# ADVENTURESS
## SHEET ANCHOR


Crew Name:

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## SOUND EXPERIENCE MISSION AND VALUES

*Mission*

Sound Experience sails the historic schooner *Adventuress* to educate, inspire and empower an inclusive community that works to improve our marine environment and celebrates our maritime heritage.

*Vision*

We envision a future where everyone values Puget Sound/Salish Sea and the world's oceans and chooses to act as stewards to their treasured waters.

*Values*

- Transformative Education – changing our youth, our communities and our wold
- Learning Organization – evolving for and with our people
- Living Sustainably – acting for our waterways
- Partnering – sharing our collective strengths
- Integrity – doing the right thing
- All Are Welcome

## *ADVENTURESS'* HISTORICAL TIMELINE

- *Adventuress* launched in East Boothbay, ME in February 1913
- Travel to Boston, then Bermuda where hauled out for repairs
- Travel through the Strait of Magellan and arrive in San Francisco Bay in July
- Arrive in the arctic only to be turned away by ice. Headed back to Victoria, B.C. in mid-October
- *Adventuress* purchased by the San Francisco Bar Pilots in 1914
- Fire in engine room in June of 1915 – ship was flooded, pumped out, and refitted below decks
- 1943 served with the Coast Guard as a patrol boat
- 1952 purchased by Doc Freeman and brought up to Seattle
- Several different private owners until 1959
- Purchased by Monty Morton in 1959 for the youth sailing organization, Youth Adventure
- Youth Adventure ran programs for 30+ years with scouting groups. Extensive repair and restoration occurred during this time as well
- 1989 *Adventuress* designated as a National Historic Landmark
- 1989 Sound Experience was formed, using *Adventuress* as a platform for environmental education programs
- Centennial Restoration begins in Winter 2009-10 and completed in Winter 2013-2014

**HIGH LEVEL FACILITATION FOR TRANSFORMATIONAL LEARNING EXPERIENCES**

What an honor and privilege it is to facilitate the learning and experience of another. A few things to keep in mind as you become the stewards of learning and transformational experiences.

***WHY and WHO:***

Remember to:

- connect with PURPOSE (Sound Experience Mission and Values)
- consider your AUDIENCE (Various Participants and Programs)
- engage in the PROCESS (Each learning station and your passion)

Remember learning is a process and as a facilitator of learning you want to encourage each participant to engage in the process in ways that support their learning, growth and empowerment. As a facilitator, this is your opportunity to be creative, passionate and playful as you pay attention to how you can connect the dots of purpose, audience and process throughout the day.

***WHAT and HOW:***

When designing a transformative learning experience it is important to consider the desired results and intended outcomes. What is it that we want our audience to learn, experience and apply? How will we know if our audience has learned the intended content and or desired result? Often times asking ourselves as facilitators, what do I want the audience to walk away with today? What new thinking, experience or results will be present in the participants?

- Transformational learning honors and focuses on the actual learner/ participant as much if not more than it focuses on the subject matter being taught.
- Connecting with your participants allows you to notice immediately their level of curiosity, connection, interaction and aliveness.
- Allow participants to experientially engage in a process that emphasizes or illuminates the lessons of subject matter and life.
- As you witness the participants engaged in the exercises make the connections between what you are witnessing and how that supports continued exploration and learning about the who they are and how that supports overall learning and life.
- Look for real and relevant "live" examples of the points of learning (distinctions) you are wanting to make.
- Bring the participants back together as you move into "debriefing" the exercise from the lens of the distinctions (points of learning).

**DEBRIEF, DEBRIEF, DEBRIEF:**
**THE LEARNING LIVES IN THE DEBRIEF!**

As you debrief remember this is a valuable opportunity to connect the dots and highlight the real and relevant points for the individuals, collective and big picture. To highlight how what they just experienced supports their learning and ways they can take that learning and use it to forward them to what is next. During the debrief make the experience inclusive and highly participatory.

Make sure the individuals are contributing either verbally, by raising

their hands, sharing with each other or throwing things out all at once. You want to be aware that everyone is engaged at some level. As individuals share take a few of the points you hear and bring them back around to the overall lessons of the day. Continue to support the purpose of the experience by linking what the individuals are learning to the overall learning experience on the Adventuress. Make each point somehow real and relevant for the others in the collective group. This takes practice. Have fun!

When you debrief think about these three things:

"What"- What did we just do?

"So What"- So what did you learn?

"Now What"- Now what do you do with what you learned?

**"What"**

- Each person give me a descriptive word about what we did....
- What was your favorite thing you "did"?

**"So What"**

- What do you know now that you didn't before?
- Have you made a difference or been helpful to the group? How?
- How do you feel about what you just learned?

**"Now What"**

- What is one thing that you can practice today from this experience?
- Who will be the first person you tell about this experience?

## BLOOM'S TAXONOMY OF QUESTIONING

When presenting questions, consider why you are asking the questions and how to best phrase it to achieve the outcome you are hoping for. Not all questions should have the same result – sometimes you are looking to assess knowledge, other times you want to get an idea of whether the participants can apply this in their everyday life. Some examples of language for questioning:

**KNOWLEDGE**

What happened when…?

Can you name the…?

What is…?

Describe what happened…?

**COMPREHENSION**

Provide an example for…?

What might happen next when…?

Can you distinguish between…?

**APPLICATION**

Do you know another instance where…?

Could this have happened in…?

Can you apply this to your own life?

**ANALYSIS**

If…happened, what might have changed?

How is this similar to…?

Why did…changes occur?

**SYNTHESIS**

Can you see a possible solution to…?

What would happened if…?

Can you write a song/story/poem etc. about…?

**EVALUATION**

Is there a better solution to…?

Do you think…is good or bad? Why?

What changes to…would you recommend?

How would you feel if…?

**PHASE** – *Using Body Signals to Enhance Your Effectiveness as a Facilitator*

**Posture** – Where and how are you standing or sitting? Your posture as a facilitator will help to set the mood of the space around you. Are you standing or sitting? Making yourself large or small? Exuding confidence or doubt? It is great to mix up your posture (standing straight and tall in front of a group, getting down low and small to get people focused on a concept or object, etc.) but make sure it fits the tone and mood you are trying to create.

**Hands** – Use your hands as a way to attract the attention of participants toward what they are learning about. Give them a reason to look in your direction or towards something else through movement.

**Amplify** – Use your voice, and change it up! Make sure when talking to a large group everyone, even those furthest away, can hear you. But sometimes using a very quiet voice is a great way to bring the attention in and create a sense of calm. Change it up to ensure participants continue to hear you!

**Smile** – Who wants to learn from a grouchy person? If you're having fun and smiling, you'll pass that enthusiasm along!

**Eyes** – Make eye contact with individuals! You have the opportunity to create connection through eye contact, to draw them in, to make them feel recognized. Whether in a small group or large look around and try to connect with as many people in the group as you can

**EDUCATION CHECKLIST- Review and understand**

**OCEAN LITERACY PRINCIPLES**

☐ Sound Experience education programs are in alignment to the following established principles:

1. The Earth has one ocean with many features
2. The ocean and life in the ocean shape the features of Earth
3. The ocean is a major influence on weather and climate
4. The ocean makes the Earth habitable
5. The ocean supports a great diversity of life and ecosystems
6. The oceans and humans are inextricably interconnected
7. The ocean is largely unexplored

**ORGANIZATION- Have an understanding of the following**

☐ Sound Experience mission

☐ Program goals, objectives

☐ Sound Studies

☐ Sound Explorations

☐ Public Day Sails

☐ A brief summary of *Adventuress*' history

☐ Safety concerns of programs aboard the ship (from Crew Handbook)

☐ Crew's role in marketing our programs

**EDUCATIONAL THEORY**

- ☐ How an individual's basic needs have to be met before learning can happen
- ☐ Facilitation/Debrief techniques
- ☐ How learning styles affect the learning and teaching processes

**PROGRAM DELIVERY**

- ☐ Be able to set-up all program stations/equipment
- ☐ Learn and teach all Sound Experience ed. stations
  - ▫ Goals and learning outcomes achieved
  - ▫ Try a new teaching style
- ☐ Facilitate small group orientation/activity/debrief
- ☐ Facilitate large group activity/debrief
- ☐ Reflection/Feedback - self/ co-watch leader

**ADDITIONAL SKILLS / ACTIVITIES**

- ☐ Visit a local museum, cultural or nature center and gain a new perspective on the Puget Sound region
- ☐ Follow the Salish Sea News and Weather
- ☐ Facilitate part of an overnight evening program
- ☐ Observe another educator and share your observations / learnings with them

## Outline of a Good Lesson:

1. Hook – How can you get your students interested? Engage brains and bodies!

2. Building Background Knowledge (BBK) – Teach students facts that can be built on later, what do they need to know and how will you give it to them?

3. Guided Practice – Put BBK to work with your help, “do it with me”

4. Application/Synthesis – Do it by yourself, use it, manipulate it, practice it, change it, apply it.

5. Reflection/Process/Action – Why is this important, what does it mean to me, what can I do about it?

NOTES:

# CURRICULUM

**PLANKTON**

*Outcomes*

Students will be able to:

10-15 minute station:

- Define 'plankton'
- Describe the two main plankton types (zooplankton, phytoplankton)
- Explain the differences between holoplankton and meroplankton
- Describe connections between the Plankton lesson and other lesson areas

15-30 minute station

- Give examples of phytoplankton and zooplankton
- Explain the role of phytoplankton in O2 production and CO2 absorption
- Explain the role of plankton in the food web
- Give examples of relevant Ocean Literacy principles

30+ minute station

- Explain concept of bio-accumulation
- Understand how eating lower on the food chain uses less energy

*Lesson Outline*

- Intro to plankton
- Plankton net deployment protocol

- Deploy the net!
- While net is deployed – what is plankton? Phyto- vs. zooplankton? Potentially holo- vs. meroplankton.
- In deckhouse, discuss and review relevant concepts around plankton – types of, form and function
- Look at plankton under microscope, having students identify types of plankton they see
- Observations – what type are they? How can you tell? What is interesting/unique about what you see?
- CO2 absorption and O2 production
- Follow-up questions – What are plankton? What is their role in the ecosystem? Etc.

*Key Points*

- The general term for the living organisms that drift with the current. Planktos (Greek): drifter, wanderer. They are NOT all microscopic or even small. Most jellies (jellyfish) are planktonic... some are huge.
- Two main categories: Zooplankton (animal plankton) and Phytoplankton ("plant-like" plankton).
- Two basic categories of Zooplankton: holoplankton - planktonic throughout the life cycle (example: copepods); meroplankton - planktonic only during the juvenile/larval stages (example: barnacles).
- Diatoms (thousands of species) are a common type of phytoplankton. Their surface structure is made of silica (they live in 'glass houses').

- Plankton represent the bottom of the ocean food web(s) and are, therefore, crucial to all ocean life as well as life on land
- Plankton can be vulnerable to the effects of ocean acidification and ocean warming.
- Phytoplankton are generally found near the surface due to their need for sunlight. Many types have structures that provide resistance to sinking.
- While drifting with the current, some types of zooplankton have daily vertical "migrations" within the water column, generally swimming toward the surface at night.

**MARINE LIFE**

*Outcomes*

Students will be able to:

10-15 minute station:

- Describe different marine habitats
- Identify prominent species in the Salish Sea and which habitat they live in
- Explain what physical adaptations allow the animals to live in their habitat

15-30 minute station:

- Explore the water quality of the immediate area
- Hypothesize what pollutants may be entering the surrounding waters

- Discuss the effects of various water pollutants on marine species of the Salish Sea

*Lesson Outline*

- Look around at the water and shoreline – what kind of animals do you think live here?
- Draw a map of the area
- Share maps and discuss the term habitat and the different habitats shown
- What are some animals that you know of that live in these habitats?
- Hand out the representations of the animals and ask students to place them on the map where they think they belong
- Discuss the term adaptation and which adaptations allow the animals to live in their habitats

*Key Points*

- Habitat: the natural environment where an organism lives
- Intertidal zone: the area between the highest tide and the lowest tide (either rocky or sandy)
- Benthic zone: the sandy bottom
- Pelagic zone: the water column away from the bottom
- Estuary: a semi-enclosed area where freshwater and seawater meet and mix
- Adaptation: a characteristic that enhances the survival of an organism

**LIFE ABOARD**

*Outcomes*

Students will be able to:

10-15 minute station:

- Explore the metaphor of *Adventuress* as a closed system vs open; and value of conservation
- Identify essential resources for living aboard

15-30 minute station:

- Distinguish between systems and subsystems aboard *Adventuress*
- Compare similarities of the closed system of *Adventuress* to the much larger closed system, Earth
- Assess the implications of misusing Earth's resources within their schools and communities

*Lesson Outline:*

- In foc's'le – how did people survive a journey halfway around the world? Food? Electricity? Water?
- Introduce idea of Closed vs. Open systems
- Start moving aft - Identify inputs and outputs of various systems – heads, battery bank, engine, etc.
- Resource conservation – what is different on the boat than on land?
- In main cabin – look at globe. What systems/resources does the Earth need? How does this compare with shipboard needs?
- To conclude – what are some systems we use on land? What impacts do they have? Can we change our impact?

**NAUTICAL SKILLS**

*Outcomes*

- Identify tasks which need to be accomplished to successfully sail *Adventuress* and, with the guidance of the watch leader, take action
- Each take responsibility for steering *Adventuress*
- Recognize the necessity of cooperation to accomplish a task

*Lesson Outline*

- Introduce concept of being 'on watch' and ready to report to the mate. Be observant to surroundings – weather, people, point of sail
- Rotate group through helm
- Work with Mate to raise, lower, or handle sails. When no sail handling, teach navigation, knot tying, or sail theory
- Continued assessment throughout for safety and understanding

**NAVIGATION**

*Outcomes*

Participants will

10-15 minute station:

- Define and interpret the symbols and language on a navigational chart
- Define terms 'longitude' and 'latitude'
- Differentiate charts from maps

15-30 minute station:

- Understand how to use tools of navigation
- Read a chart and determine location accurately using navigation tools

30+ minute station:

- Identify the difference between magnetic and true north
- Explore the importance of always knowing where you are to be better able to decide where you must go next

*Lesson Outline*

- Observation – current location? Weather? Direction? Point of sail?
- Chart – basic symbols – what do they mean?
- Natural Ranges
- Hand-held compass – how to use compass, how proper use of a compass can help us triangulate our position on the chart
- Lines of Position from compass rose
- Triangulate position
- Have students list a symbol/skill they learned

**OCEAN ACIDIFICATION**

*Outcomes*

Students will be able to

10-15 minute station:

- Describe the ocean acidification process
- Identify at least 2 sources of CO2 pollution
- Describe the harmful effects of ocean acidification on marine life (adult and planktonic forms)

15-30 minute station

- Explain to concept of pH and the influence of added CO2
- Give examples of how to decrease ocean acidification by reducing CO2 polluting emissions

*Lesson Summary*

- Shell in vinegar compared to in water
- What is Ocean Acidification? What happened to the shell in acidic environment?
- CO2 in water demonstration – get kids involved in each step
- Connect findings from CO2 in water to what happened to shell in vinegar
- Sources of CO2 emissions
- What behavior changes can we make to reduce our impact?
- Reflection – why is OA happening? What effects does it have?

*Key Points*

- Ocean Acidification (OA) refers to the process of lowering the oceans' pH by dissolving additional atmospheric carbon dioxide in the seawater.
- The ocean absorbs approximately one-third of the CO2 released into the atmosphere every day, where it reacts with seawater to form carbonic acid, causing the ocean and the Puget Sound water to become corrosive.
- At the current rate of global CO2 emissions, the average ocean surface acidity is expected to increase by 100-150 percent, over pre-industrial levels, by the end of the century.
- The Pacific Northwest waters are among the world's most acidic, due to the upwelling of cold acidified ocean water along the coast.
- The ocean and Puget Sound waters are not literally acid (i.e., pH below 7.0). However, the acidification process can affect, or is already affecting, many animals and plants, including plankton, that have calcium carbonate skeletons or shells (e.g., pteropods, oysters, crabs, sea urchins). Almost no natural oyster reproduction has occurred in Willapa Bay (WA) in the past several years.
- The pH scale is logarithmic (like the Richter Scale), so a small drop in pH results in a substantial increase in acidification.
- Seawater pH usually measures about 8.1. Washington's coastal seawater pH, and that of the Puget Sound, can be as low as 7.6 - 7.7. Hood Canal's pH is even lower... down to 7.4.

**MARINE DEBRIS**

*Outcomes*

Students will be able to:

10-15 minute station

- Define “marine debris”
- Recognize the pervasiveness of plastics
- Identify the “Debris Decomposition Timeline”
- Illustrate ways to reduce the everyday use of plastic/contain plastic pollution before it reaches the ocean
- Recognize that plastic is both good and bad

15-30 minute station:

- Give examples of items used everyday that contain plastic
- Explain the difference between mineralization of debris vs. degradation of plastics

30+ minute station

- Summarize the citizen science conducted on-board and how it is assessing the plastic pollution situation
- Use a ‘manta-net’, or microplastics tow
- Distinguish between microplastics, nanoplastics, and macroplastics

*Lesson Summary*

- Marine Debris: any persistent solid material that is manufactured or processed and directly or indirectly, intentionally or unintentionally, disposed of or abandoned into the marine environment or the Great Lakes

**MECHANICAL ADVANTAGE**

*Outcomes*

Students will be able to:

10-15 minute station:

- Understand that simple machines allow us to use less force through mechanical advantage
- Be able to identify simple machines onboard Adventuress and what purpose they serve

15-30 minute station:

- Compute the ratio of force to distance on various simple machines
- Define 'work' and the difference between 'work' and 'force'

*Lesson Outline*

- Play tug-of-war with the handy billy – why is it easy for the one person to pull multiple?
- What is something we did with a system very similar to this earlier today? (Lift the sails)

- Introduce the idea of mechanical advantage and simple machines making certain jobs easier for us
- Talk about the force to distance ratio
- Explore other simple machines (incline plane, screw, level)
- Discuss W = F x d
- Find simple machines onboard Adventuress

*Key Points*

- Simple machines: machines that make moving objects easier for us by allowing us to push or pull over a greater distance; increased distance = less force used
- Mechanical advantage: the number of times the input force is multiplied by use of a simple machine
- Work: the measure of force applied over a distance, calculated by W = F x d, where W is work measured in Joules, F is force measured in Newtons, and d is distance measured in meters
- Types of simple machines: pulleys (block and tackle), incline plane (ramp), screw (spiraled incline plane), levers, wedge, wheel and axle

## DECK SKILLS CHECKLIST

### I. BASIC EMERGENCY PREPAREDNESS

- ☐ Complete Safety Checklist and know locations of all emergency gear.
- ☐ Know the Station Bill
- ☐ Properly don a PFD
- ☐ Initial reaction to shipboard emergencies:

  Fire
  MOB
  Grounding
  Flooding
  Abandon Ship / Egress
  Medical

- ☐ Charge the fire main from deck
- ☐ Lower and raise A-Ya-She and Hobbs
- ☐ Know how to launch the life raft manually and automatically
- ☐ Know your responsibility for the safety of others

**II BASIC KNOTS**

Tie the following knots and know their uses. Write in locations throughout the boat each of these knots are used.

- ☐ Overhand/ Figure 8

  _____

  _____

- ☐ Hitch/ Clove Hitch/ Slippery Hitch

  _____

  _____

- ☐ Reef Knot/ Slippery Reef

  _____

  _____

- ☐ Round Turn & Two Half Hitches

  _____

  _____

- ☐ Bowline

  _____

  _____

- ☐ Rolling Hitch/ Locked

  _____

  _____

- ☐ Constrictor Knot/ Slippery Constrictor

  _____

  _____

- ☐ Halyard Stopper Knot

  _____

  _____

- ☐ Highway Man's Hitch

  _____

  _____

## III. BASIC SEAMANSHIP SKILLS

- ☐ Complete pin rail diagram (know all lines)
- ☐ Complete sail plan diagram (know all sails and spars)
- ☐ Name corners & edges of all sails
- ☐ Tacking and gybing procedures
- ☐ Belay a line to a pin and a cleat
- ☐ Sweat and tail a line
- ☐ Coil and hang a line
- ☐ Demonstrate knowledge of the different types of coils
- ☐ Dockline setup and docking procedures
- ☐ Be familiar with anchor watch: standing orders, taking bearings, boat checks
- ☐ Duty checklist / responsibilities
- ☐ Assist set, strike and furl of four lowers
- ☐ Climb aloft on the shrouds

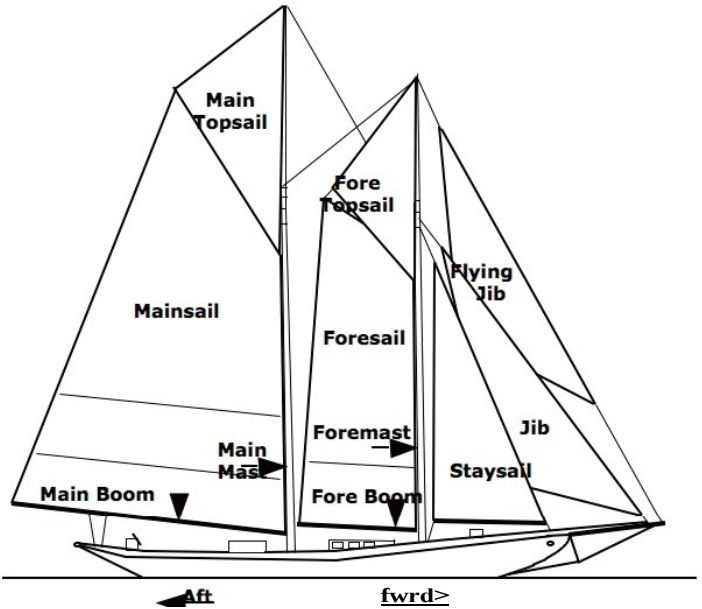
## IV. MID LEVEL SKILLS

- ☐ Pump the bilges using the AC and DC pumps
- ☐ Describe tacking and gybing
- ☐ Basic sail theory and points of sail
- ☐ Fish furl the foresail
- ☐ Sheet bend/doubled
- ☐ Reef procedure
- ☐ Describe setting/striking of heads'ls
- ☐ Lead setting/striking of heads'ls
- ☐ Plot a GPS fix
- ☐ Calculate distance on a chart
- ☐ Work time/speed/distance problems
- ☐ Climb aloft above the cross tress
- ☐ Wrangling
- ☐ A-YA-SHE rowing

**V. ADVANCED SKILLS (at the discretion of the Mate)**

- ☐ Understand basic rules of the road at sea
- ☐ Plot ship's position with compass& lines of position (LOPs)
- ☐ Other bends/hitches: carrick, zeppelin, etc.
- ☐ Whipping / Mousing
- ☐ Eye splice/ short splice
- ☐ Seizing
- ☐ Describe setting/striking of gaff sails
- ☐ Lead setting/striking of gaff sails
- ☐ Pushboat training/driving
- ☐ A-YA-SHE sailing
- ☐ Marlinspike seamanship

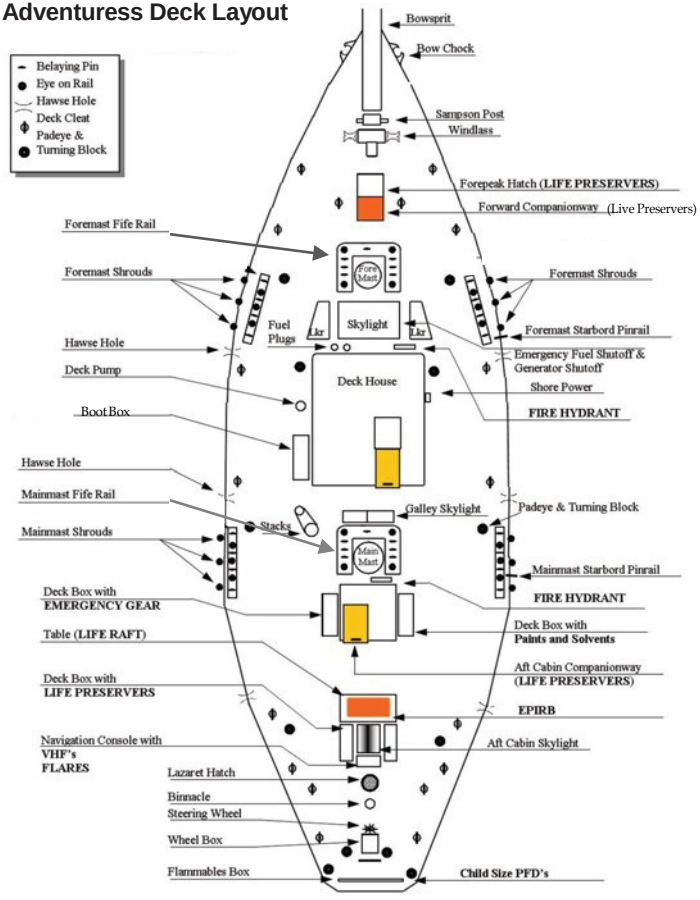
NOTES:



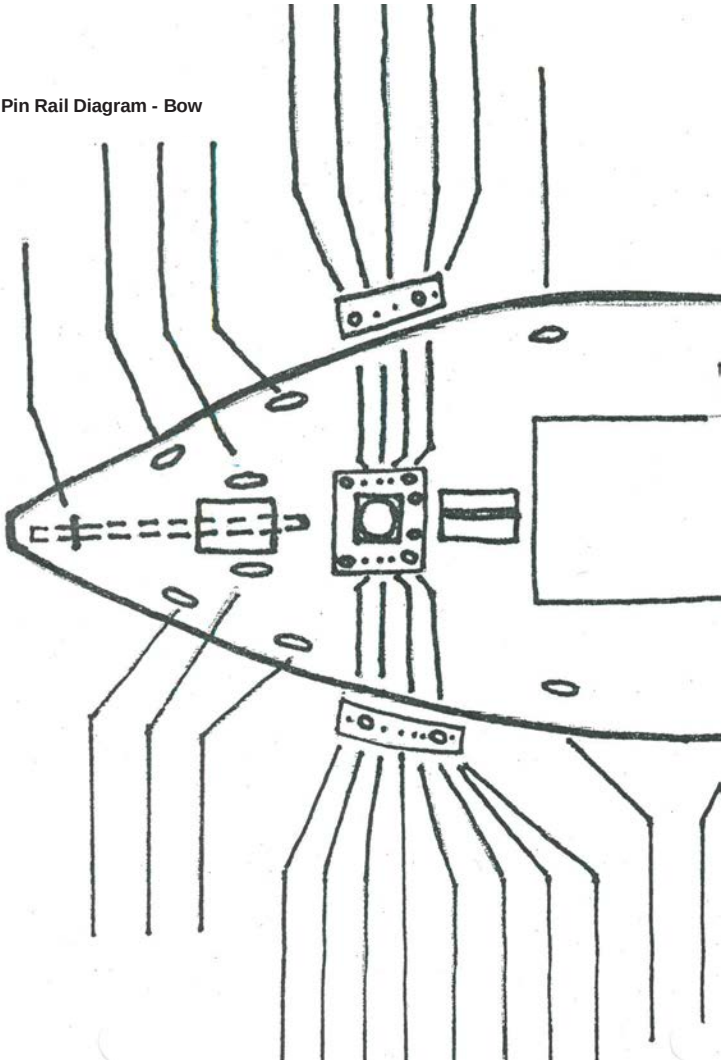

***Adventuress* 1913**
Vessel Specifications

| | |
|---|---|
| Length on deck (LOD): 101 feet | Beam: 21 feet |
| Length overall (LOA): 133 feet | Draft: 10 feet, 6 inches |
| Length at the water line (LWL): 71 feet | Sail Area: 5,478 square feet |
| Rig Height: 110 feet | Displacement: 115 tons |

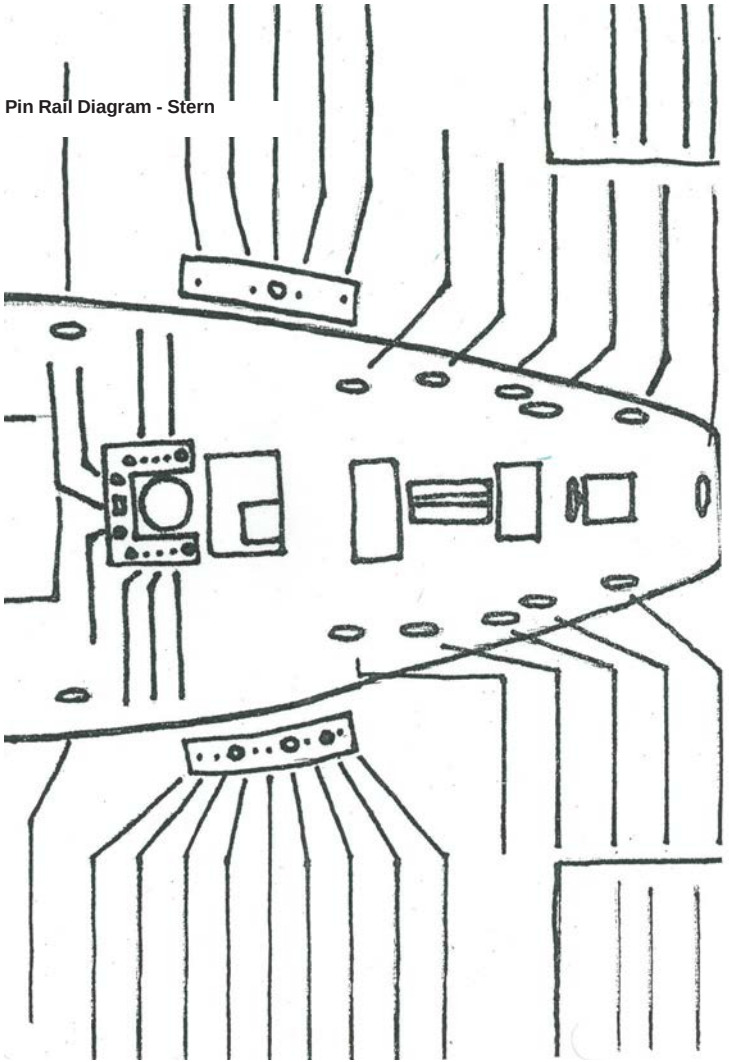
## Adventuress Deck Layout



**Pin Rail Diagram - Bow**



**Pin Rail Diagram - Stern**



# ADVENTURESS
# EMERGENCY STATION BILL

| | **FIRE, FLOODING AND EMERGENCY**<br>---<br>**Continuous ringing of General Alarm Bell** |
|---|---|
| **VESSEL CONTROL TEAM**<br>CAPTAIN_____<br>DECK LEAD_____<br>_____<br>_____<br>_____<br>_____ | **Muster: CONSOLE**<br>*Captain:* Overall Command, Radio USCG<br>*Deck Lead:* Direct Vessel Control Team<br><br>Ship/Sail Handling, Communication, Fire Gear, Trash Pump, Ventilation, Fothering Pad, Fix Position |
| **EMERGENCY TEAM**<br>MATE_____<br>ENGINEER_____<br>_____<br>_____ | **Muster: EMERGENCY GEAR LOCKER**<br>*Mate:* Scene Leader/Investigator<br>*Engineer:* Genset, M.E., Pumps<br>Handle Firefighting Equipment<br>Communicate plan with Captain<br>Damage control for flooding emergency |
| **EVACUATION TEAM**<br>COMMS _____<br>_____<br>_____ | **Evacuate and Secure Belowdecks, Then Muster: CONSOLE**<br>Turn Fuel off to Sadie<br>Direct Belowdecks Evacuation<br>Bring: Meds, Med BackPacks (including tablet)<br>Secure WTDs and hatches as necessary<br>Begin Emergency Call Protocols |
| **PASSENGER CONTROL TEAM**<br>_____<br>_____ | **Muster: STARBOARD MIDSHIPS with PX**<br>Organize passengers - Report count to Captain.<br>Keep out of smoke and danger. |
| **MEDICAL TEAM**<br>MED. OFFICER:_____<br>EMTs, WFRs: | *Patient Person:* Direct Medical Team<br><br>*Medical Officer*: Administer First Aid as required. Communicate with Captain |

| | MAN OVERBOARD<br>---- ---- ---- ---- ---- ---- ----<br>**Interrupted ringing of General Alarm Bell** | ABANDON SHIP<br>--- --- --- --- --- --- ----------<br>**Six short blasts followed by one long blast on Ship's Horn** |
|---|---|---|
| | **Muster: CONSOLE**<br>*Captain:* Overall Command, Radio USCG<br>*Lead:* Direct Vessel Control Team<br><br>Ship/Sail Handling, Life Rings, MOB Pole, Pointers, Bow Lookout, Fix Position .<br>Ensure blankets and trauma kit in deckhouse, prepare warm water bottle | **Muster: CONSOLE**<br>*Captain:* Overall Command, Radio USCG<br>*Deck Lead:* Direct Vessel Control Team<br><br>Ship/Sail Handling, Assist Emergency Team, Retrieve Blankets. Trauma Kit, and AED, Water Fix Position |
| | **Muster: EMERGENCY GEAR LOCKER**<br>*Mate:* Command Rescue Boat<br>*Engineer:* Standby for outboard assistance Deck<br>Launch/Receive Rescue Boat<br>Retrieve Handheld VHF<br>Ready ladder<br>Patient Assessment | **Muster: EMERGENCY GEAR LOCKER**<br>*Mate:* Direct Emergency Team<br>*Engineer:* Damage control, pumps, secure fuel<br><br>Make ready IBA, launch as ordered by Captain<br>Launch and secure small boats as needed |
| | **Evacuate and Secure Belowdecks, Then Muster: CONSOLE**<br>Direct Belowdecks Evacuation<br>Begin Emergency Call Protocols | **Evacuate and Secure Belowdecks, Then Muster: CONSOLE**<br>Direct Belowdecks Evacuation<br>Bring: Meds, Med BackPacks (including tablet), Retrieve Flares and VHF Radios<br>Secure WTDs and hatches as necessary<br>Assist Passenger Control Team<br>Begin Emergency Call Protocols |
| | **Muster: STARBOARD MIDSHIPS with PX**<br>Organize passengers - Report count to Captain, keep passengers out of the way. | **Muster: STARBOARD MIDSHIPS with PX**<br>Organize passengers - Report count to Captain<br>Assist PX with donning life jackets, if necessary |

**Medical Team**

Px Person _____

Med Scene Leader _____

Px Assist _____

**Shipboard Learning Community (SLC) Assessment**

Steering questions to help you as crew members self-reflect on your teaching/facilitation experience and help provide meaningful considerations for daily shipboard debriefs.

•Did you achieve your outcomes?
•Did you pay attention to safety?
•How were the participants engaged and what could you have done differently to change the level of engagement?
•Was the lesson or activity appropriate for the population?
•Were you prepared and if not, how could you be better prepared in the future?
•Did you work to teach to multiple learning styles or did you find difficulty in teaching to multiple styles?
•Are there learning opportunities for yourself you would like to further develop to make your teaching more successful?

**NOTES:**

**Restorative practices** is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.

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