

# ADOPT A SHIP

Connecting Classrooms to the Canadian Coast Guard

## Teacher's Guide



Presented by: Canadian Geographic Education and the Canadian Coast Guard



ROYAL CANADIAN  
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## Welcome aboard!

This teacher's guide is made to use in conjunction with the activity booklet provided for students. The program will run from January 23 to April 7, 2023, and will comprise a total of nine themed sections to complete. Classrooms will have the opportunity to ask 3-5 questions related to the first eight activity sections to the crew aboard the CCGS *Terry Fox*. Additionally, classrooms will have the opportunity to meet virtually with three different members of the Canadian Coast Guard (CCG) community, including people from the Canadian Coast Guard College, a government scientist, and more!

### Student activity booklet

Student activity booklets will be divided into the same sections as the teacher's guide. To welcome the students, the activity booklet will begin with a message from the Commissioner of the Canadian Coast Guard, Mario Pelletier, followed by some quick facts about the CCGS *Terry Fox* and instructions for students on how to use the booklet.

Each of the activity sections will have:

1. A list of tasks to complete
2. A journal entry with a section for questions for their vessel
  - Students can share the most interesting thing they learned that day, followed by some questions they may have for their vessel.
  - As a class, students will choose 3-5 questions to send to Can Geo Education to [taylor@rcgs.org](mailto:taylor@rcgs.org), who will relay them to their paired vessel. Please ensure that you submit your questions as soon as possible upon completing the section. We would like to ensure that the vessels have enough time to answer the questions carefully and thoughtfully before sending them back.
3. A vessel-tracking task
  - Students can explore the vessel-tracking [interactive map](#) provided and try to locate their paired vessel. Please note that some vessels may not appear on the live map due to broken equipment, a satellite service outage or even due to transition through a deadzone. If your students cannot find their vessel on this interactive map, they can try to find their vessel on [marinevesseltraffic.com](http://marinevesseltraffic.com) or [myshiptracking.com](http://myshiptracking.com).
  - Alternatively, students can browse the list of Canadian Coast Guard Ships (CCGS) available on the [interactive map](#) and select another vessel they wish to track. They will continue to track the same vessel throughout the program. Students will plot the coordinates of their ship on the map at the end of the booklet. They can find these coordinates by hovering over the location of the ship on the map until the coordinates appear on the top right corner.
  - If you would like to use a virtual map instead, [Google Earth](#) and [Google My Maps](#) are great tools for building your own customized map and tracking locations. Explore how to start a Google Earth project [here](#) or a My Maps project [here](#).

# 1. WHAT IS THE CANADIAN COAST GUARD?

## At a glance:

- Students will learn about the CCG by completing a fill-in-the-blanks and matching activity.
- Students will refer to the introduction to draw a day in the life of a crew member on board a CCG ship.
- Students will be introduced to the journal and vessel-tracking activities that they will repeat in every section.

## Task 1: What is the Canadian Coast Guard?

### Fill-in-the-blanks answer key:

The Canadian Coast Guard, an agency of the Department of Fisheries and Oceans Canada, works 365 days a year, seven days a week, 24 hours a day to keep Canada's waterways safe, secure, and accessible. They also have a role in ensuring that Canadian waterways are used in a sustainable manner. Canada's coastline is the longest in the world at about 243,000 kilometres, and the Canadian Coast Guard protects and secures it all. They do their work not only on oceans but throughout Canada's waterways, and even on land and in the air. Some ships can even carry helicopters!

## Task 2: What does the Canadian Coast Guard do?

### Answer key

<b>B. Aids to navigation</b>	Using and taking care of buoys, lights and fog signals, as well as global positioning system (GPS) stations, which help vessels travel safely on the water and avoid hazards
<b>A. Ice-breaking</b>	Breaking up ice in waterways to control flooding and helping other vessels travel safely through icy waters
<b>G. Environmental response</b>	Responding to pollution and spills in the water and helping to reduce the impact of these spills
<b>D. Marine communications and traffic services</b>	Providing safety communication services by radio and helping manage vessel traffic
<b>E. Waterways management</b>	Performing different tasks to make sure that ships can move safely through waterways
<b>F. Maritime security</b>	Working to bring awareness to possible threats on the water and supporting law enforcement
<b>C. Search and rescue</b>	Responding to people, vessels, and aircraft that are in imminent danger

# 1. WHAT IS THE CANADIAN COAST GUARD?

## Task 3: A day in the life

Students will make a drawing or poster based on what they've learned about the CCG and the *Terry Fox* to show a day in the life of a crew member aboard the ship. They will use the quick facts on page 5 of the booklet to help them. Students may complete their drawing by hand or online using a website such as [Canva](#), [Piktochart](#), or [Google Slides](#). Once students are finished, they can post their drawings around the classroom to conduct a gallery walk or student volunteers can come up and present their work to spark a discussion.

Questions to consider:

- What is your ship doing? Ice-breaking? Search and rescue?
- What do you think your crew member would be wearing?
- Is there room on your ship for a helicopter?
- What does the outside of the ship look like? How big is your ship?
- What safety equipment would you see on board?
- What tasks might the crew member be doing on board the ship?

## Task 4: Journal

Students will complete their journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

## Task 5: Track your vessel

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.

### Adaptations and modifications

- If at any point in the program students are unable to locate the vessel of their choice, that could be an opportunity to predict where the ship may be based on where it was last located.
- Students may find it helpful to assign a different colour for each vessel tracking session to better identify when the ship was last there. Students can also create their own legend to identify the plotted points based on their colour and the date.
- This activity can be performed independently, in pairs, groups or as a whole class.
- Journal entries are a good source for assessment of learning and assessment as learning as students reflect on their learning.

## 2. GETTING TO KNOW THE CREW AND VESSEL

### At a glance:

- Students will discover what it is like to work aboard the *Terry Fox* by exploring some different crew member roles. They will complete a research activity followed by a jigsaw activity.
- Inspired by charades, students will get to practice what they learned by reenacting a job interview for their peers.

### Task 1: Working on the *Terry Fox*

Students will open the links connected to each crew member role to read and explore details related to the roles. This will allow them to select one crew member role that interests them. They will then assemble into groups according to the role they chose and fill out the “my notes” section for that role.

Links:

1. [Navigation Officer](#)
2. [Marine Engineering Officer](#)
3. [Logistics Officer](#)
4. [Deckhand, Quartermaster, Boatswain](#)
5. [Ship’s Cook and Steward](#)
6. [Rescue Specialist](#)

Once students have completed their section of notes, they will complete a jigsaw activity. Students will select one group member to share their group’s findings with the class. Students will fill out their notes for each crew member role as they hear from other groups.

Once the notes section is complete, students can discuss as a whole why they chose the role that they did and whether that choice has remained the same or changed after hearing about the other positions on the ship.

### Adaptations and modifications

- Students do not need to be committed to the link provided and may look for more information.
- If applicable, students can extend their findings by looking for a person who is currently working in the position they chose and spotlight their work by finding an article or a page on the CCG website about them.
- Small groups can also compile their findings onto a large piece of chart paper to present to the class one by one or create an online poster. The rest of the class can still continue to fill out their notes as the presentations occur.

## 2. GETTING TO KNOW THE CREW AND VESSEL

### Task 2: Let's role-play!

This activity will provide students with an opportunity to turn their findings into a game. Inspired by charades, students will get into pairs and prepare a mock interview. They will then present their interview to the class without mentioning the job in question in order to leave it up to the spectators to guess the job.

Here are some questions that students may want to consider when creating their mock interview:

1. Why do you want to work for the Canadian Coast Guard?
2. What skills do you have that would make you good at this job?
3. What about this specific job inspires you?

### Task 3: Journal

Students will complete their regular journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

### Task 4: Track your vessel

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.



# 3. MARITIME SAFETY



### At a glance:

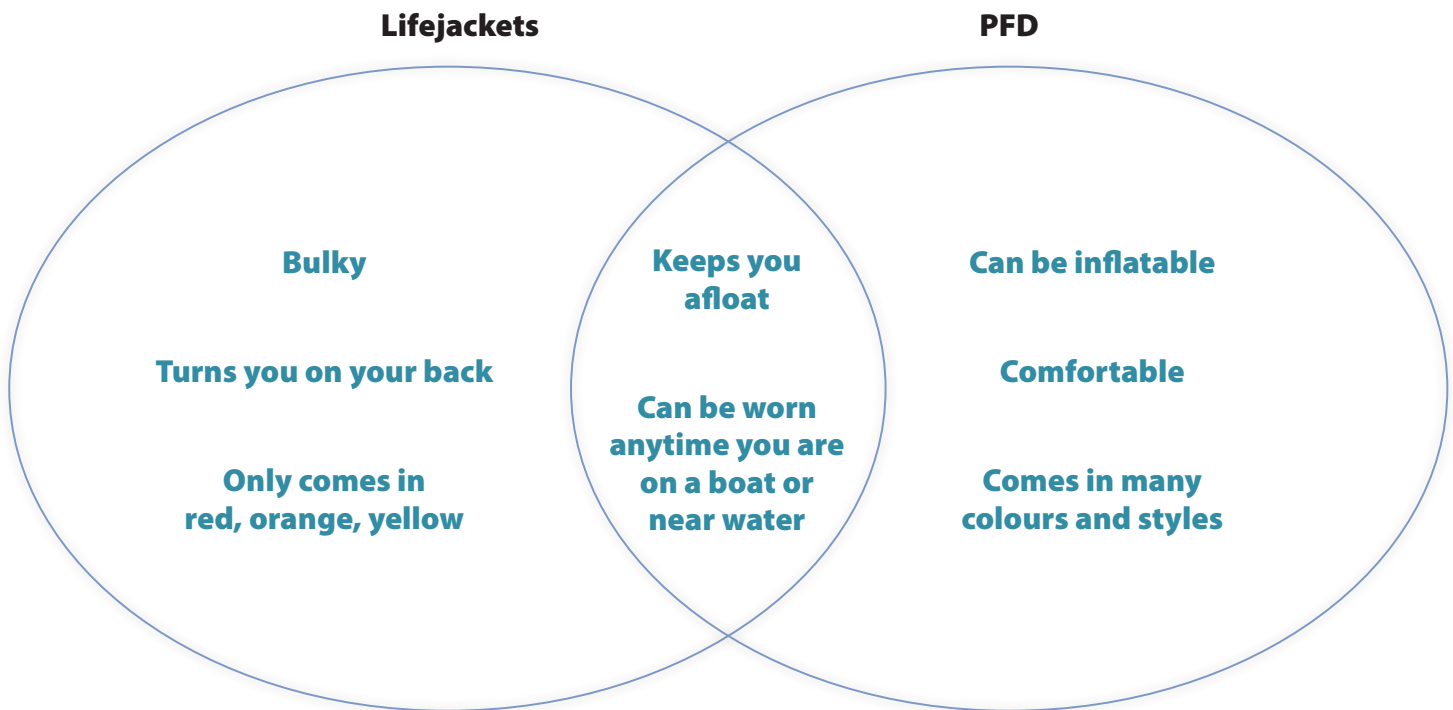
- Students will learn about the key differences between a lifejacket and a personal flotation device by completing a Venn diagram and conducting some research of their own.
- Students will learn about the risks of falling overboard by completing a mini quiz.

## Task 1: Personal flotation devices and lifejackets

Students will be learning about the differences between a lifejacket and a personal flotation device (PFD). They will begin by labelling and filling out the Venn diagram using the word bank. Then they will consult the [Red Cross](#) to fact-check, correct, and discuss their work in groups or as a class. Have students research situations in which a PFD may be better than a lifejacket and vice versa.

Students will then discuss the biggest takeaway from the difference between lifejackets and PFDs, which is that lifejackets provide more security and safety than PFDs.

### Venn diagram answer key



### Adaptations and modifications

- The research component for the activity can either be extended to include the creation of an infographic or a PSA to explain the differences between the two safety devices.
- Students can create a script on maritime safety and announce to the school on the PA system what they learned.



# 3. MARITIME SAFETY

## Task 2: What else should you consider when out at sea?

Students will answer a mini quiz on the effects of hypothermia to see just how much they know. Once they have finished they will correct the quiz as a whole class and discuss the following questions:

1. What did you already know versus what you did not know before?
2. What other risks are involved when going overboard? How do these risks differ depending on where you are?
3. What are some other risks of being on board a ship?

### A cool quiz answer key:

1. B - This position is known as H.E.L.P. (Heat Escape Lessening Position). This position helps protect the areas of the body where we lose heat the fastest and helps slow down the loss of heat. About 50 to 70 percent of heat loss is through the head, so keeping it above the water is important. Moving around a lot actually increases the amount of heat that is lost. If there are two or more people in the water, they should huddle together so their sides are close to conserve body heat.
2. C - The body loses heat 25 times faster in water than it does in air. This means that someone in the water will lose heat faster than if they were on land.
3. A - Confusion or memory loss is one of the symptoms of hypothermia. Hypothermia is when a person's body temperature falls below 35°C. This can cause a person to shiver, to slur or mumble, to breathe more slowly and more shallowly, and to become drowsy and have low energy. People can and do survive hypothermia without any long-term effects. It's important to avoid it by practising boat safety and to know what to do if you fall overboard.

### Adaptations and modifications

- Students can draw a comic strip of how an individual can reduce the risk of hypothermia should they go overboard.
- Have students exchange their quiz answers with another student to conduct a peer assessment activity.
- Have students create their own quizzes on [Kahoot!](#), [Blooket](#), or elsewhere on a similar topic based on the discussion questions above.
- If students are interested in search and rescue and marine safety, they may want to look into the CCG's [Inshore Rescue Boat program](#).

## Task 3: Journal

Students will complete their journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

## Task 4: Track your vessel

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.

# 4. COMMUNICATION

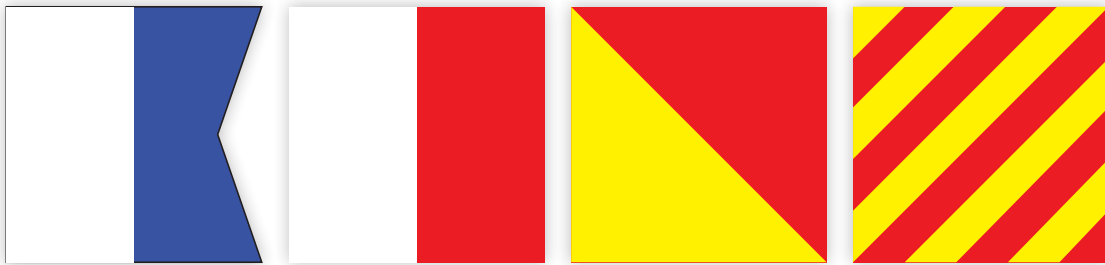
## At a glance:

- Students will learn about two different ways that crew members aboard a ship communicate amongst themselves and with other vessels — using signal flags and crane hand signals.
- Students will practice how to use signal flags and crane hand signals with their peers.

In these activities, students will learn about the different ways vessels can communicate with other vessels or amongst themselves without any words. These include signal flags and crane hand signals.

## Task 1: Signal flags

Students will use the Maritime Signal Flags [website](#) provided to explore the many different meanings behind a whole language of flags. Once finished, the students will attempt to decode the following word in their booklet.



**The answer is:** AHOY

Next, students will try to draw their own message using the alphabet chart in their booklets and attempt to decode a classmate's message while they decode theirs. Students can screenshot or copy-paste flag images into the drawing box if they prefer.

## Adaptations and modifications

- If there are enough students, have each of them draw a flag representing a letter from the alphabet and attempt to arrange themselves in the correct order of the alphabet as quickly as possible without referring to the chart. This could be a gym activity.
- Extend the students' learning by exploring how the combination of two flags can express a full sentence to other vessels. For example, the letters O in combination with V communicate, "Person overboard. Help is required."

# 4. COMMUNICATION

## Task 2: Crane hand signals

Students will learn how to communicate a few basic crane operation signals. For reference photos and more information, visit the Canadian Centre for Occupational Health and Safety's [Crane and Hoist Hand Signals](#) or Work Safe BC's [Hand signals for hoist and crane operations](#). Students can also watch a video on YouTube called [Crane Hand Signals for Canada](#).

- **Hoist:** To raise up cargo
  1. Raise your arm to the side so your hand is level with your head and your elbow is bent at 90°.
  2. Hold your index finger up (like the symbol for “we’re number one!”).
  3. Draw a circle with your finger so your forearm moves in a circle.
- **Lower:** To lower cargo
  1. Place your arm by your side so your hand is level with your hip and your elbow is bent at 90°.
  2. Point your index finger to the ground.
  3. Draw a circle with your index finger, moving your entire arm.
- **Stop:** Stop moving the cargo
  1. Bring your arm up beside you with your elbow extended and hand open, in line with your shoulder, palm facing the floor.
  2. Bending your elbow, move your hand forward and back in a “that’s enough” motion.
- **Hoist slowly:** To raise up cargo slowly
  1. Hold one arm up, across your body, palm facing the floor.
  2. With the index finger of your other hand pointing up, trace circles in the palm of the hand facing down.
- **Swing the boom (the arm of the crane):** Move the long arm of the crane
  1. Raise your arm and point sideways in the direction you want the boom to move.

Once students feel comfortable with the hand signals, they can pick a partner and practice giving and receiving crane hand signals. One student will pretend to be a crane holding an item, the other student will direct their peer to move the object using only hand signals.

### Adaptations and modifications

- Students can participate in a friendly competition by working in groups to participate in a relay race. One student runs to an item at the end of the room and the student next in line guides their group member to move the item to a specific destination using crane signal signs before they run back and so on. There should be enough items for every member of the group to participate.

## 4. COMMUNICATION



### **Task 3: Journal**

Students will complete their journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

### **Task 4: Track your vessel**

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.

# 5. NAVIGATION AND CHARTS

## At a glance:

- Students will learn about the specific tools sailors use to navigate the ocean and get a chance to make their own compasses.
- Students will learn about nautical charts and their importance to marine navigation.

## Compass vs. gyrocompass

Students will read about the difference between a magnetic compass and a gyrocompass. It is important to note that for the next activity, the compass they will build is not a gyrocompass and will only find magnetic north.

## Task 1: Make a compass

Use the video [Make Your Own Compass](#) by SciShow Kids to aid the creation of a compass with your students. This activity involves the use of a sewing needle so students may need help to work with it safely.

Materials:

- A sewing needle
- Scissors
- Aluminium foil or wax paper
- A clear container of water with a flat bottom
- A magnet

Once students have finished their compasses, discuss why a compass would be important to a sailor. What is the relationship between a compass and a map? Why is it important?

## Task 2: Nautical charts

Students will read about nautical charts and explore an interactive online nautical chart called [Open Sea Map](#).

Important things to note about [Open Sea Map](#):

- The chart will start in Germany so you will need to locate Canada.
- The map is free and may have a couple glitches. We encourage you to explore the map yourself before introducing it to the students.
- Guide the students towards the search bar, the “view” tab, and the “map key” within the “help” tab.
- Encourage students to zoom in as much as possible to see some of the symbols that may not appear from further away.

Once students have played around with the online nautical chart, discuss some of the features and symbols they encountered. Have students compare the online chart to the sample image in their booklet. What are some differences and similarities?

# 5. NAVIGATION AND CHARTS

## Symbols

Nautical charts are complicated maps that require schooling to decipher. To understand the basics of nautical charts, students will read through the descriptions of some of the more common symbols used on these charts. To learn more about symbols, abbreviations and terms used to interpret nautical charts, direct students to explore the Canadian Hydrographic Service [website](#).

- Nautical compass rose
- Depth
- Beacons
- Shipwrecks
- Buoys

Once students feel they can identify these symbols, have them attempt to find as many of the symbols as they can in the sample image provided. This sample image contains many more symbols and labels than explained in the table of symbols and can provide an opportunity to explore other symbols of interest.

### Adaptations and modifications:

- Other free samples of nautical charts can be found through the Government of Canada [here](#).
- Students can identify a few symbols that are unfamiliar to them and conduct some research to find out what they mean.
- Students can extend this activity by learning about how Polynesian wayfinders navigated the Pacific Ocean and how it differed from European methods. Students can map out their home, bedroom, school, or classroom, using the following websites for inspiration:
  - [Make your own Polynesian chart](#)
  - [Learn more about stick charts](#)
  - [Navigational Chart \(Rebbilib\)](#)

## Task 3: Journal

Students will complete their journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

## Task 4: Track your vessel

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.

# 6. MOVING THROUGH WATERS SAFELY

## At a glance:

- Students will learn about how the CCG supports trade so that cargo is delivered safely.
- Students will use a map of Canada to trace the journey that their lunch might have taken to get into their lunch boxes.
- Students will answer a series of questions about the food items they tracked.

## Task 1: Mapping your lunch

Students will look at their lunches and choose a few ingredients. They will be asked to investigate online, or observe any stickers or packaging on the food, to find out where the food came from. Students will mark points on the world map provided to indicate where the items came from.

## Task 2: The journey of your lunch

Students will trace the trajectory of one ingredient's starting point to its destination and answer the questions that follow:

1. How do you think the food item got to your city?
2. What obstacles might have been faced during transportation (e.g., ice, geographical features)?
3. What role do you think the CCG played in getting the food to your city?

Once students have completed their answers, they will discuss their answers.

Use the following guiding questions to spark discussion:

- Based on the journey you've deciphered, will your food item be using another mode of transportation?
- Given whether the food item is perishable or non-perishable, what would be the most ideal way to get to its destination?
- Are there other trajectories that your food item could have followed to get to the same place?

### Adaptations and modifications

- This activity can be extended to include an exploration of Canada's ports through the [Association of Canadian Port Authorities](#). Some of the individual port websites have great educational resources as well, such as the Port of Vancouver's [Journey of a shipping container](#).
- Students can use Google Maps to decipher the different geographical features and other potential obstacles that may arise during the journey of their lunch.



## 6. MOVING THROUGH WATERS SAFELY



### **Task 3: Journal**

Students will complete their journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

### **Task 4: Track your vessel**

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.

# 7. WEATHER AND GEOGRAPHY

## At a glance:

- Students will discuss the different challenges that a vessel may face when planning a route.
- Students will brainstorm these challenges and answer a series of questions based on two different websites.
- Students will build their own weathervane and discuss the relationship between the wind and a vessel.

## Task 1: Planning your route

Students will brainstorm certain weather and geography-related obstacles a vessel may face when planning a route. Students will then explore the [Marine Forecasts and Warnings for Canada](#) and [Google Earth](#) websites to answer the following series of questions.

1. a. Using the Marine Forecast and Warnings website, what warnings (if any) are in effect? How are they communicated to the ships? Is your vessel located in any of the affected areas?  
  
b. Explore the different areas and different warnings. Pick one type of warning. What precautions do you think a vessel would need to take to help navigate the vessel in these conditions safely?
2. Using Google Earth, what types of geographical features do you notice that might affect your vessel's voyage? For example, is it a fairly straight path that your vessel has to take or does it need to move around obstacles?

## Task 2: Tracking your weather

Once students have answered the questions, they will build their own weathervane to track the direction of the wind. Classrooms can use this [PBS Kids](#) activity as a guide.

### Materials

- A 10 cm X 10 cm piece of cardboard
- A piece of plasticine or playdough
- A pencil with an eraser on the end
- A straw
- A pin
- Construction paper
- A compass
- A marker
- Scissors

### Instructions

1. On the cardboard, write the direction "north" on the top edge, "east" on the right edge, "south" on the bottom edge, and "west" on the left edge.
2. Using the construction paper, cut out an arrowhead (triangle) and tail (a trapezoid).
3. Cut a small slit into each end of the straw. Insert the arrowhead in one slit, and the tail in the other.
4. Put the plasticine or playdough in the middle of the cardboard and insert the pencil, point side down, into it.
5. Hold the straw horizontally over the eraser and attach it with the pin in the centre. Make sure that the straw is able to spin easily in any direction once you've attached it.
6. Take your weathervane outside. Using the compass, find north. Arrange your weathervane on the ground so that the north direction on your cardboard aligns with the direction north as shown by your compass. You may need to place rocks on the cardboard base of the weathervane so it doesn't tip over or fly away.

# 7. WEATHER AND GEOGRAPHY

Once students have completed their weathervane, they will answer the following questions:

1. From which direction is the wind blowing?
2. Is the arrow turning fast or slow? What does this mean?
3. What do you think your ship does with wind information? How do you think the wind affects other factors important to the CCG, such as the cargo aboard the ship and the body of water the ship is sailing on?

## Adaptations and modifications

- Students can create their weathervanes independently, in pairs, groups, or as a whole class.
- Students can check out [windy.com](https://www.windy.com) to access a live interactive weather map.
- Students can also create their own thermometers using this [video](#). There could be some students building weathervanes and others building thermometers, followed by a discussion on how each individual tool is useful versus how they may be more useful to a vessel together.

## Task 3: Journal

Students will complete their journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

## Task 4: Track your vessel

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.

# 8. THE ARCTIC

## At a glance:

- Students will learn about the Indigenous communities living in the Canadian Arctic.
- Students will discuss the importance of the ocean and the environment in general to the Inuit.
- Students will learn about the CCG's commitment to these communities.

## Task 1: What do you know about the Indigenous communities in the Arctic?

### Answer key

Students will answer basic questions about Inuit communities using Can Geo Education's *Indigenous Peoples Atlas of Canada*.

1. How long have the Inuit lived in Canada?  
**Answer:** 5,000 years
2. What does the term Inuit Nunangat refer to?  
**Answer:** the Inuit homeland
3. What are the four regions of Inuit Nunangat?  
**Answer:** Inuvialuit, Nunavut, Nunavik, and Nunatsiavut
4. Pick a subject that interests you from the table of contents and read about it in the Atlas. Write a small paragraph describing some of the key points of what you read. What did you learn that you didn't know before? Do you have any questions about the topic?

## Task 2: What is the importance of the ocean to the Inuit?

"The weather, which we had learned and predicted for centuries, had become uggianaqtuq—a Nunavut term for behaving unexpectedly, or in an unfamiliar way. Our sea ice, which had allowed for safe travel for our hunters and provided a strong habitat for our marine mammals, was, and still is, deteriorating...the human fatalities that had been caused by thinning ice, the animals that may face extinction, the crumbling coastlines, the communities that were having to relocate — in other words, the many ways that our rights to life, health, property and a means of subsistence were being violated by a dramatically changing climate."

Students will read aloud the quote above, which is from Sheila Watt-Cloutier's book, *The Right to be Cold: One woman's story of protecting her culture, the Arctic and the whole planet*. Students are encouraged to underline, highlight, and/or jot down notes on the content of the quote.

Using the hyperlinks provided, students will answer the following prompt by researching the necessary information to fill in the table provided:

This quote mentions a few of the many consequences that Indigenous communities, as well as the land, ice, and animals in the Arctic are facing as a result of climate change. Take some time to conduct research using the *Indigenous Peoples Atlas of Canada*, the [Nunavut Climate Change Secretariat](#) website, and the [World Wildlife Fund Canada](#) site to fill out the table provided.

# 8. THE ARCTIC

## Task 3: The CCG's commitment to the Arctic

This section will look at the CCG and Transport Canada's Oceans Protection Plan. The students will start by watching Transport Canada's [Oceans Protection Plan: Improving Marine Safety in the Arctic](#). Students are encouraged to read the transcript as they watch. They will then determine what is the goal of the plan.

Answer: "We are helping make Arctic waters safer with a new inshore rescue boat station in Rankin Inlet and funding for new community boats. We're working closely with communities to improve marine safety and protect the environment."

- Students can discuss some of the examples of this goal shown in the video and other questions they may have like, "What is the Canadian Coast Guard Auxiliary?"

Finally, students will look at the details of the [Oceans Protection Plan](#) and list at least three goals the government wishes to accomplish with local Indigenous communities across Canada and specifically in the Arctic. This article is quite long and comprehensive so students may want to work in pairs or groups. This will be followed by a discussion for students to share the different goals and initiatives they read about.

### Possible answers:

1. Design new information-sharing systems and platforms so Indigenous communities have access to real-time information on marine shipping activities in their local waters
2. Develop regulatory and other tools to engage Indigenous and coastal communities to better respond to local marine traffic issues
3. Improve the safety of resupply in Arctic communities
4. Develop stronger regional response plans in collaboration with partners, including coastal and Indigenous communities
5. Work with Indigenous communities and others to identify and map regions of high ecological sensitivity as well as areas of cultural, social, and economic importance
6. Conduct habitat restoration projects to mitigate stressors affecting marine life and their habitats, with Indigenous communities, local groups, and communities leading restoration activities
7. Negotiate meaningful Indigenous partnerships
8. Improve Indigenous capacity in design and delivery of marine safety
9. Create Indigenous community response teams

### Adaptations and modifications

- To extend this section of activities, [CBC Kids](#) has a section on Indigenous-related content and resources. This resource has a list of [Indigenous video games](#) that students can check out!
- [IsumaTV](#) also has an entire section full of educational videos and activities to explore Inuit culture.
- Students can take any of the information they touched on in this section and extend it into a cross-curricular research project

# 8. THE ARCTIC



## Task 4: Journal

Students will complete their journal entries focusing on the topic of this section. They will also brainstorm questions to ask their vessel.

## Task 5: Track your vessel

Students will complete their vessel-tracking activity by plotting the coordinates of their ship on the map at the end of their booklets.

# 9. REFLECT AND CELEBRATE!



## At a glance:

- Students will complete their final tracking activity.
- Students will reflect on their journey with the CCG by completing a self-reflection.

## Task 1: Track your vessel

To consolidate their work tracking their vessels, students will plot their final coordinates on the map. Students can engage in a classroom discussion with the following questions in mind:

1. Where are some interesting places they visited?
2. Considering the type of ship, why do you think they may have visited certain places?
3. What other questions do you have left about your vessel and its activities?

## Task 2: Self-reflection

Using the student self-reflection template provided, students will be asked to write down highlights and thoughts they had throughout the program.

Suggestions:

- Beyond the Adopt a Ship program, students can focus on one of the themes they explored and pursue an inquiry-based research project.
- The student self-reflection is a good source for assessment as learning.
- The final survey is a good source for assessment for learning.

**We have reached the end of the program. Thank you for all your hard work and congratulations on successfully completing the Adopt a Ship program!**