

CONTENT OVERVIEW

SECTION	CONTENT	SESE	ON SCREEN ANIMATIONS AND EXERCISES
The Fleet			
<ul style="list-style-type: none"> ▪ The Fleet 	<ul style="list-style-type: none"> ▪ Descriptions of the individual fleet ships. -Arklow Wave -Arklow Wind -Arklow Willow -Greta C -Celtic Explorer -Celtic Voyager -Granuaile 	<ul style="list-style-type: none"> ▪ Knowledge and appreciation of Irish maritime commercial and research activities. ▪ Development of related vocabulary. ▪ Geographical location can be found using the FTF tracking technology. 	<ul style="list-style-type: none"> ▪ Arklow Wave ?? ▪ Greta C – click displays dimensions of ship ▪ Celtic Explorer – roll over displays names of ship parts ▪ Celtic Voyager – drag and drop ship part names ▪ All sections, including the following, have short Did You Know? piece. ▪ All link to ‘Follow the Fleet LIVE’
<ul style="list-style-type: none"> ▪ Parts of a ship 	<ul style="list-style-type: none"> ▪ Identity of various components of the ship: bridge, bow, stern, port, starboard, deck, engine room, galley 	<ul style="list-style-type: none"> ▪ Knowledge of traditional names of the parts of a ship; recognition of these components. ▪ Development of related vocabulary. ▪ Potential for design and make activities 	<ul style="list-style-type: none"> ▪ Roll over the name highlights the part on the ship

<ul style="list-style-type: none"> ▪ Equipment and instruments 	<ul style="list-style-type: none"> ▪ Name and purpose of some of the main items of equipment and instrumentation: 	<ul style="list-style-type: none"> ▪ Knowledge of the common items of equipment and instrumentation on a ship and an understanding of function and purpose. ▪ Cross linkages with materials, concepts of force, magnetism and electricity. ▪ Development of related vocabulary ▪ Potential for design and make activities 	<ul style="list-style-type: none"> ▪ Scrolling scan of bridge equipment
<ul style="list-style-type: none"> ▪ Sail, steam, motors 	<ul style="list-style-type: none"> ▪ Brief history of development from sail to steamship and then to motor driven vessels. 	<ul style="list-style-type: none"> ▪ Appreciation of the evolution of technology. ▪ Knowledge and understanding of motive forces - wind; steam engine and internal combustion engine. ▪ Potential for design and make activities 	<ul style="list-style-type: none"> ▪ The Did You Know? here gives some interesting historical and scientific information. ▪ 10 Question True or False
<ul style="list-style-type: none"> ▪ Summary 			<ul style="list-style-type: none"> ▪ 10 Question True of False ▪ Drag and drop to build ship

The Crew			
	<ul style="list-style-type: none"> Description of the role and function of <i>Captain, Cook, Engineer Officer</i> and <i>Seaman</i>. 	<ul style="list-style-type: none"> Knowledge of these important maritime jobs and associated skills. Appreciation of the everyday work that is conducted on a ship. 	
<ul style="list-style-type: none"> Summary 			<ul style="list-style-type: none"> 10 Question True or False 5 Question Multiple Choice

Cargo			
	<ul style="list-style-type: none"> Description of some of the common cargo carried by our merchant vessels: <ul style="list-style-type: none"> -Wood -Wheat -Steel -Refrigerated Cargo -Hazardous materials and other cargo The function of cruise ships. 	<ul style="list-style-type: none"> Knowledge of these important types of cargo Appreciation of the commercial importance of cargo Appreciation of the cruise ship as a major contributor to tourism and leisure. 	<ul style="list-style-type: none"> Video of wood being loaded in Indonesia Video of crane loading cargo Animation sequence of wheat growing Video of crane unloading ship Drag and drop cargo names onto images Video of containers being loaded at Aalborg port. Drag and drop titles of hazard signs. Vide of ferries in dry dock in Belfast.
<ul style="list-style-type: none"> Summary 			<ul style="list-style-type: none"> 10 Question True or False

Ports			
<ul style="list-style-type: none"> ▪ Ports 	<ul style="list-style-type: none"> ▪ Descriptions of some of the ports used by the fleet. ▪ These are provided in groups: <ul style="list-style-type: none"> - Belgium, Denmark, Netherlands and Germany - France, Portugal, Spain and Morocco - Ireland - UK 	<ul style="list-style-type: none"> ▪ Understanding of ports as examples of natural and built environments and important trading centres. ▪ Knowledge and appreciation of other countries and societies and global diversity ▪ Geographical location of the ports can be found using the FTF map. 	<ul style="list-style-type: none"> ▪ Web cam video 24 hour sequence at Galway harbour. ▪ Video sequence unloading ship at Dublin port.
<ul style="list-style-type: none"> ▪ Summary 			<ul style="list-style-type: none"> ▪ 10 Question True or False

The Weather			
	<ul style="list-style-type: none"> ▪ Descriptions of various types of weather using the standard Beaufort Scale descriptions for the following conditions: <ul style="list-style-type: none"> - <i>Calm</i> - <i>Moderate Breeze</i> - <i>Strong Breeze</i> - <i>Gale</i> - <i>Storm</i> - <i>Hurricane</i> ▪ The Beaufort Scale of Wind Force ▪ Information re weather forecasting and examples of forecasts 	<ul style="list-style-type: none"> ▪ Knowledge of weather types and Beaufort Scale description for various conditions. ▪ Knowledge on the origin and application of the Beaufort Scale of Wind Force. ▪ Appreciation of the impact of the weather on maritime activities. ▪ Knowledge and understanding of the language of weather forecasting. ▪ Development of related vocabulary 	<ul style="list-style-type: none"> ▪ Listen to weather forecast. ▪ Animation sequence How Waves are Formed. ▪ Animation sequence Why is the Sea Blue? ▪ Animation sequence What is Thunder? ▪ Drag and drop weather descriptions to images of sea. ▪ Video Hurricane form Above. ▪ Drag and drop weather descriptions to images
▪ Summary			▪ 5 Question Multiple Choice

Ireland and the Sea			
	<ul style="list-style-type: none"> This section provides wide scope for activities and discussion of geographical, historical, societal and scientific topics. These are eight sub-sections as listed below. 		<ul style="list-style-type: none"> All the following sections contain interesting Did You Know? Pieces offering a range of historical and scientific facts.
<ul style="list-style-type: none"> The sea in Celtic mythology 	<ul style="list-style-type: none"> The sea and seafaring in our folklore. Mythical figures such as Manannan Mac Lir, sea god of the Tuatha De Dannan. Reference to Niall of the Nine Hostages and St. Patrick. 	<ul style="list-style-type: none"> Knowledge of early Irish history and folklore. Appreciation of the sea as a major influence on the culture. 	
<ul style="list-style-type: none"> Seafaring monks 	<ul style="list-style-type: none"> The famous Irish monks who traveled by sea as missionaries. St Colum Cille; Brendan the Navigator. 	<ul style="list-style-type: none"> Knowledge of the major influence of Irish missionaries. The amazing feats of Brendan. 	
<ul style="list-style-type: none"> Invaders came in ships 	<ul style="list-style-type: none"> The coming of the Danes and Norse. Settlements in the seaport towns of Ireland. Diarmuid McMorrough, the Normans and Henry II. 	<ul style="list-style-type: none"> Appreciation of the vulnerability of a small island nation to invasion by sea. Understanding of the foundation and evolution of later historical events. 	

<ul style="list-style-type: none"> ▪ Famous Irish sailors 	<ul style="list-style-type: none"> ▪ Short biographies of the following Irish seafarers and explorers: <ul style="list-style-type: none"> -St. Brendan the Navigator -Commodore John Barry -Admiral Sir Francis Beaufort -Admiral William Brown -John Philip Holland -Ernest Henry Shackleton -Tom Crean -Grace O'Malley -Sir Robert Le Mesurier McClure -Captain Robert Halpin 	<ul style="list-style-type: none"> ▪ Knowledge of the contribution of Irish sailors and explorers to the affairs of their time. ▪ Appreciation of the adventurous and exploratory spirit that drove many of them. 	
<ul style="list-style-type: none"> ▪ The Great Irish Famine 	<ul style="list-style-type: none"> ▪ Overview of the Famine of 1845-1850. ▪ Impact on the population. ▪ Destinations of emigrants. 	<ul style="list-style-type: none"> ▪ Knowledge of the impact of the Famine and its effect on demographics. 	
<ul style="list-style-type: none"> ▪ Ireland and Newfoundland 	<ul style="list-style-type: none"> ▪ Location and demography of Newfoundland. ▪ The Ireland Newfoundland Partnership founded on historical links 	<ul style="list-style-type: none"> ▪ Appreciation of the role of Newfoundland as a destination for Famine emigrants and the evolution of ongoing relationships between countries. 	
<ul style="list-style-type: none"> ▪ Summary 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	Two by 5 Question Multiple Choice