

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements *Science*

### Essential Learning 1: The student understands and uses scientific concepts and principles.

To meet this standard, the student will:

Washington State Components	Scientific Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>1.1 Use properties to identify, describe, and categorize substances, materials, and objects, and use characteristics to categorize living things.</b>	<b>Earth/Space Science</b> <i>Nature &amp; Properties of Earth Materials</i>	(5) Observe and examine physical properties of earth materials, such as rocks and soil, water (as liquid, solid, and vapor) and the gases of the atmosphere.	<b>Watersheds station</b> <ul style="list-style-type: none"> <li>Explore water cycle to understand Earth as “water planet.”</li> <li>Identify components of watersheds including oceans, atmosphere, glaciers, and groundwater.</li> <li>Discuss local issues in Puget Sound watershed.</li> </ul>
	<b>Life Science</b> <i>Basis of Biological Diversity</i>	(5) Distinguish living organisms from nonliving objects, and use characteristics to sort common organisms into plant and animal groups. (8) Categorize plants and animals into groups according to how they accomplish life processes and by similarities and differences in external and internal structures.	<b>Marine Life station</b> <ul style="list-style-type: none"> <li>Examine marine invertebrates in on-board aquarium.</li> <li>Explore marine mammals by focusing organisms’ adaptations to life in respective habitats.</li> <li>Allow students to explore basic needs of organisms, including similarities to, differences from each other, and specific adaptations for individual habitats.</li> </ul>
<b>1.2 Recognize the components, structure, and organization of systems and the interconnections within and among them.</b>	<i>Systems</i>	(5) Identify the parts of a system, how the parts go together, and how they depend on each other. (8) Describe how the parts of a system interact and influence each other.	<b>Watersheds station</b> <ul style="list-style-type: none"> <li>Explore water cycle both as a system and as it pertains to Puget Sound watershed.</li> </ul> <b>Nautical Skills &amp; Life Aboard Ship stations</b> <ul style="list-style-type: none"> <li>Provide overview of <i>Adventuress</i> as a working system.</li> <li>Explore <i>Adventuress</i> as a metaphor for earth.</li> </ul>
	<b>Physical Science</b> <i>Energy Sources &amp; Kinds</i>	(5) Know that energy can be transferred between various forms.	<b>Plankton station</b> <ul style="list-style-type: none"> <li>Importance of plankton to all life in Puget Sound, as basis of food chain.</li> <li>Convey how and where energy comes from, and route it takes as it moves through food chain.</li> </ul>
	<i>Energy Transfer and Transformation</i>	(5) Know that energy can be transferred between various forms.	

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<b>1.2 Recognize the components, structure, and organization of systems and the interconnections within and among them.</b>	<b>Physical Science</b> <i>Physical/Chemical Changes</i>	(5) Know that matter can undergo changes of state, such as evaporation, condensation, or freezing and thawing.	<b>Watersheds station</b> <ul style="list-style-type: none"> <li>• Explore water cycle to understand Earth as “water planet.”</li> <li>• Identify components of watersheds including oceans, atmosphere, glaciers, and groundwater.</li> <li>• Discuss local issues in Puget Sound watershed.</li> </ul>
	<b>Earth/Space Science</b> <i>Components and Patterns of the Earth System</i>	(5) Recognize that the earth is a spherical planet with a mainly solid interior and a surface composed of landforms, bodies of water, and an atmosphere.  (8) Describe the components and relationships of the earth system, including the solid earth (crust, hot convecting mantle and dense metallic core), the hydrosphere (oceans, seas, lakes, rivers, and streams), and the atmosphere (a mixture of gases).	
<b>1.3 Understand how interactions within and among systems cause changes in matter and energy.</b>	<b>Life Science</b> <i>Life Processes &amp; The Flow of Matter &amp; Energy</i>	(5) Recognize that living things need constant energy supplied from food or light and that in ecosystems substances such as air, water, nutrients, and the chemicals in food are continually recycled.  (8) Understand that individual organisms use matter and energy for life processes, and the mechanisms accomplishing these processes are complex, integrated, and regulated.	<b>Plankton Station</b> <ul style="list-style-type: none"> <li>• Explore importance of plankton to all other life in Puget Sound.</li> <li>• Explore concepts of food chains and webs.</li> <li>• Discuss flow of energy as it passes through the food chain.</li> <li>• Discuss photosynthesis and energy transfer.</li> </ul>

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<b>1.3 Understand how interactions within and among systems cause changes in matter and energy.</b>	<i>Interdependence of Life</i>	<p>(5) Describe how an organism's behavior and ability to survive is influenced by environment, other life forms, and the availability of food and/or other resources.</p> <p>(8) Explain how organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.</p>	<p><b>Marine Life Station</b></p> <ul style="list-style-type: none"> <li>Discuss adaptations of various organisms to facilitate survival in intertidal environment.</li> </ul> <p><b>Watersheds Station</b></p> <ul style="list-style-type: none"> <li>Explore changes that occur in the natural environment through the water cycle.</li> </ul> <p><b>Plankton Station</b></p> <ul style="list-style-type: none"> <li>Explore how plankton are a vital resource to other forms of life through the food chain.</li> </ul> <p><b>Life Aboard Ship Station</b></p> <ul style="list-style-type: none"> <li>Explore how <i>Adventuress</i> is a closed system in which resources must be monitored and conserved for maximum benefit.</li> </ul>
	<p style="text-align: center;"><b>Life Science</b> <i>Environmental &amp; Resource Issues</i></p>	<p>(5) Know humans and other living things depend on the natural environment and can cause changes in their environment that affect their ability to survive.</p> <p>(8) Explain how human societies' use of natural resources affects quality of life and the health of ecosystems.</p>	<p><b>Watersheds Station</b></p> <ul style="list-style-type: none"> <li>Focus on various pollutants in the Sound, where they come from, how they affect human &amp; marine life.</li> <li>Discuss use of alternatives to common household pollutants.</li> <li>Recognize the positive and negative environmental effect students have through their daily choices and actions.</li> </ul>

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## Program Contribution to Washington State Essential Academic Learning Requirements *Science*

**Essential Learning 2: The student knows and applies the skills and processes of science and technology.**

To meet this standard, the student will:

Washington State Components	Scientific Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>2.1 Develop abilities necessary to do scientific inquiry.</b>	<i>Questioning</i>	(5) Ask questions about objects, organisms, and events in the environment.	Our teaching style incorporates inquiry-based learning techniques to allow the students to gain an understanding of the concepts presented in ways that are relevant to their own perspectives.
	<i>Explanation</i>	(5) Use data to construct reasonable explanations.	By using a guided inquiry-based learning technique in our stations, we allow the students to arrive at their own explanations for events, with the guidance of a staff member.
	<i>Modeling</i>	(5) Model objects, events, or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs.	Many of the more complex concepts presented are delivered by way of analogy in an age-appropriate fashion, in order to make these concepts accessible to students in a format that is relevant to their daily lives.

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Science*

**Essential Learning 3: The student understands the nature and contexts of science and technology.**

To meet this standard, the student will:

Washington State Components	Scientific Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<p><b>3.2 Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace.</b></p>	<p><i>Careers and Occupations Using Science, Mathematics, and Technology</i></p>	<p>(5) Identify the knowledge and skills of science, mathematics, and technology used in common occupations.</p> <p>(8) Identify the knowledge and skills of science, mathematics, and technology within occupational/career areas of interest.</p>	<p>Our staff provides positive role models for participants of all ages. Students have the opportunity to witness and utilize various academic disciplines through practical application while aboard <i>Adventuress</i>.</p> <p>Staff are always available to provide resources or background on future activities in marine science or maritime trades.</p>

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Mathematics*

**Essential Learning 1: The student understands and applies the concepts and procedures of mathematics.**

To meet this standard, the student will:

Washington State Components	Mathematic Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>1.1 Understand and apply concepts and procedures from number sense.</b>	<i>Computation</i>	(4.1) Show understanding of whole number operations (+, -, x, /) using blocks, sticks, beans, pictures, symbols, etc.  (4.2) Add, subtract, multiply, and divide whole numbers.  (4.3) Use mental arithmetic, pencil and paper, or calculator as appropriate to the task involving whole numbers.  (7.3) Use mental arithmetic, pencil and paper, calculator, or computer as appropriate to the task involving nonnegative rational numbers.	<b>Watersheds/Life Aboard Ship Station</b> <ul style="list-style-type: none"> <li>• Calculate quantity of fresh water available aboard <i>Adventuress</i>.</li> <li>• Make predictions as to how many gallons of water would be used per person per day.</li> <li>• Extrapolate quantity of fresh water available per person to larger scales (community, state, etc).</li> </ul> <b>Nautical Skills Station</b> <ul style="list-style-type: none"> <li>• Explore navigation concepts and calculations in taking a fix, calculating speed and making predictions based on plotted course.</li> </ul>
	<i>Estimation</i>	(4.2) Use estimation to predict computation results and to determine the reasonableness of answers (for example, estimating a grocery bill).	<b>Watersheds/Life Aboard Ship Station</b> <ul style="list-style-type: none"> <li>• Compare the amount of fresh water available on <i>Adventuress</i> to amounts used in daily life.</li> <li>• Determine how much water would have to be used per person to have enough for all persons onboard.</li> </ul>

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Mathematics*

**Essential Learning 1: The student understands and applies the concepts and procedures of mathematics.**

To meet this standard, the student will:

Washington State Components	Mathematic Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>1.2 Understand and apply concepts and procedures from measurement.</b>	<i>Attributes &amp; Dimensions</i>	(4.2) Use directly measurable attributes <i>such as length, perimeter, area, volume/capacity, angle, weight/mass, time, money, and temperature to describe and compare objects.</i>  (7.2) Measure objects and events directly or using indirect methods <i>such as calculating and applying procedures for determining perimeter, area, and volume.</i>	<b>Watersheds/Life Aboard Ship Station</b> <ul style="list-style-type: none"> <li>• Calculate quantity of fresh water available aboard <i>Adventuress</i>.</li> <li>• Make predictions as to how many gallons of water would be used per person per day.</li> <li>• Extrapolate quantity of fresh water available per person to larger scales (community, state, etc).</li> </ul> <b>Nautical Skills Station</b> <ul style="list-style-type: none"> <li>• Explore navigation concepts and calculations in taking a fix, calculating speed and making predictions based on plotted course.</li> </ul>
	<i>Approximation &amp; Precision</i>	(4.2) Know when to estimate and use estimation to determine when measurements are reasonable or to obtain approximations, for example, estimating the length of the playground by pacing it off.	
<b>1.4 Understand and apply concepts and procedures from probability and statistics.</b>	<i>Prediction &amp; Inference</i>	(4.1) Predict outcomes of simple activities and compare predictions to experimental results.	<b>Watersheds/Life Aboard Ship Station</b> <ul style="list-style-type: none"> <li>• Determine how much water would have to be used per person to have enough for all persons onboard.</li> <li>• Measure amount of water available aboard <i>Adventuress</i>.</li> </ul>

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Mathematics*

**Essential Learning 2: The student uses mathematics to define and solve problems.**

To meet this standard, the student will:

Washington State Components	Mathematic Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>2.2 Formulate questions and define the problem.</b>		(4.1) Identify questions to be answered in familiar situations. (4.2) Define problems in familiar situations. (4.3) Identify what is known and unknown in familiar situations. (7.1) Identify questions to be answered in new situations. (7.2) Define problems in new situations. (7.3) Identify the known and unknown in new situations.	<b>Nautical Skills Station</b> <ul style="list-style-type: none"> <li>• Use navigation charts and other tools aboard to make calculations about the ship's position, speed and location.</li> <li>• Determine which variables are known and which may be calculated.</li> <li>• Discuss advantages and disadvantages of various techniques and methods of finding speed, position and location.</li> <li>• Explore use of similar techniques in daily activities.</li> </ul>
<b>2.3 Construct solutions.</b>		(4.2) Select and use appropriate mathematical tools. (7.1) Organize relevant information from multiple sources. (7.2) Select and use appropriate mathematical tools. (7.3) Apply viable strategies and appropriate concepts and procedures to construct a solution.	

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Mathematics*

**Essential Learning 3: The student uses mathematical reasoning.**

To meet this standard, the student will:

Washington State Components	Mathematic Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<p><b>3.3 Draw conclusions and verify results.</b></p>		<p>(4.2) Support arguments and justify results.</p> <p>(4.3) Check for reasonableness of results.</p> <p>(7.2) Support arguments and justify results using evidence.</p> <p>(7.3) Check for reasonableness of results.</p> <p>(7.4) Reflect on and evaluate procedures and results in new problem situations.</p>	<p><b>Life Aboard Ship Station</b></p> <ul style="list-style-type: none"> <li>• Discuss quantities of resources aboard <i>Adventuress</i> compared with those used in daily life .</li> <li>• Extrapolate measurements taken from <i>Adventuress</i> to lead to a discussion of sustainability in larger contexts (ie community, state, world, etc).</li> </ul> <p><b>Nautical Skills Station</b></p> <ul style="list-style-type: none"> <li>• Use navigation charts and other tools aboard to make calculations about the ship's position, speed and location.</li> <li>• Determine which variables are known and which may be calculated.</li> </ul>

Sound Experience  
 Program Contribution to Washington State Essential Academic Learning Requirements  
*Mathematics*

**Essential Learning 5: The student understands how mathematical ideas connect within mathematics, other subject areas, and real-life situations.**

Washington State Components	Mathematic Discipline	Grade Level Indicators	How the Sound Studies program addresses these requirements
<p><b>5.3 Relate mathematical concepts and procedures to real-life situations.</b></p>		<p>(4.1) Give examples of how mathematics is used in everyday life.</p> <p>(4.2) Identify how mathematics is used in career settings.</p>	<p><b>Nautical Skills Station</b></p> <ul style="list-style-type: none"> <li>• Explore use of course plotting techniques in daily activities such as finding location on land, orienteering, etc.</li> </ul>

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Social Studies– Geography*

**Essential Learning 1: The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth’s surface.**

To meet this standard, the student will:

Washington State Components	Geographic Theme	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information.</b>	<i>Location</i>	(1.1.1a) Examine a variety of maps to describe basic mapping elements.	<b>Nautical Skills Station</b> <ul style="list-style-type: none"> <li>Students examine charts of Puget Sound and local regions, determining use of different symbols.</li> </ul>
	<i>Location, Place</i>	(1.1.2a) Use globes, a variety of map projections, satellite imagery, and Geographic Information System (GIS) data to interpret information from a spatial perspective.	<b>Watersheds Station</b> <ul style="list-style-type: none"> <li>Students may examine a satellite image of Puget Sound and a globe to learn how Earth is a water planet and that the amount of fresh water is a limited resource</li> </ul>
<b>1.2 Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns.</b>	<i>Location, Place, Region</i>	(1.2.1a) Locate places, major physical features, and human spatial patterns using maps, globes, and other sources.	<b>Watersheds Station</b> <ul style="list-style-type: none"> <li>Students may examine a satellite image of Puget Sound and a globe to learn how Earth is a water planet and that the amount of fresh water is a limited resource</li> </ul> <b>Nautical Skills Station</b> <ul style="list-style-type: none"> <li>Students examine charts of Puget Sound and local regions, locating various landmarks and features relative to the local setting.</li> </ul>
	<i>Place, Human/Environment Interaction, Movement</i>	(1.2.2b) Analyze how human spatial patterns emerge from natural processes and human activities.	<b>Watersheds Station</b> <ul style="list-style-type: none"> <li>Students recognize the effects they have on their environment through their actions.</li> <li>Students recognize that they are a part of the Puget Sound watershed.</li> </ul>

Sound Experience  
 Program Contribution to Washington State Essential Academic Learning Requirements  
*Social Studies– Geography*

**Essential Learning 2: The student understands the complex physical and human characteristics of places and regions.**

To meet this standard, the student will:

Washington State Components	Geographic Theme	Grade Level Indicators	How the Sound Studies program addresses these requirements
<p><b>2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics.</b></p>	<p><i>Location, Region, Place</i></p>	<p>(2.1.1) Observe and describe the physical characteristics of the local area and Washington State.</p> <p>(2.1.2) Use observation, maps, and other tools to identify, compare, and contrast the physical characteristics of places and regions</p>	<p><b>Watersheds Station</b></p> <ul style="list-style-type: none"> <li>• Students explore how the Cascades and Olympics form the Puget Sound watershed.</li> <li>• Students identify components of their local watershed including rivers and valleys.</li> </ul> <p><b>Nautical Skills Station</b></p> <ul style="list-style-type: none"> <li>• Physical and human-made features around the sound are explored to determine what role they might play in navigation.</li> </ul>

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Social Studies– Geography*

**Essential Learning 3: The student observes and analyzes the interaction between people, the environment, and culture.**

To meet this standard, the student will:

Washington State Components	Geographic Theme	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>3.1 Identify and examine people’s interaction with and impact on the environment.</b>	<i>Human/Environment Interaction, Region</i>	<p>(3.1.1a) Identify choices individuals have in how they interact with the environment.</p> <p>(3.1.2a) Analyze the different ways people use the environment, identify the consequences of use, and consider possible alternatives.</p> <p>(3.1.2b) Explain how the actions and interactions of human societies affect and area affected by the environment with regard to air, water, and land issues</p>	<p><b>Watersheds Station</b></p> <ul style="list-style-type: none"> <li>• Students recognize the effects they have on their environment through their actions.</li> <li>• Students recognize that they are a part of the Puget Sound watershed.</li> <li>• Focus on various pollutants in the Sound, where they come from, how they affect human &amp; marine life.</li> <li>• Discuss use of alternatives to common household pollutants.</li> <li>• Recognize the positive and negative environmental effect students have through their daily choices and actions.</li> </ul> <p><b>Life Aboard Ship Station</b></p> <ul style="list-style-type: none"> <li>• Explore how <i>Adventuress</i> is a closed system in which resources must be monitored and conserved for maximum benefit.</li> </ul> <p><b>Plankton Station</b></p> <ul style="list-style-type: none"> <li>• Discuss bioaccumulation through the food chain, and its causes.</li> </ul>
<b>3.2 Analyze how the environment and environmental change affects people.</b>	<i>Human/Environment Interaction, Region, Place, Movement</i>	<p>(3.2.2a) Explain how the physical environment impacts how and where people live and work.</p> <p>(3.2.2b) Examine how technology can affect people’s interaction with the environment.</p>	<p><b>Watersheds Station</b></p> <ul style="list-style-type: none"> <li>• Students explore how the Cascades and Olympics form the Puget Sound watershed.</li> <li>• Students explore maps and charts to see how development around rivers affects water quality in Puget Sound.</li> <li>• Students may brainstorm why development occurs in particular regions around the Sound.</li> </ul>

Sound Experience  
 Program Contribution to Washington State Essential Academic Learning Requirements  
*Social Studies– Economics*

**Essential Learning 1: Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.**

To meet this standard, the student will:

Washington State Components		Grade Level Indicators	How the Sound Studies program addresses these requirements
<p><b>1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.</b></p>		<p>(1.1.1a) Recognize that wants exceeding available resources implies alternative uses of the resources and forces individuals into making choices. Every choice has an associated opportunity cost in both a personal and community context.</p>	<p><b>Watersheds Station</b></p> <ul style="list-style-type: none"> <li>• Discuss use of alternatives to common household pollutants.</li> </ul> <p><b>Life Aboard Ship Station</b></p> <ul style="list-style-type: none"> <li>• Explore how <i>Adventuress</i> is a closed system in which resources must be monitored and conserved for maximum benefit.</li> <li>• Discuss quantities of resources aboard <i>Adventuress</i> compared with those used in daily life.</li> <li>• Extrapolate measurements taken from <i>Adventuress</i> to lead to a discussion of sustainability in larger contexts (ie community, state, world, etc).</li> </ul>

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Communication*

**Essential Learning 1: The student uses listening and observation skills to gain understanding.**

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	How the Sound Studies program addresses these requirements
<b>1.1 Focus attention.</b>	(4.1) Pay attention while others are talking. (4.2) Pay attention to oral stories, instructions, reports, assemblies, and daily announcements. (7.1) Give evidence of paying attention such as nodding, maintaining eye contact, taking notes, and asking relevant questions. (7.2) Pay attention and respond appropriately in particular contexts such as social interactions and receiving information. (10.1) Use attention level appropriate for particular circumstances and contexts. (10.2) Analyze and reflect on ideas while paying attention and listening in a variety of situations.	<p>While our programs are not designed for specific instruction in communications skills, the use of these skills are addressed through demonstration from the crew and by creating an atmosphere of tolerance and inquiry for all participants.</p> <p>At the start of the program, students are given safety and procedural instructions.</p> <p>During the remainder of the trip, students are encouraged to participate in discussions utilizing both direct instruction and inquiry-based learning.</p>
<b>1.2 Listen and observe to gain and interpret information.</b>	(4.2) Identify visual information such as from a science experiment. (4.5) Demonstrate listening strategies for following instructions. (7.5) Demonstrate listening strategies for gaining information.	<p>Students must also cooperate as a team in order to accomplish necessary tasks on board, such as setting and striking sail, coiling lines, or collecting data samples from groups of organisms or properties.</p>
<b>1.3 Check for understanding by asking questions and paraphrasing.</b>	(4.1) Ask questions to clarify content and meaning, including who, what, why, when, where, and how. (7.2) Ask questions to verify judgments and inferences.	

# Sound Experience

## Program Contribution to Washington State Essential Academic Learning Requirements

### *Communication*

**Essential Learning 3: The student uses communication strategies and skills to work effectively with others.**

To meet this standard, the student will:

Washington State Components	Grade Level Indicators	How the Sound Studies program addresses these requirements
<p><b>3.1 Use language to interact effectively and responsibly with others.</b></p>	<p>(4.1) Demonstrate conversation skills, for example, entering in, taking turns, responding to others' remarks, and closing a conversation.            (4.3) Use language that is respectful of others feelings and rights.            (7.1) Use language to interact with others, for example, to greet people, compliment, give encouragement, or express feelings.            (7.2) Respond to different types of speech and audiences.            (7.3) Use language that is free from stereotyping, bias, libel, slander, or harassment.</p>	<p>While our programs are not designed for specific instruction in communications skills, the use of these skills are addressed through demonstration from the crew and by creating an atmosphere of tolerance and inquiry for all participants.</p> <p>At the start of the program, students are given safety and procedural instructions.</p> <p>During the remainder of the trip, students are encouraged to participate in discussions utilizing both direct instruction and inquiry-based learning.</p>
<p><b>3.2 Work cooperatively as a member of a group.</b></p>	<p>(4.1) Assume a variety of assigned roles within a group to perform a task.            (4.2) Contribute to group with ideas and effort.            (4.3) Respect others' feelings and right to participate in a group.            (7.1) Assume roles or tasks within a group to perform a task.            (7.2) Contribute to group with suggestions, research, and effort.            (7.3) Demonstrate respect for others' opinions by allowing time for responses.</p>	<p>Students must also cooperate as a team in order to accomplish necessary tasks on board, such as setting and striking sail, coiling lines, or collecting data samples from groups of organisms or properties.</p>