangement of the people in the countries visited by *Concordia*. What structures or practices are in place for raising children and supporting the family?

**WORLD RELIGIONS** Research the religious practices and beliefs of the people *Concordia* will visit. Make a chart and include answers to the following questions: Who founded it? When was it founded? Name the god(s), place of worship, number of members, and important holy days and beliefs. Discuss the following: How are the religions similar and different? What are some of the reasons why people should respect religious differences?

**TRADITIONAL FOODS** Are there foods that are particular to the countries *Concordia* will visit? In what unique ways are the foods prepared, served, and/or eaten? Are there holidays or other social customs that focus on foods or feasts?

**STYLES OF CLOTHING** What kinds of clothing are worn by the people of the countries *Concordia* will visit? Are there particular styles for men and women, or children and adults?

**FINE ARTS** What areas of the fine arts are well represented in the countries visited by *Concordia*? Are there particular kinds of music, drama, and visual arts that the country is famous for?

**INDIGENOUS PEOPLES** How have the indigenous cultures of the countries visited by *Concordia* been affected by colonial influences? What are the possible benefits to two different cultures coming into contact? What are the possible drawbacks?

**WORLD CULTURES** If possible, arrange for someone from a foreign country visited by *Concordia* to speak to your class.

**YOUR CULTURE** We Americans share a national culture, but within that culture are many sub-cultures. For example, the members of a particular class belong to a social group that has developed some cultural patterns of its own that sets it apart from the larger society. Describe the culture of your class by listing the things that you and your classmates have in common, such as, the kinds of clothes you wear; the kinds of food and music you like; the games you like to play and your other favorite pastimes; the languages you speak; and your expressions. You might want to create a collage with examples of the class culture—photographs, book jackets, magazine covers, pieces of clothing, and a few empty food containers.

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## HISTORY

**Research and creatively present the history of each of the regions/ countries/ ports *Concordia* will visit.**

**HISTORICAL EVENTS** List the historical events that have had the most significant impact on each region or country *Concordia* will visit.

Choose one historical event that had worldwide impact and describe the roles each of the regions/countries had in the development of that event—try to include as many areas as possible.

Invite a local historian, or someone who has lived in your community for a long time, to talk to your class about the history of your community.

Research the effects of World War I and II on the countries that *Concordia* will visit.

Think of an event that has taken place in your community or in one of the countries that *Concordia* will visit. Find articles reporting on the event in two different periodicals (example *Time Magazine* and *The New York Times*.) Compare the articles: Is the information given in the articles the same? Do the writers have similar perspectives on the event? Are there any discrepancies in the details given? Now think about how history is recorded. Do you think more than one version of an event in history exists? Explain.

**COLONIALISM** Many of the countries *Concordia* will visit were at one time, or still are, governed by a foreign ruler. For example, Indonesia was controlled by the Netherlands from 1816 until 1949 when it won its independence. Define colonialism and give examples of colonies. What effects did colonialism have on countries *Concordia* will visit?

**INFLUENTIAL PEOPLE** Highlight at least one historically influential man and woman from each region and present a biography of his/her major contributions.

## GEOGRAPHY, WEATHER & ENVIRONMENT

**Collect and creatively present the geography, climates and ecosystems—and the interrelations between the three—in the areas *Concordia* will visit.**

**GEOGRAPHY** Determine the geography of the different regions, countries, and/or ports *Concordia* will visit. Are there mountains, forests, rocky coastlines, fresh water resources, or protected harbors?

Explain the terms latitude and longitude to the class. Using a world map, chart *Concordia*'s progress by marking its positions every two weeks throughout the voyage.

**WEATHER** Research how weather systems work—the effects of high and low pressure systems, the rotation of such systems in the Northern and Southern Hemispheres, warm and cold fronts, thunderstorms, tornadoes, etc.

Record the weather experienced by *Concordia* along her route, including aspects of the weather that especially affect sailing conditions. (For example, wind directions and velocity, trade winds, storms, temperatures, etc.)

Contact a local weather station to schedule a visit or a guest speaker to learn more about weather forecasting.

**WATER CONSERVATION** Students onboard *Concordia* have learned to conserve fresh water because there is only a certain amount available to them. The water conservation practices used by those onboard *Concordia* should also be used by people on land. Brainstorm ways that families, businesses, and towns/cities can conserve water. Select the best ideas and present them in a formal business letter. The letter should be sent to the appropriate town/city officials, businesses, or community leaders.

**TRASH DISPOSAL** During their voyage, Class Afloat students will produce a large amount of waste and garbage. Because *Concordia* has limited space for the storage of waste and garbage, they must throw the degradable materials overboard. Research the various types of waste and garbage disposal in your community (examples: landfill, incinerator, composting, ocean dumping, and recycling). List the pros and cons of each type. Finally, brainstorm a list of new ways to dispose of waste and garbage.

**CURRENT EVENTS** Collect and summarize newspaper and magazine articles that report on environmental issues.

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## TECHNOLOGY

**Collect and distribute data and information about technology onboard *Concordia*, in your hometown, and in the countries *Concordia* will visit.**

**TYPES OF COMMUNICATION** Compare the different types of communication (satellites, Internet, VHF radio, television, fax, telephone, mail, etc.) and highlight the advantages and disadvantages of each for people in various locations (on land, on a sailing vessel, out in space, etc.).

What forms of communication are used aboard *Concordia*, in the countries *Concordia* will visit, and in your community?

Invite an expert from the local telephone company to speak with the class about communication technology used in your community.

**SHIPBUILDING MATERIALS** What types of materials were used to construct the *Concordia*? What characteristics do these materials have that make them suitable?

**TECHNOLOGY** How does the technology onboard *Concordia* (both communication and other mechanized equipment) compare to that on other ships and other kinds of vehicles?

What kinds of technologies are used to support the economies in the countries visited by *Concordia*?

**DESALINIZATION** Onboard *Concordia*, fresh water is a precious resource. Although the crew brings a supply of fresh water on the ship, when they are at sea for long periods of time, they can run out. When that happens, the crew desalinates the sea water, turning it into drinkable water. Research the following: How does a desalinator work? What are the advantages and disadvantages to the different desalination methods: flash evaporation, freezing, reverse osmosis, and electro dialysis? Are there communities in the US or abroad that use desalinators?

**ELECTRICITY** What systems are used to obtain electricity onboard *Concordia*, in the countries *Concordia* will visit, and in your community?

## SAILING & NAVIGATION

**Collect and creatively present information on the science and history of sailing and navigation.**

**SAILBOATS** How does a sailboat work? How does a sail convert wind into forward motion? How is a sailboat similar to an airplane?

**TALL SHIPS** What is a tall ship? Diagram the parts of a ship and explain how each works and its relative importance to the functioning of the ship. How does having so many important parts affect the daily life of the students onboard *Concordia*?

**HISTORY OF SAILING** Create a timeline which illustrates the history of sailing as a sport and as an industry. How was sailing originally used? Research the various types of sailboats used throughout history and the unique capabilities of each (e.g. Clipper Ships, dhows, Schooners).

How does the experience of the 18th century sailor differ from that of the Class Afloat students?

**NAVIGATION** What are the different types of traditional and modern navigation? Research the development of piloting, dead reckoning, celestial navigation, and Global Positioning Systems (GPS).

Early navigators used a strategy called “dead reckoning” to find their locations in the middle of the ocean. Have students form a circle in a large space. Choose a volunteer to walk from the center of the circle, counting the number of steps and the time that it takes to get back to their original spot. Direct the same volunteer to walk blindfolded from the center back toward his/her spot—taking the same number of steps or traveling in the same amount of time. Have students measure how close the volunteer was to his/her original place after using the blindfold “reckoning” to reach the destination. How does this game resemble “dead reckoning” used by early sailors?

**MARITIME MUSEUMS** Plan a trip to a maritime museum in your area. Investigate ancient and modern navigation instruments and prepare a questionnaire for your classmates to complete when they return to the school building.

**CAREERS** Research careers that are related to ships including merchant mariners, pilots, naval architects, and harbor masters. Or research careers that are related to oceans including ichthyologists, aquaculturists, marine geologists, oceanographers, divers, commercial fisherman, and marine biologists.

**SAILING TERMS** Sailing, like most other sports, has a vocabulary all its own. In addition to the names of the sails and the parts of a ship, a sailor must learn the names of various sailing maneuvers, measurements, and other nautical terms. Create a sailing dictionary by defining the following terms: bow, stern, starboard, port, head, hull, jib, rigging, rudder, ballast, keel, fathom, and knot. Include illustrations.

People who direct a business or team are sometimes described as being “at the helm.” Search newspapers or magazines to find examples of this phrase being used in an article. While researching, try to find other nautical terms used by reporters in their articles. List those references. If not, rewrite a part of an article and include some sailing language.

Sailors use a 24-hour clock, not a 12-hour clock, to tell time. Using a 24-hour clock is a more precise way of telling time and eliminates confusion. For example, with a 12-hour clock, two o'clock could refer to two o'clock in the morning or afternoon. Learn to tell time with a 24-hour clock. For example, 2 AM equals 0200 (O two hundred) and 2 PM equals 1400 (fourteen hundred).

## **POLITICS, ECONOMICS, & TRADE**

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**Research and creatively present information on the government and political systems of the countries *Concordia* will visit as well as their economy and trade.**

**POLITICAL SYSTEMS** For each country, research the political system including the type of government, how leaders are chosen, what services are provided by the government, and how crime and disorder are handled.

Define different types of political systems. Is the current system effective for the people? Why or why not? Do they have constitutional rights? Is it an oppressive or a free system?

Ask a local politician to visit your school to talk about your local government.

**WOMEN IN POLITICS** What role do women play in politics in some of the countries *Concordia* will visit? What role do women play in politics in your community?

**ECONOMIC SYSTEMS** Research the economic system. What type of work do the people do? What are the major resources and sources of wealth? What is the monetary system? What constitutes private property and how is it treated? What are the major industries and/or crops?

Define each country's per capita income. What constitutes a 'poor' country?

**TARIFFS AND TRADE** What is a tariff and how can it affect a country's ability to import and export products? How does it incorporate politics, economy and trade? Outline the trading partnerships and defense alliances for the different countries *Concordia* will visit.

**CURRENT EVENTS** Research current events affecting the areas *Concordia* will pass through and provide timely news updates. Sources might include the newspaper, short-wave radio, the British Broadcasting Corporation (BBC), CNN, magazines, etc.

## HEALTH & NUTRITION

**Research and creatively present information on the general health requirements and considerations of those onboard *Concordia* (dietary needs, medicines onboard, safety precautions). In addition, research the health issues for the countries that *Concordia* will visit (levels of nutrition, staple food, sanitary problems).**

**DIET REQUIREMENTS** Interview a nutritionist, doctor, nurse, coach or trainer to learn about the diet requirements for *Concordia*'s passengers—both teenagers and adults. Define the difference between a calorie, vitamin, and a mineral. What foods are good sources of these crucial nutrients? Discuss what might happen if a person has an excess or a deficiency of any of these elements of their diets.

**FOOD SUPPLIES** Research the history of how food supplies were managed (obtained, stored, disbursed) in long ocean crossings before refrigeration and other technical advancements in food preservation.

**BALANCED MEALS** Put together a week's menu for *Concordia*'s crew (remembering their food availability and storage limitations). Include the portion size of each item for each meal. Using this estimate, calculate the total volume and weight of one week's supply of food onboard *Concordia*.

**SLEEP CYCLES** Research sleep cycles and sleep requirements for teenagers and discuss how the Class Afloat watch schedule affects those needs.

**HEALTH PROBLEMS** Contact the health department or clinic or a local travel agent to inquire about disease risks and vaccination requirements for *Concordia*'s crew. Also, list potential health problems onboard and preventative measures that might be necessary. Research and decide upon the First Kit essentials.

Research any health issues concerning the countries *Concordia* will visit. What are the staple foods? Are there food or water shortages? Are there sanitary problems with the food or water supply? Discuss the causes and contributing factors of any prevalent diseases in the region.

**EXERCISE REQUIREMENTS** Research the exercise requirements for students in their teens. Given the limited space on *Concordia*, what kind of exercises could they do to keep in shape? Design a workout machine that would fit in a closet and would give students a total physical workout. Draw it and label all the parts.

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## CLASS ACTIVITIES

The following are activities that would be suitable for the whole class to work on together.

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**NEWS BRIEFS** Compile a bi-weekly news digest consisting of news briefs from the countries *Concordia* will visit next. The information must be condensed into a form similar to the news digest or world briefs section of the newspaper. Send the news briefs to the students onboard *Concordia*.

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**CONCORDIA'S POSITION** Use the world map on pages 26 and 27 to plot *Concordia's* position. Also, periodically calculate the distances *Concordia* has traveled and her speed.

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**BULLETIN BOARD** Make a bulletin board where weekly updates from the *Concordia* can be posted.

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**CHARACTERISTICS CHART** Post a chart such as the one on page 28 that students can fill in as *Concordia* visits different countries. Use the completed chart as a springboard for a discussion which focuses on the countries' similarities and differences.

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**TRIVIA GAME** Prepare and play a trivia game which focuses on different aspects of *Concordia's* voyage. See who can "travel around the world" by answering all of the questions.

## **Newspaper In Education Activities**

Newspaper In Education (NIE) is a program sponsored by many newspapers that provides education content to classrooms. Ocean Challenge, Inc., the producer of *Class Afloat Live* and the **sitesALIVE!** education series, has formed alliances with many publishers to bring our programs into the classroom through local and regional newspapers. The *Class Afloat Live* NIE program provides weekly in-paper and online updates, and each of these updates includes a special newspaper-based activity for the classroom. Following is a series of newspaper activities that can be used during the semester to enhance your students' learning and to give your students experience using the newspaper.

### **Week #1 Activity: Foreign Lands**

The students aboard the *Concordia* have just begun an adventure aboard a tall ship. They will be sailing around the world for many months. Search the paper for an article about a country that you have never been to. Why is this country in the news? What does the article tell you about the country? Can you find another related article?

### **Week #2 Activity: Food Critic**

When the *Concordia* is in port, the students have the chance to eat some of their meals off the ship. Sometimes they go to restaurants that serve local foods, and sometimes they seek out the nearest McDonald's. Search the newspaper to find restaurants ads. Are their reviews of local restaurants? Pretend you are a food critic writing a review about your favorite restaurant. Write the article and make sure to include the name of the establishment, the type of cuisine served, and information about the food and atmosphere. Evaluate the service and the quality of the food.

### **Week #3 Activity: Be A Tourist**

The students are visiting many places as tourists. They eat local foods, visit local sights, go to local events, and see plants and animals that are native to the area. Be a tourist in your own community by using the newspaper as your guide. What might attract people to your community? What sights, events and foods do tourists experience in your town, state or province? Using information and pictures from the newspaper, create a brochure or tourism guide to your area.

### **Week #4 Activity: Cultural Views**

Cultures around the world have different ways of viewing people. In today's paper, find two articles that show how the people within a culture treat the members of their own society. Do they treat them well, poorly or both? Why do you think this is so?

### **Week #5 Activity: Cultural Challenge**

It's an exciting challenge to visit a new country and to experience a new culture. Read an article in the paper that shows people from different countries and cultures coming together. Discuss the challenges that they face and the ways in which they meet these challenges.

### **Week #6 Activity: International Conflict**

Find and read as many articles as you can that address conflict between countries or within a country. Make a list of all the conflicts and their locations, and put an “X” on a world map to locate them. Are the conflicts concentrated in certain parts of the world? List the reasons for the conflicts.

### **Week #7 Activity: Worldwide Weather**

Go to the weather section of your newspaper. Find the listing for either national or international weather information. Get a national or world map and write the daily temperatures in the appropriate state or country. Once you have written in all the temperatures, examine them for patterns. Is it warmer or cooler in one area than in another?

### **Week #8 Activity: Time Zones**

As the *Concordia* sails from place to place it passes through many time zones. Search today’s paper for news items from around the world. Locate the places on a map or globe. How many hours “ahead” or “behind” is each place relative to your time zone?

### **Week #9 Activity: Trip Itinerary**

Search today’s paper for articles about places you would like to visit. Write an itinerary for a trip that includes each of your choices, and trace the route you would take on a map.

### **Week #10 Activity: Working with the Unfamiliar**

Class Afloat students find themselves in many situations and places with which they are unfamiliar. Look through today’s paper and find articles about places or situations that are unfamiliar to you. Make a list of these articles and ads. Next to each item, write a sentence about what you would think or feel if you were to encounter this situation.

### **Week #11 Activity: Forces of Nature**

Wind is a force in nature that moves the ship from port to port. Sometimes wind can be beneficial, and at other times it can be harmful. Look through the international, national and local sections of the newspaper for articles that refer to forces of nature (precipitation, fire, floods, etc.). Do the articles describe the force in a positive or negative way? What positive things can come out of destructive forces?

### **Week #12 Activity: At the Helm**

The person who steers the *Concordia* is said to be “at the helm.” People who are in charge of businesses are also referred to in this fashion. Find an article in the business section about someone who is at the helm of a corporation. What does the article say about this person? Why are they described as being at the helm?

### **Week #13 Activity: Decisions, Decisions**

Look for an article about a person who has made a decision. Identify what choices you think were available to that person and what factors affected their decision.

**Week #14 Activity: Environmental Problems**

Find an article in the newspaper that discusses one or more environmental problems. After reading the article, write down a list highlighting the problems. What caused the problem(s) and what can people do to resolve the situation?

**Week #15 Activity: Customs and Ceremonies**

Search the newspaper for new stories about the customs, ceremonies and traditions practiced by different groups of people in your area. Have you had an opportunity to participate in any of these events? Compare these events to those experienced by the Class Afloat students.

**Week #16 Activity: Entertaining a Guest**

Pretend that you have a guest visiting you from another part of the world. Look through the entertainment section of the paper and choose what events you would take your guest to that would best represent “your world.”

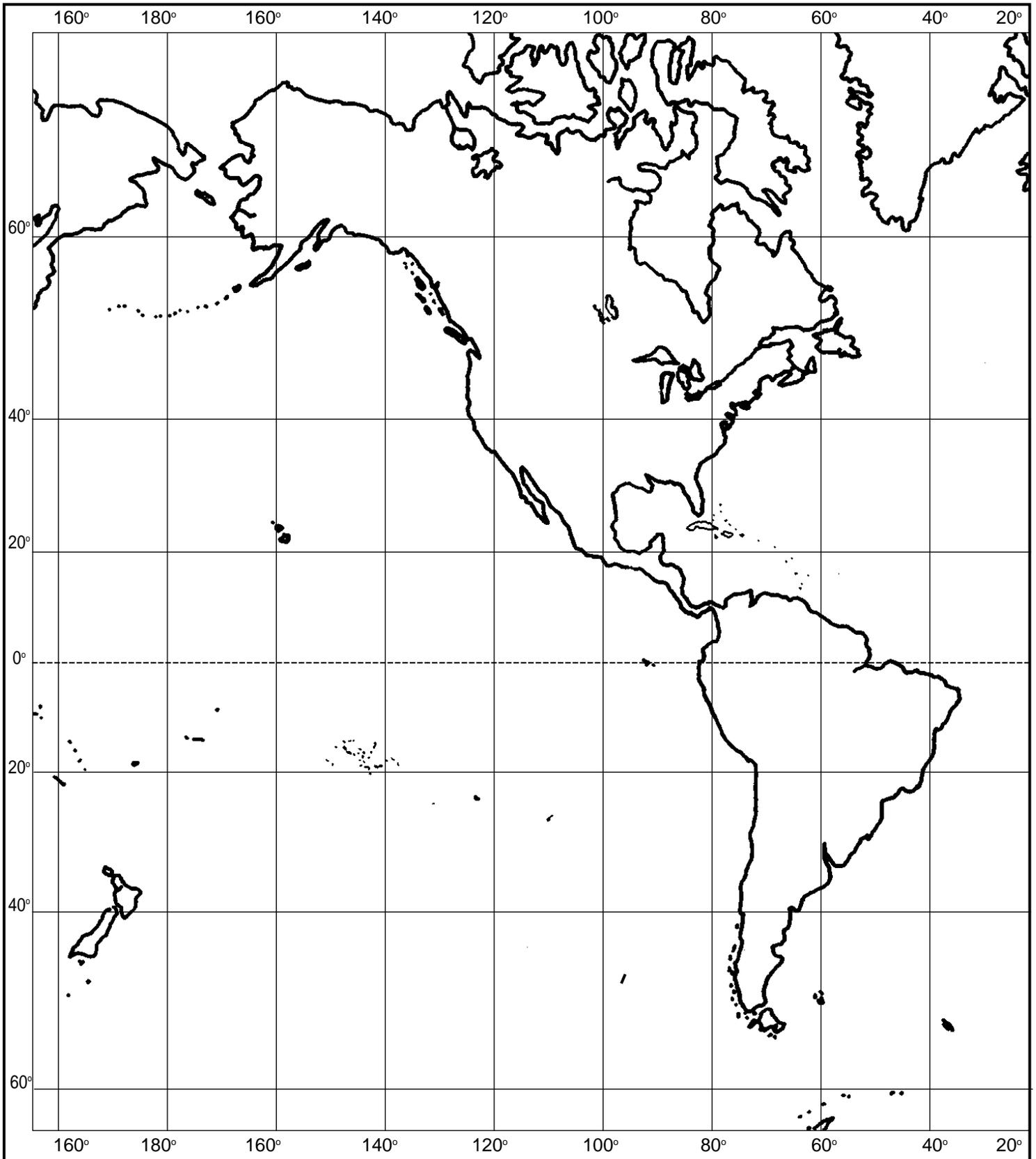
**Week #17 Activity: Classified News**

How is the newspaper organized? What are the different parts of the newspaper? Are there different types of articles? Are there different types of ads? Make a list of the sections of the newspaper, and then assemble a scrapbook that shows the different types of articles and ads within each section.

**Week #18 Activity: Reaching a Goal**

The students aboard the *Concordia* are almost through with their long voyage, and they have lived and worked together for many months. Find an article in the newspaper about a person or group of people trying to reach a common goal. What steps have they taken to reach their goal?

# *CONCORDIA* Route Map







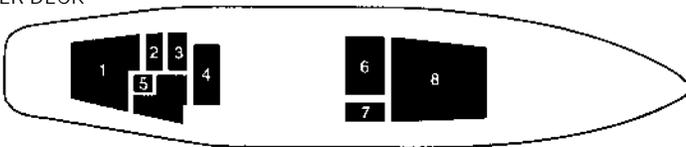
# CONCORDIA Fact Sheet

## SPECIFICATIONS

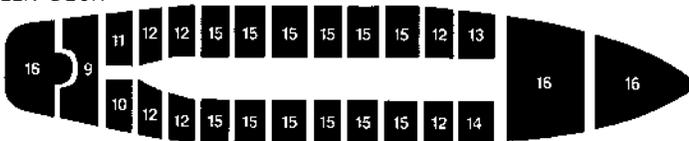
Rigging:	Barkentine
Operator:	West Island College
Home Port:	Nassau, Bahamas
Length:	58m (188 ft)
Beam:	9m (31 ft)
Draft:	4.2m (13.1 ft)
Height Of Masts:	35m (115 ft)
Sail Area:	900 sq. m (10,000 sq ft)
Number of Sails:	15 (max)
Engine Power:	570 HP Diesel
Fuel Tanks:	34 tons
Water Tank:	34 tons
Reverse Osmosis Desalinator:	4.5 tons/day
Speed Under Power:	11.5 knots
Range:	45 days
Crew Maximum:	64
Radio Equipment:	Radio Call Sign: C60U VHF/FM Radio Telephone, SSB Long Range Radio Telephone, Weather Charts Receiver FAX, Gyrocompass with Automatic Gyropilot, Radio Direction Finder, SEASAT INMARSAT-C Telex w/personal computer, LORAN C, Radar, SAT NAV., G.P.S.

## DECK LAYOUT

### UPPER DECK



### TWEEN DECK

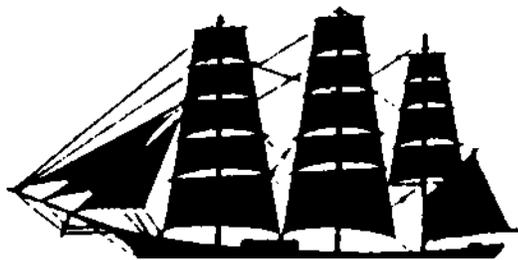


1:	Classroom
2:	Radio Room
3:	Chart and Navigation Room
4:	Wheelhouse
5:	Head (Toilet)
6:	Galley (Kitchen)
7:	Pantry
8:	Messroom (Dining Room)
9:	Master's and Owner's Station
10:	Master's Cabin
11:	Director/Owner's Cabin
12:	Two Berth Cabins, w/Head, Shower, Sink
13:	Officer's Station
14:	Infirmary, 4 berths w/Head, Shower, Sink
15:	Two and Four Berth Cabins, w/Head, Shower, Sink
16:	Storage

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# GUIDE TO THE TALL SHIPS

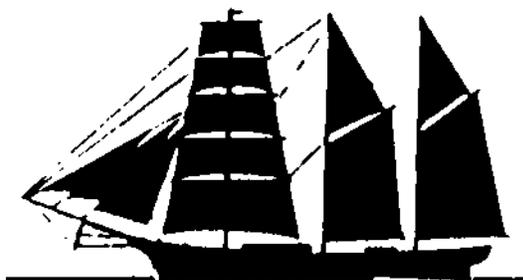
From the tall to the small, sailing vessels can be identified by their sail plan. This guide shows some of the most common tall ship rigs.



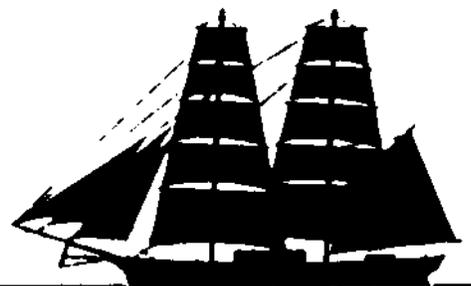
Full rigged ship



Bark



Barkentine



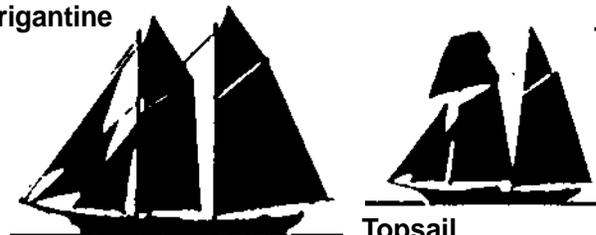
Brig



Brigantine

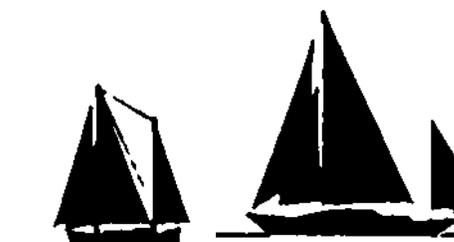


Three masted schooner



Two masted schooner

Topsail



Ketch

Yawl



Cutter



Gaff rigged



Marconi rigged ship



Catboat

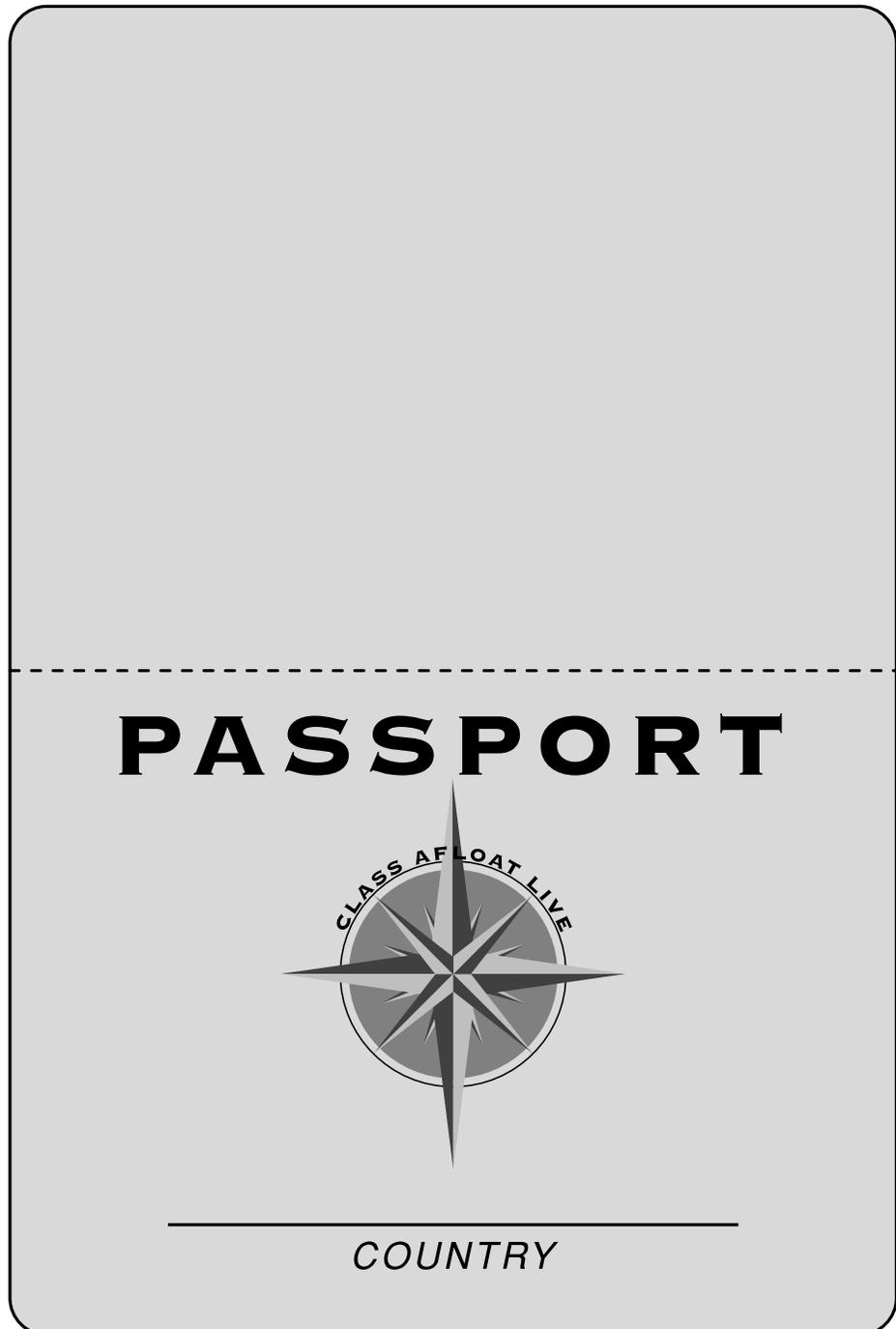
Source:  
American Sail Training  
Association  
P.O. Box 1459  
Newport, RI 02840  
Phone: (401) 846-1775  
Fax: (401) 849-5400

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# PASSPORT

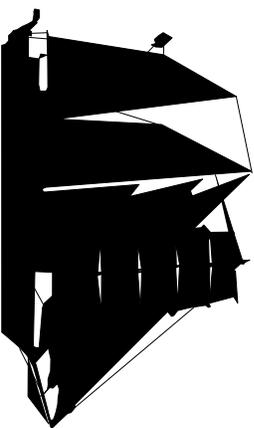
**TASK:** Prepare for your voyage around the world by creating a passport.

- DIRECTIONS:**
1. Cut out passport.
  2. Fold along the dotted line.
  3. Open the passport and print your name, date of birth, address and today's date clearly.
  4. Attach a photograph or draw a picture of yourself in the box.
  5. Add the names of the countries as you and your class 'visit' them.





Congratulations!



*On Your Successful Journey  
with Class Afloat Live*

\_\_\_\_\_  
*Teacher's Signature*