SAILING THE WORLD

Olympic Museum
Lausanne
This educational kit has been designed for use with pupils from the age of 10. The topics covered can be adapted to more advanced classes.
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PRACTICAL INFORMATION FOR SCHOOLS

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Opening hours
The Sailing the World exhibition will be on display from 20 September 2007 to 6 January 2008.
From 1 April to 31 October: everyday from 9 a.m. to 6 p.m.
From 1 November to 31 March: Tuesday to Sunday from 9 a.m. to 6 p.m.

Prices
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<td>Schools</td>
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<td>Children from 6 to 16</td>
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Please note
Advance booking is required for school trips. Please confirm your visit one week in advance by calling us on +41 (0)21 621 65 11 or by fax on +41 (0)21 621 65 12.

Option of taking a guided tour (duration 1h30).
Your visit can be tailored to the age and interests of your pupils.

Our current educational pack can be downloaded at www.ecole-musee.vd.ch and at www.olympic.org/pedagogie.

Access
By bus
From the station: take the “Métrobus” (towards Ouchy) and get off at the Ouchy stop.
From Ouchy: once you have get off from the “Métrobus”, turn left and follow Lake Geneva (lac Léman) until you reach the Olympic Museum.
From the town centre: take the no. 8 bus (towards Verrière) and get off at the Olympic Museum stop.

By car
Take the motorway in the direction of “Lausanne-Sud”.
At the roundabout, take the road that runs by Lake Geneva until you reach Ouchy, then follow the signs to the Olympic Museum.

Car parks
Parking spaces can be found on the Quai d’Ouchy and in the Navigation car park (entrance is located in front of the Hotel Mövenpick Radisson).

Disabled access
At the north entrance to the museum.
THE OLYMPIC MUSEUM IN BRIEF

Inaugurated in 1993, the Olympic Museum is a department of the International Olympic Committee (IOC). Its mission is to tell the story of the Olympic Games and to share the values upheld by the Olympic Movement with the general public: universality, non-discrimination, respect, excellence and friendship. The Olympic Movement aims to perpetuate these values through the medium of sport. The Olympic Museum expresses these values in the form of exhibitions, cultural and educational programmes, the themes of which bring together people from a wide range of backgrounds, thereby encouraging dialogue and understanding of others.

THE SAILING THE WORLD EXHIBITION

Dating back to Ancient Times and up to the present day, the exhibition depicts how sailing has evolved and shows how the sport has been adapted to different natural environments, on the one hand, and to the multiple uses that Man has sought to make of it to suit his own interests, ambitions and passions, on the other hand.

After first being invented around 6,000 years ago, different types of sails have been used on countless vessels over the centuries, in line with changes in society: fishing boats to provide food, boats for transportation, boats for discovering the world, boats designed to conquer, warships, boats for trading, pleasure boats, and finally, sports boats!

The exhibition traces this adventure, taking care to emphasise that nothing would have been possible if nature and its constraints had not been respected: knowledge of the winds, the coasts and the ocean currents. Any talk of sailing also involves presenting the means used by Man to control nature or at least to interact with it. The exhibition takes competitive sailing as a starting point to depict the advances in technology that have enabled a mere piece of canvas to develop into a material at the height of sophistication, offering scientists the opportunity to demonstrate their ingenuity!

Important!
As an introduction to the trip, teachers and their classes can familiarise themselves with the wind and learn how to determine its force. An educational trail scattered through the park allows you to observe nature and recognise the useful signs to look out for when planning to take to the seas. Not only will this enable pupils to discover the Beaufort scale, but it is also, in particular, a way of gaining an awareness of the close links between sailing and the environment.
EXHIBITION PLAN

The exhibition is set out over two floors.

On the ground floor
Modules dedicated to the winds and to the history of sailing: films and models presenting different types of sailboat from Ancient Times (Egyptians, Phoenicians, Greeks and Romans) through to the eighteenth century, including the great discoveries and scientific expeditions.

On the first floor
Presentation of sailing as we know it today, organised into two parts:

- Sails from around the world: the various models of traditional boats used for transporting people and goods, particularly in certain countries in the Southern hemisphere;

- Competitive sailing: sailing as an Olympic sport and its technological development.
PREPARING FOR YOUR VISIT

THE MUSEUM – A PLACE OF LEARNING OF A DIFFERENT KIND

A trip to the museum provides an opportunity for pupils to step out of everyday school life and to find themselves in an unusual environment filled with objects they have never seen before, including models of boats, charts, measuring instruments and films. Whilst visiting the exhibition may provide the opportunity to acquire knowledge, above all, it is an opportunity to stimulate learning. The emotions one feels when standing in front of the model of Christopher Columbus’ boat or the surprise brought about by the recent inventions of the Ecole Polytechnique Fédérale de Lausanne (EPFL) [Lausanne Federal Polytechnic] will act as the triggers that each pupil will use in his/her own way, depending on their experiences, to make the connection, with assistance from their teacher or guide, between what they have seen at the museum and what they have studied in class, and this will then lead them to view things in a different light.

Preparing for their trip to the museum should be a pleasurable period filled with joyous anticipation, during which pupils plan a certain number of things. Teachers may use this time to get the pupils thinking about what they will see and to encourage them to have a certain number of expectations of this trip. This will ensure that when the day finally arrives, the young visitors will be curious rather than mere passive consumers.

ACTIVITIES TO DO IN CLASS

Before your trip, it is necessary to get your pupils to think and ask themselves questions about sailing and to acquaint themselves with the topic.

1) Organise a discussion on the topic of sailing

Introduce the topic by gathering the class together and begin the discussion with questions like: What does sailing make you think of? What feelings and emotions do you have? Do you feel affected by this topic? Have you sailed? Can you relate sailing to the present day? How? Can sailing be seen in your area, in what way?
Alinghi Team Switzerland in action during the second race of the 32nd America’s Cup Match by Louis Vuitton on June 24, 2007 in Valencia, Spain.
What is sailing, what is its purpose and what is it useful for? Why was it invented?
In what type of environment does sailing develop? What do you need to go sailing? What do you need to know to go sailing?
Do you know the names of any famous navigators from the past or present?
Do you know any songs, books or paintings about sailing?

2) Divide the class into groups according to the pupils’ perceived interests and give each group a task.

For example:

A. Sailing and nature

Task
Explain how sailing and nature are linked.

Ideas
Describe everything that you can see from a boat (the towns and villages, along the coast, inhabitants by the lake, sea or river, other boats, the sky, the clouds, the waves, etc.).
Look for areas of the world where sailing is still used as a livelihood.
Describe or imagine what you can feel when you are in the water or in the great outdoors: what might be pleasant, what might be dangerous and why?
Make a list of non-polluting methods of transport (on the water, in the air and on the ground).

B. Sailing and physical phenomena

Task
Explain how a boat moves forward: facing the wind/against the wind.
Explain your theory in more detail, illustrating it with sketches.
Explain what the wind is and how it works.

Ideas
Make a list of the names of the winds in your area and research the specific details of each one; note whether these winds prevail irrespective of the season.
Imagine how you could measure the speed or the strength of the wind: make suggestions and describe how these devices work.
In order to study how it works, make a small boat with a square sail first of all and note the effects of the wind on this type of sail. Try to make the boat move forward against the wind, is it possible? Note your observations and conclusions. Do the same exercise using a triangular sail.
C. Sailing and sport

**Task**
Describe sailing in terms of a sport and note down some well-known races, describing their special features.

**Ideas**
Find out the names of famous competitive yachtmen and yachtswomen, choose a few of them and produce a profile of them in the form of an identity card (name, country, races, special features).
Give a presentation on some competitive yachts and show the differences between them and non-competitive sailing boats.
Try to understand what motivates a yachtman or yachtswoman to take part in solo races and produce a profile of him/her.
Research team races and explain the role of each person on-board.
List arguments that could persuade someone to choose sailing as a sport, by presenting the advantages and disadvantages into two columns.

D. Sailing and the great discoveries

**Task**
Find out about some famous navigators who have enabled us to get to know our planet better (names, countries, routes of their voyages, their discoveries).

**Ideas**
Think about the positive and negative consequences of the great discoveries, by presenting your answers into two columns and give examples.
Use a map of the world to trace the routes taken by these famous navigators. Make detailed suggestions as to the reasons that led them to take these specific maritime routes.

Once the groups have completed their tasks, they present their findings to the class in the form of posters, texts or discussions. These presentations can be completed or modified following your visit to the exhibition.
HOW TO VISIT THE EXHIBITION WITH YOUR PUPILS?

There are two options to choose from:

**Guided tour by teacher**

Teachers accompany their pupils through the exhibition (cf. the sequential tour on page 10) and encourage them to look at the different objects they encounter. This guided tour can be completed by the following:

**The pupil explorer**

Each pupil plays the part of an explorer, and equipped with a blank notebook, explores the exhibition at his/her own pace and according to his/her own interests. *Instructions:* Pupils take notes on what they encounter at the museum. They then take a look at the boat models and draw the features that enable a sailboat to float and to move forward (hulls, sails, masts, etc.). Upon their return to the classroom, pupils write a report of their visit, then taking their sketches as inspiration, draw their dream sailboats.
GUIDED TOUR – GUIDED TOUR BY TEACHER

Where should you begin your visit?

The area dedicated to the main winds of the world, situated on the ground floor, is a good place to start your visit, as it is impossible to sail without the force of the wind behind you.

• THE WIND - THE DRIVING FORCE BEHIND THE SAIL

A chart displayed on the wall to the left as you enter the area allows you to see two types of wind, which constantly blow, to some extent, throughout the seasons: the trade winds on the Atlantic Ocean and the summer monsoons on the Indian Ocean. The teacher may show the pupils how these winds have conditioned the maritime routes used by sailors for centuries by indicating the direction of the winds on the chart (between Europe and the Americas, they follow the direction of the trade winds and between Southern Asia and the coast of East Africa, they follow the summer monsoons).

In the central display case, various instruments allow pupils to focus on the way in which the direction and strength of the wind is measured.

A video on the effects of the wind (3 min.) rounds of this area.

A QUICK GLANCE AT NATURE

Sailing requires excellent knowledge of the wind and the ocean currents. The navigator must be humble when faced with the forces of nature, in order to exploit them more effectively, rather than constantly seeking to battle against them.

By virtue of the fact that it combines both a proximity to and respect for nature (whether it be a river, lake or sea), sailing is now the only form of navigation that is able to meet the demands of sustainable development. Sustainable development consists of reconciling socio-economic progress with the conservation of the environment, as well as learning to save and share resources in a fair and equal manner, and to ensure their longevity for future generations.
ANCIENT TIMES – THE SQUARE SAIL

The group will then be swept by the wind towards the first sailboats that appeared in Ancient Times to witness the birth of sailing. Looking at the models exhibited in chronological order allows the teacher to question his/her pupils on how sails have evolved over time (the descriptions below can be used as a teaching aid).

DID YOU KNOW... how to recognise boats from the past?

There are no sufficiently detailed plans that allow the exact structure of boats up until the eighteenth century to be recognised. It has, however, been possible to make the models exhibited (boats from Ancient Times, the Middle Ages and the first centuries of the modern era) by using drawings, low-reliefs, mosaics, descriptions taken from literature and archaeological finds from shipwrecks.

In order to locate the appearance of the sail in history (and therefore pin down the beginning of the chronology that will follow), the teacher may tell the pupils the story of the “Egyptian theory”: according to some sources, the sail was born in Egypt around 6,000 years ago. This has never been proven, but there are three arguments in favour of this theory:

1) Communities settled along the banks of the Nile at this time were particularly advanced in navigation;

2) The natural conditions and navigational needs on the Nile would have been ideal encouraging factors for the creation of the sail: as the Nile flows from South to North, it was possible to sail down the river using a paddle boat with ease. In contrast, oar propulsion was not ideal to sail back up the river. Some ingenious people could then have had the idea to take advantage of the wind blowing from north to south (in the opposite direction of flow to the Nile) and to put a square sail on their boat;

3) The first drawings of and iconographic sources on the sail date back more than 5,500 years and were found on different archaeological sites along the banks of the Nile.
A CLOSER LOOK AT...
The Phoenician bireme from the fourth century BC

Take a look

Here, the teacher may ask the pupils to describe this model that was made, based upon a ceramic found in Spain. Note: the square shape of the sails that were used at the time and up until the beginning of the Middle Ages. Although they are simple to construct and manipulate, these square sails, however, present one major problem: they do not allow boats to sail against the wind. This explains why there are oars present (mechanical propulsion). Here, the two rows of rowers, amounting to anywhere up to 140 men, gave the boat its name: the bireme (in Latin biremis from remus, the Latin word for oar). At the rear of the boat (on the stern), a bar allows the boat to be steered. At the front (on the bow), a painted eye, known as prophylactic eye, which is said to protect the vessel and its crew.

This Phoenician bireme was used during wars, as illustrated by the ram at the front of the boat (on the bow). This ram serves to approach enemy boats from the front and destroy their hull. The Phoenicians used this type of boat in battles against the Romans during the Punic Wars (second and third centuries BC).
THE MIDDLE AGES – THE TRIANGULAR OR LATIN SAIL

Time to change sail and brave winds blowing in the opposite direction in order to continue your visit!

A CLOSER LOOK AT...
The Culip VI from the thirteenth century

Take a look

The teacher may draw the attention of the pupils to the shape of the sails when looking at this model. What is unique about this model, which dates back to the Middle Ages, are its large Latin or triangular sails, which allow it to sail against the wind. It moves thanks to the two lateral bars [similar to two oars] that you can see at the rear of the boat. This boat is used for the purposes of cabotage [coastal navigation], that is to say, for trading from port to port without ever losing sight of the coast.

This boat takes its current name from the Cala Culip cove (Spain) where its wreck was found.
DID YOU KNOW... the Latin or triangular sail was used for sailing against the wind?

Boats with Latin sails multiplied in number from the end of the twelfth century onwards on the Mediterranean Sea, followed by the Red Sea, the Arabian Sea and the Indian Ocean. The winds can vary here, and it is therefore important to be able to sail against the direction of the wind. Square sails were still by far the most widely used to cross the Atlantic and Pacific Oceans, as the routes followed the direction of the wind. They were, however, combined with Latin sails, and it was this combined system, and moreover, the appearance of new navigational instruments, that made navigating the high seas possible from the fifteenth century onwards.

Continue your visit with the discovery of the boats from the great maritime exploratory voyages and the scientific voyages (from the fifteenth to the eighteenth centuries).

• THE MARITIME EXPLORATORY VOYAGES OF THE FIFTEENTH CENTURY

You are quite mistaken if you think that the maritime expeditions of the fifteenth century were the preserve of the Europeans. It is now time to meet the Chinese mariner HE Zheng!

From 1405 to 1433, HE Zheng, a fleet admiral, undertook seven great expeditions throughout the Indian Ocean. These were diplomatic missions as opposed to voyages to conquer.

His boats (up to 300 of them!) had four masts and were 60 metres long, making them much larger than Christopher Columbus’ vessel, which was built 70 years later, and measured about 24 metres in length and 7.5 metres in width [the model of his boat forms the next stage of your visit]
Take a look

A junk is an Asian boat whose sails are made from mats or canvas and sewn onto battens made of bamboo. The sails on HE Zheng’s boats were elliptical in shape: they could only be used for navigating in the direction of the wind and were difficult to handle. For this reason, during his expeditions along the East African coast, Admiral HE had to wait from one season to the next for the winds to change from one direction to the other. He took advantage of the winds blowing from North East to South East in winter and the reverse in summer (summer monsoons). During his voyaging years, he explored the South-East Asian coast and the islands of the Indian Ocean and also travelled up the Red Sea to Egypt, then sailed down along the African coast to Mozambique. Note: a painted eye is found on the front of the hull. According to tradition, it should protect the boat.

The teacher may then ask the pupils to compare HE Zheng’s junk with Columbus’ boat. This activity will enable the pupils to understand why Columbus was able to leave the coast and cross the ocean.
Take a look

This model shows the main boat from the small fleet used by Christopher Columbus for his voyage from the West to Asia, the Santa María carrack (a carrack is a large narrow, elevated vessel). This type of vessel first appeared in the fifteenth century and is easy to manoeuvre and able to be used for long journeys. The other ships of the expedition were two caravel-type ships, the Pinta ("The Painted") and the Niña ("The Girl"); caravel-type ships being ships with smaller sails.

The teacher may draw the attention of the pupils to the mixture of sails on this boat. The teacher could then ask the pupils to explain the reason for this, based on the chart presented at the start of the visit. The square sails allow the vessel to take advantage of the trade winds, the regular winds blowing from East to West, which push Spanish ships towards the Americas. The Latin sail to the rear (on the stern) serves to manoeuvre the ship and sail against the wind.

According to the majority of historians, it was Christopher Columbus and his 90 seamen who were the first to cross the Atlantic Ocean in the history of navigation. Serving the kings of Spain, Columbus undertook four return voyages in total (not without loss) to the American continent between 1492 and 1502. Although these voyages mark the beginning of the colonisation of America, Columbus remained convinced until his death that he had reached the Indies, the original aim of his expedition!
DID YOU KNOW... if it were not for instruments, there would not have been any great discoveries?

The great discoveries of the fifteenth century were made possible thanks to new navigational instruments. The compass, the nocturnal and tide computer and the degree dial, are just a few of the objects that pupils can see in the display case in the middle of the area dedicated to great voyages in the high seas.

The development of mapping also played an important role in setting out to sea. There are several examples that the teacher can use to discuss the knowledge and representation of the world at that time. A map of the Marshall Islands (in the Pacific Ocean) can be found on the first floor: a big surprise for anyone who arrives with Western geographical maps in mind!

• THE SCIENTIFIC VOYAGES OF THE EIGHTEENTH CENTURY

The teacher may explain to the pupils, that after the great discoveries, voyages of scientific exploration began to develop in Europe in the eighteenth century. These were also made possible by the advances made in navigational methods. These expeditions were inspired by the emergence of new philosophical movements, embodied in particular by Jean-Jacques Rousseau, and later by Charles Darwin. However, these voyages were also the product of the ambition of the great Western powers that wished to control the main navigation routes and colonise other territories.

The teacher may choose the expedition of Captain James Cook from these voyages, as there are several display cases depicting his expedition.

A CLOSER LOOK AT...
James Cook’s ship *Endeavour* from the eighteenth century

*Endeavour* is the boat that James Cook used to make the first of his three great voyages of scientific discovery (1768-1779). Measuring 29 metres in length, this vessel was originally designed for cabotage purposes for transporting coal. Cook chose it for his expedition due to its robustness, its ease of manoeuvre for nearing the coast and due to the fact that it was spacious enough to live on for several years.

Upon its departure from Plymouth (England) for Tahiti, the expedition included 94 men (many of whom were scientists, naturalists and astronomers). During the journey, none of
them died of scurvy (despite this illness being very common among sailors at the time). Cook managed to protect his crew from this illness - caused by a lack of vitamin C - thanks to the vast quantities of cabbages and lemons that he brought in the hold.

Cook made several stop-offs during the expedition to map the coast, harvest plants and carry out astronomical observations. He caught 500 unknown fish in this way, which he preserved in alcohol, and gathered hundreds of mineral samples, insects, drawings and ethnographic artefacts (weapons, jewellery, tools, etc.). In 1769, Cook located New Zealand, before going on to explore Australia and New Guinea.

The full significance of this boat is captured by the model, in light of these discoveries, and it becomes a symbol of the scientific advances made in many disciplines at this time. Moreover, the ship’s name *Endeavour* signifies “effort” and NASA has now taken this name for one of its space shuttles.

The clothes of this captain of the Royal Navy are shown in the display case that follows.

The film *The Voyages of Discovery* completes the first part of your visit. Before proceeding to the first floor, the group may stop in front of the ex voto exhibited in the area dedicated to “Life on-board” (an ex voto is an object of devotion placed in a church). It reminds us of the dangers of sea expeditions and the way in which some sailors thanked God for protecting them.
• SAILS FROM AROUND THE WORLD:

After having asked pupils to look at the different models featured in this area of the exhibition, the teacher may emphasise the great variety of shapes and materials used around the world. To illustrate this richness, the teacher may gather the pupils in front of the model of a boat from the Solomon Islands (in the Pacific Ocean).

A CLOSER LOOK AT...
The boat from the Solomon Islands

Take a look

This boat was designed for navigating the high seas. The elevated central part serves to empty water from the hold. The balancing pole is connected to the hull by means of a fixed platform placed on two cross-members. At this point, the teacher may question pupils as to the origins of the variety of shapes of the boats, that results from the meteorological conditions of the sea or the river (waves, currents, winds), and from the nature of the coast (cliffs, beaches, port, etc.), then to give reasons.

Another feature to consider: the unique shape of the sail, referred to as the "crab’s claw". It is made from threaded pandanus leaves. The pandanus is a tropical plant widely found in the Pacific and is an interesting natural resource for building sails. In other regions of the world, ship builders preferred to work with skins and fibres or different types of canvas, depending on what they had available.

There is a video showing the use of the sailboat as a working tool, which is still widely encountered today (aprox. 7 min.).
After having provided an insight into the variety of boats throughout the world, the exhibition presents the sails used in competitive sailing, the history of competitive sailing and the technological advances from which it is currently benefiting.

- **COMPETITIVE SAILING**

Here, pupils will discover several series of photos and videos showing how sailing has evolved as a sport. These images taken from various time periods will draw the attention of the pupils to the unique qualities of boats and how they have evolved over time, and will allow the pupils to trace the following nautical races:

- The **Olympic races** (held in Paris in 1900 as part of the Games of the II Olympiad in the modern period)

- The schooner **America** won the **America’s Cup** (formerly known as the **Hundred Guinea Cup**) in 1851

- The **Volvo Ocean Race**, a crew-based race around the world exclusively for single-hulled vessels that is organised every four years.
DID YOU KNOW... that a sport has come up?

The establishing of clubs and the organising of large international regattas in the nineteenth century, contributed to the development of competitive sailing. Nautical sports became popular during the second half of the twentieth century, with the appearance and mass-production of boats having light sails. The International Sailing Federation (ISAF), charged with the task of organising, coordinating and developing nautical sports throughout the world, was established in 1907.

The teacher could make the pupils aware of the fact that, alongside these races, sailing for pleasure and the non-competitive sport of sailing gained thousands of followers with a love for the water and the wind, from all over the world.

**SAILING BENEFITS FROM CUTTING-EDGE TECHNOLOGY**

At the end of the exhibition, pupils are able to view an installation that illustrates current cutting-edge nautical technology. It is thanks to this technology that the boundaries of speed limits are constantly being able to be pushed back!

The teacher should explain that the sail is drawn, first of all, on the computer, before undergoing virtual tests (less expensive than conducting real experiments). The design is then passed on to master sailmakers and sail cutters. Once the sail has been produced, it is tested once again. This involves analysing its behaviour, in order to validate or question the choices that were made previously and repeating the process in order to progress further.

At the end of the visit, the teacher should elicit the first impressions of the class.
1. Organise a debriefing session
   Discuss the trip, what the pupils liked/disliked and what they remember about it. Ask them whether or not the exhibition met their expectations (based on the discussions prior to the trip).

2. Take another look at the work started before the trip and develop it further
   Pupils complete their presentations using the information gathered during the trip. They then present them to the class. Before doing this, the teacher could do more work with the pupils on some of the themes they covered in the form of observations or theories prior to the trip, and explain them in more detail (the formation of the wind, how sails work, etc.).

3. Illustrate the way in which sailing is depicted in the arts
   Research works of literature, films, paintings or pieces of music that deal with the theme of sailing and present these to the class. Get pupils to take turns to write a poem, story or song about sailing and draw a picture, paint a painting or make a sculpture of it.

4. For those interested in mapping
   Study different geographical maps to understand how knowledge of the world has developed and how the world has been represented over time and according to the regions. Pay attention to what is featured on the map and what is not, what is placed in the centre and around the edges. Discuss the meaning and the main features of these representations.

5. Sailing in your region
   A discussion about sailing provides an opportunity to take an interest in the unique features of your region.

6. ...Organise a sailing camp!
SELECTED BIBLIOGRAPHY

1. Sailing and navigation in Antiquity

This book is intended for all who are interested in the sea, from the casual reader to the professional historian. It tells the story of what the ancients accomplished on the sea from the earliest times to the end of the Roman Empire.

Tracing the history of early ships and seamanship from pre-dynastic Egypt to the Roman Empire, from skiffs and barges to huge oared warships and royal yachts, this book presents the ships themselves, the make-up and training of the crews, and even methods of navigation.

2. Great scientific discoveries and expeditions

This atlas contains stories of the world’s leading explorers with handsome illustrations. The chapters are divided by geographical region and present maps, biographical information on the explorers, timelines and information on the various cultures.

This book retraces Cook’s three voyages, ending with his tragic death in Hawaii in 1779. Illustrated with Bill Finnis’s photographs, maps and evocative sketches from his own six-year voyage, as well as the charts, paintings and engravings of the period, the book offers a unique understanding of his contribution to exploration and discovery, to seafaring, science and medicine.

The awe-inspiring records of daring navigators and explorers are shown here, as are the fascinating stories of their struggles and sacrifices, their devotion to duty and their splendid triumphs.

3. Sport and competition

This manual is a reference for sailing instructors and students: it explains the basics of sailing, from navigation to boat care.

The story of yachting’s zenith, at the end of the 19th century and the beginning of the 20th – luxury, splendor and ruinous extravagance!

Written by a famous Australian Olympic coach, this book reinvents the strategies of sailboat racing. It presents revolutionary explanations of wind prediction and boat design, a fundamental rethinking of how to sail a boat fast.

Young readers

4. Conquests and Conquistadors

This is the story of Christopher Columbus who discovered the Americas on 12 October 1492, searching for a different route to the Orient.
The Portuguese sailor Ferdinand Magellan left Spain in 1519 to get to the Spice Islands by sailing west through or around the New World. In this book, drawings illustrate Magellan’s life and journey, with sidebars and a time line that enhance readers’ understanding of the period.

This book tells of the daring adventures of Marco Polo, Christopher Columbus, Roald Amundsen, and many more of the world’s greatest explorers.
AVAILABLE NUMBERS

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