

Week 10 – What I’ll Miss/Defining Success

Theme: Defining Success

Interdisciplinary Connections: Geography, art, math, language arts, humanities

Skills: Mapping, drama, creative expression, setting goals, planning, making decisions, writing

Key Words: Success, skills, achievement, resilient, procrastinate, self-esteem

Materials

Map/Math Connection: Voyage Tracking Map (provided), large sheets of paper or posterboard, markers, crayons, pens or pencils

Introducing the Lesson

Have students review their notes about the journey. Remind them that at the beginning of the voyage there was no guarantee that Rich Wilson will achieve his goal. Have students define success (what does success mean to them?). Did Rich Wilson win the race within his class of boat? If so, was his success limited only to winning? If not, could his voyage still be considered successful? As they review online materials, have students document and describe any instances that they would qualify as successful. What lessons were learned from mishaps or failures? Ask students what factors they think were most important in enabling Rich to succeed and arrive at his destination.

Classroom Activity

1. First, have students identify people they believe are successful. These people might include classmates, teachers, family members, sports figures, politicians, etc.
2. Next, ask students: What are some actions or qualities a person needs to do/have to be successful? Some possible answers might include: being responsible, setting realistic goals, devising a plan to reach goals, managing time, being committed, and remaining resilient. Point out that goals need to be challenging but realistic.
3. Have students discuss some of the pitfalls that hamper achieving success, such as procrastination, fear of failure, and poor planning. Write the term resilient on the chalkboard. Elicit a definition and examples of resiliency. Stress that being resilient means being able to recover from an event that could be disappointing or catastrophic.
4. As a class, discuss how some of the following things can help a person define and achieve success for themselves:
 - a. make a checklist and check off the smaller steps as they are achieved
 - b. reward oneself when a goal has been achieved
 - c. ask for help when it is needed
 - d. find someone who has a similar goal and exchange encouragement, ideas, and lessons learned
 - e. once the goal is accomplished, reflect on the processes that were most important to success
7. Discuss the actions/qualities that the *Great American II* crew demonstrated in setting and achieving their goal. How do students think that Rich used the five suggestions to achieve his goal?

Map/Math Connection

1. Have students make a large annotated route map, using the Voyage Tracking Map for reference.
2. Have students write “headlines” at specific locations along the route where significant events occurred.

Home Connection

Have students make a scrapbook of the materials they produced during the voyage. It may be based on events, chronology, etc. Include photos, quotes, and captions downloaded from *Ocean Challenge Live!* on the sitesALIVE! website. Encourage students to focus on a theme such as teamwork, success, marine life, decision-making, record-breaking, etc.

Team Project Connection

The Book & Movie Team can act out the final scene of their film. Have a member of each of the other Team Projects present their own brief summary of the voyage from their particular perspective.

Newspaper Connection

Have students look through the newspaper for examples of people who have overcome challenges. Was the challenge mental, physical, emotional, or social? How did overcoming the challenge affect the person and those who cared about him or her? Are there any comparisons that can be made between how the person overcame his or her challenge and how the *Great American II* crew overcame theirs? Ask students to read the newspaper articles carefully to identify factors that have enabled the described individual to succeed.

Special Final Newspaper Project

Have students prepare a “Special Edition” newspaper to celebrate the completion of the *Great American II*’s journey and their own work. The Special Edition should include the following components:

- **Front Page:** Headline and main feature story. Students could add in related “side-bar” articles, including quotes from the daily audio updates or interviews with members of the class who have become “experts” about specific aspects of the journey.
- **Features:** Articles about different aspects of the journey. Each team could submit an article relating to the focus of their team project.
- **Perspectives:** Editorials and an editorial cartoon about the meaning and/or purpose of *Ocean Challenge Live!*.

Challenge: Math problems, science connections, or trivia questions based on materials generated during the voyage. For example, a crossword puzzle could be developed focusing on nautical terms used in *Ocean Challenge Live!*.