



VIRTUAL CRUISES

A global travel simulation

VAREANE GRAY HEESE, the author of VIRTUAL CRUISES, has bachelors and masters degrees in education. She is an elementary classroom teacher in the South Sarpy #46 School District in Springfield, NE. VaReane is also a freelance writer for educational magazines. She and her husband, Terry, have three sons and a wonderful chocolate lab named Tucker. VaReane is the author of CLASSROOM CAMPGROUND, another Interact simulation.

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Interact
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232-0802
www.teachinteract.com
1-800-421-4246
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PURPOSE

In **VIRTUAL CRUISES**, students work cooperatively as members of Advance Teams sent by a Cruise Line to explore possible travel destinations. Each student becomes an Expert in one aspect of their destination: Culture, Foods, Geography, History, Nature or Travel. Advance Teams conduct focused research. While investigating their destinations, students produce individual Scrapbooks and Advance Team Promotional Brochures. At a culminating Captain's Dinner, students invite family and friends to share what they have learned. Specifically, by taking part in VIRTUAL CRUISES, your students will experience the following:

Knowledge

- Culture, geography, history and natural environment of another part of the world

Attitudes

- Realizing the value of cooperation in meeting goals
- Appreciating cultural differences
- Feeling pride in individual and group accomplishments

Skills

- Making decisions and fulfilling responsibilities
- Presenting knowledge in oral and written formats
- Making inferences and summarizing information

OVERVIEW

VIRTUAL CRUISES is an ideal research vehicle for a history, geography or language arts unit, providing a solid curriculum-based purpose. The Teacher Guide outlines 20 one-hour lessons, organized into three phases. Detailed Daily Directions include teaching instructions for individual and group work and classroom activities. The Unit Time Chart indicates teaching objectives for each instructional day.

PHASE 1: PREPARING FOR TRAVEL

VIRTUAL CRUISES begins as students form a new Cruise Line. After determining a name and writing a mission statement, the class divides into Advance Teams comprising six students each. The goal of each Advance Team is to research a possible cruise destination, either assigned by the teacher or chosen by the group. Members of each Advance Team take on particular Expert Roles and each student focuses on one aspect of the team's destination: Culture, Foods, Geography, History, Nature, or Travel. Students then create Passports, Name Tags, and Luggage Tags for their Steamer Trunks, which they will decorate during their journey.

PHASE 2: OUT TO SEA

Students begin researching their destinations, visiting websites identified and previewed by the teacher. During their travels, students make Steamer Trunk Stamps that record the websites that they have visited, then glue these stamps to their Steamer Trunks.

In addition, each student compiles a Scrapbook filled with information learned. Scrapbooks include *Travel Journal Entries*, *Internet Souvenirs*, a *Postcard*, *Letterhead Stationery* and an *Expert Report*. Travel Journal Entries describe their discoveries and personal reactions. Internet Souvenirs include photos and information that students collect from websites. Students design a unique Postcard and ship's Letterhead Stationery, then write messages home about their journey. The final item added to student Scrapbooks is an Expert Report—a document written to inform the Cruise Line about their Expert discoveries. The format of each Expert Report may vary according to each student's Expert Role. Encourage students to use creativity in producing their Expert Reports.

PHASE 3: HOMEWARD BOUND

Research completed, each Advance Team meets to compose its Promotional Brochure, which synthesizes information learned by each of the Team members. The format of the final Promotional Brochures can be as elaborate or simple as classroom computer availability and student abilities allow. In celebration of the return to their home ports, students invite parents and guests to attend an end-of-the-cruise Captain's Dinner, featuring foods discovered during the cruise and prepared by Advance Teams. During the festivities, students share their Scrapbooks and Promotional Brochures.

SETUP DIRECTIONS

1. **Before you begin:** Be sure to read through the entire Teacher Guide and Student Guide.
2. **Setting curricular content:** To conduct VIRTUAL CRUISES, you will need to assign each Advance Team to study a particular destination. You can determine the destination in two ways:
 - **Teacher-chosen destinations:** You may designate a certain geographic area for each Advance Team. Such areas may be related to your social studies or language arts curriculum.
 - **Student-chosen destinations:** You may allow your students to make their own decisions about which part(s) of the world to visit.

To allow yourself ample time to preview and collect relevant websites, decide early in your unit preparations which destination selection method you will use.

3. **Using the Teacher Guide:** The Teacher Guide is divided into three sections or phases. Each section includes detailed Daily Directions and any required handouts or master copies to display. In the Daily Directions, you will find the following headings:
 - **Activities:** Summary of daily objectives
 - **Materials:** List of materials needed and their quantities
 - **Procedure:** Step-by-step instructions
 - **Teaching Tip:** Author's suggestions in margin notes
4. **Using the Student Guide:** VIRTUAL CRUISES includes a 16-page Student Guide. Students will need the guides throughout the unit for activity instructions and samples. The Teacher Guide includes the handouts of instructions and samples found in the Student Guide. The step-by-step Daily Directions indicate when the teacher and students should read and review directions and samples together.
5. **Preparing your classroom:** Introduce your students to this simulation by decorating your classroom with maps and vacation posters from all around the world. In addition, make available a supply of cruise books, pamphlets and brochures from travel agencies or cruise lines. Provide time for students to look at and discuss the information they find in these resources. To pique interest in travel, consider inviting someone to share a cruise experience with your class. The presenter might relate travel anecdotes and share photos, slides, or souvenirs.

This is a sample chart. Alter as desired.

UNIT TIME CHART

PHASE 1: PREPARING FOR TRAVEL				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Student Guide—Introduction Set up Cruise Line	Assemble Advance Teams, name ships Determine home port and destination Receive Expert Roles	PASSPORT	NAME TAG TRAVEL JOURNAL ENTRIES <i>(optional)</i>	STEAMER TRUNK LUGGAGE TAG Travel Journal <i>(optional)</i>
PHASE 1 ENDS	PHASE 2: OUT TO SEA			
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Explore “Cruise” folder Bon Voyage Party <i>(optional)</i> Travel Journal <i>(optional)</i>	ASSIGNMENT CHECKLIST Scrapbook Overview STEAMER TRUNK STAMPS Advance Team debriefing TRAVEL JOURNAL ENTRIES	Scrapbook SOUVENIRS Collect graphics & text Advance Team debriefing Travel Journal	Scrapbook POSTCARD Advance Team debriefing Travel Journal E-mail messages/pen pals <i>(optional)</i>	Scrapbook LETTERHEAD STATIONERY Advance Team debriefing Travel Journal
			PHASE 2 ENDS	PHASE 3 BEGINS
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Scrapbook EXPERT REPORT Advance Team debriefing Travel Journal	Scrapbook Advance Team debriefing Travel Journal	Scrapbook Advance Team debriefing Final Travel Journal	Final Scrapbook Final Steamer Trunk Stamps	Plan Captain’s Dinner Invitations Enrichment: Porthole View <i>(optional)</i>
PHASE 3: HOMEWARD BOUND				
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PROMOTIONAL BROCHURE	Promotional Brochure	Final Promotional Brochure	Prepare Captain’s Dinner Decorate room	Captain’s Dinner Individual and Advance Team Presentations

PREPARING FOR TRAVEL

CRUISE LINE EMPLOYEE INFORMATION

Student's Name: _____ Expert Role: _____

Cruise Line's Name: _____ Ship's Name: _____

Mission Statement: _____

Advance Team's Home Port: _____ Destination: _____

EXPERT ROLE INFORMATION

As a member of your Cruise Line's Advance Team, you will study your destination from the perspective of your Expert Role. Read the name of each Expert Role and what each Expert will explore. Fill in Advance Team members' names next to their Expert Roles.

NAME	EXPERT ROLE	EXPLORES ...
	Culture	clothing, music, art, religion, entertainment
	Foods	traditional foods, eating customs, restaurants
	Geography	location, travel routes, land forms
	History	politics and history
	Nature	climate, wildlife, outdoor activities