

# Tug Pegasus Preservation Project



A Report on the Teens-on-Tugs 2007 Program

A WORK/LEARN Summer Program with:

Lilac Preservation Project  
New York City Department of Youth and Community Development  
Chinese-American Planning Council

## A Report on the Teens-on-Tugs 2007 Program

We could not have run this program without the  
support of our generous contributors.  
The Tug Pegasus Preservation Project thanks you:

Sandy Hook Pilots

Con Edison

Marine Society of the City of New York

The Port Authority of NY/NJ

Gerry Weinstein



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## Teens-on-Tugs 2007 Program

### FINAL REPORT

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## Introduction

Designed to meet the needs of NYC Department of Youth and Community Development's Summer Youth Employment Program (SYEP), the Tug Pegasus Preservation Project's (TPPP) Teens-on-Tugs is currently using the light house tender Lilac. An original steamboat built in 1932, the Lilac is on the National Register of Historic Places. In 2004 the Lilac Preservation Project brought her to Pier 40/ Houston Street. The preservation of this icon of New York's maritime heritage requires maintenance and ongoing restoration work.

The SYEP program is a WORK/LEARN program, led by Charlie Ritchie, lead educator. Charlie was the Adventure Based Counseling Director for the Police Athletic League (P.A.L.) for six years. He was responsible for managing a diverse number of programs at P.A.L. His expertise in adventure learning is pivotal to our youth programming. He supervises the work tasks, helps the teens through team-building, and teaches the importance of community service, work and respect for themselves and others.

Captain Pamela Hepburn brings maritime experience to the learning part of the program introducing teens to other maritime institutions and career paths. She ran the tug Pegasus as a working tug-boat from 1987-1997. Charlie and Pamela started working together on maritime youth programs in 2002 and have worked aboard the lightship Frying Pan, the fire boat John J. Harvey, the Lilac and the New York Harbor tug Pegasus.

Mac Glovinsky, program director, brings his development and managerial skills to organizing the multifaceted aspects of the program activities. Mac's formative professional development years were spent creating and implementing innovative curriculum on land and aboard a Chesapeake Bay schooner used for education by the nonprofit community based organization, Soundwaters. As Program Assistant for the UN Global Environment Facility Biodiversity Advisor for Asia, Mac fostered knowledge of program development, donor relations and community stakeholder relationships.



## Summary of the Teens-on-Tugs 2007 Program

The seven week Teens-on-Tugs program of the Tug Pegasus Preservation Project (TPPP) ran successfully this summer with 15 participants aged 14-18. The program, Summer Youth Employment Program of the New York City Department of Youth and Community Development (DYCD), is a work/learn curriculum developed by TPPP. TPPP provided the steamboat Lilac as the “work site” for the Lower East Side community group, the Chinese American Planning Council (CPC).

The participants were instructed on a variety of physical techniques of accurate historic restoration and preservation, which were coupled with educational and career building activities to develop job and life skills and raise awareness of the maritime. Educational site visits included the Sandy Hook Pilots, the Noble Collection, and the South Street Seaport Museum.

These visits presented participants with the value of past and present maritime pursuits, as well as showcasing the career opportunities available in the future for interested participants. As a testament to the program’s success, DYCD has taken particular interest in Teens on Tugs, and presently we are in negotiations to develop an expanded year round program based on Teens-on-Tugs with DYCD and the CPC.





## Program Content

During the work aboard the vessels, teens participate in activities that encourage their ability to work as a team and to view this new experience (and subsequently their lives) as an adventure. Team-building activities, maritime chores and activities are designed to increase cohesion and cooperation in a small group setting will take place. Also, as the participants complete paperwork and other requirements for the Department of Youth and Community Development's (DYCD) Summer Youth Employment Program, they are introduced to the daily routines and concepts of business and preservation.

- **Preservation and Restoration:** The work focuses on the restoration of these two vessels: the tug Pegasus and the lighthouse tender Lilac. The concepts of preservation and restoration are presented using the US Secretary of the Interior's Standards for Historic Vessel Preservation: where Stabilization + Preservation = Restoration. The South Street Seaport Museum and the Noble Collection at The Staten Island Cultural Center in Staten Island provided other examples of restoration.
- **Adventure and Experiential Learning Activities:** Teens are given a "challenge" to perform a task, using their collective knowledge and abilities. They are asked to complete the challenges to the best of their abilities, adhering to safety and activity guidelines at all times. (Please see appendix for more about these activities).
- **Community Service:** Working aboard these vessels the teens participate in community service: indirectly by actually doing the hands-on work and directly by guiding visitors through the vessels, interpreting the significance of preservation.
- **Career Choices:** The teens visited the Sandy Hook Pilots' Education Center and a tugboat trip and tour of the tug Cornell introduced the teens to actual maritime work environment.



**Week 1** our program started with a tour of the Lilac, with a few apprehensive faces amongst participants at the amount and types of work planned on for the program. After a few team-building activities lead by Charlie, the group became more comfortable with themselves and the work ahead. Work ownership, program goals, and the cultural importance of historical preservation were discussed, and were a focus of all the following activities in the program.

**Week 2** began with a walkthrough of the boat and participants and staff identified the areas where we planned on concentrating our efforts during the summer. Plans were made collaboratively for the scraping, sanding, grinding and painting that was required in all the rooms, and teams were assigned to specific areas. By the end of the week, small groups were working away in the aft cabins and the galley, dressed in white-suits, gloves, goggles, respirators and all other required safety gear.

**Week 3** was highlighted by a visit from the traditional railroad tugboat, Cornell, where participants got a chance to cool off from the oppressive heat and try their hands at driving a real tugboat. Work continued on-board the *Lilac*, with the organization and outfitting of the tool room, and more scraping and grinding in the aft cabins.

**Week 4** the group went on a trip to the South Street Seaport Museum, to visit the lightship *Ambrose*, the bark *Peking*, and the South Street Seaport Museum. Aboard the *Ambrose* the group noticed many similarities in design and construction with the *Lilac*, particularly noting some of the restoration techniques used by the South Street Seaport Museum in their renovation of the *Ambrose* that the group was utilizing aboard the *Lilac*.



The group spent the afternoon looking at paintings of old New York Harbor and many of the vessels that at one time traveled in our local waters. After the trip, work continued on the *Lilac*, with the completion of the cleaning of the galley, and the beginning of some teams prepping to paint in the aft cabins.

**Week 5** the work continued aboard the Lila, with the cabins coming closer to completion and work beginning on the outside boat deck. Activities were broken up in the middle of the week by a trip down to Staten Island to visit the Sandy Hook Pilots and the Noble museum, where participants learned about exciting careers in the maritime with the Pilots, and a great introduction to New York maritime history at the Noble Collection.



**Week 6** with the program deadline quickly approaching, the group buckled down to hit all of the work targets set in the first days of the program. Sanders, wire wheels, needle guns, shop vacs, and other machinery could be heard from every part of the boat, as painting came closer to completion in the aft cabins and the magnificent original cabinets and doors of the Lilac were removed, sanded and varnished in a makeshift workspace on the buoy deck. A noticeable difference in the appearance of the Lilac began to become very evident, and with this visible result from the work of the group everyone was motivated and really concentrated on the work remaining. As a special surprise (to some of the group at least), the wire-wheeling revealed yet another secret of the Lilac - many of her fittings are bronze!



Week 7 ended the program with a really fun scavenger hunt based on New York maritime history, where the group was split into three teams and raced around lower Manhattan looking for clues and monuments of important maritime events. On the last day, work finished up, we had a barbeque, and the NYC Department of Youth and Community Development came for a special visit and photo-op. The group debriefed, diplomas were handed out, evaluations were completed, and a successful 2007 Teens on Tugs was in the books.



*The Summer Youth Employment Program (SYEP) experience introduces youth to the workplace, imparts valuable employment skills, and provides youth with a summer income. SYEP educational activities enhance this exposure to the world of work, allowing youth to gain the self-confidence, career awareness, financial literacy, and interpersonal competencies needed to succeed over the long term.*

From the NYCDYCD web site



## Participant Exit Evaluations

*To get a barometer of how the program went for the teens, the teens were asked seven questions to answer anonymously. These are the questions and some of the responses. The content and spelling of the responses are verbatim.*

### 1. What was your favorite thing about the program?

- My favourite part of the whole experience is actually accomplishing something. I was able to help out in a restoration project. And although I only worked on one room, I was able to finish something by the end of the summer. At first I didn't think I would finish anything, but this tested my abilities and pushed me to do the best I could.
- Working on the Lilac was something I would never forget. When Mac and Charlie say that your going to get dirty they're not kidding. My favourite thing about the program was driving in Captain Matt's boat.
- I like learning about stuff. Like I never sanded things before or chipped paint or swept the floor.
- My favourite thing about this program was that I learned a lot of new things and gets hands on experience. The new things I learned was interesting especially the one about pilots. That was interesting because I never knew that there were such things as having a career with just driving their ships in to the NY harbour.

### 2. What was your least favorite thing?

- My least favourite part about this was the location of the work place. Everything was not as convenient and the commute was just as inconvenient as everything else. I had to transfer at least 2 or 3 times to get to where ever I wanted to go.
- My least favourite thing about this program was that there were many things that still wasn't accomplished. Such things as the Tug Pegasus wasn't able to come and be shown or that the person was suppose to teach us fire safety didn't come.
- I really don't have a least favourite thing about this program. During the job fair early in July, I knew from the beginning that I would enjoy the job I picked. The only thing I disliked was wearing all the safety gear wile working. It made me sweat a bit more but it probably kept me alive!
- What I didn't like the most was the heat. Wearing all that gear is not fun. Especially when it's like 90° outside.

3. If you could change anything about the program, what would it be?

- I would change the location, but obviously that's not possible. But I would change the lunch time so we would get 25 hours per week. For example, I would make 45 minutes lunch break everyday so we get 1 extra hour a week.
- To be honest, I really don't know anything that should be changed. I had no problem with all the work throughout the summer. It was one of the most enjoyable summers I have ever had.
- If I can change something in the program. I would suggest to get more people working. With this more of the ship would be completed.
- I would like the Lilac to be in the middle of the River awhile were working so it's more fun.

4. What are your impressions about program staff?

- They were really nice and taught us step-by-step about what we need to do. Also they were very easy to get along with. So long as you do your work, you won't have a hard time from them.
- The program staff, Mac and Charlie, are two of the coolest, responsible, and understandable staff members. They have great personalities and very open and understandable to whatever problems may arise. I respect them for their kindness.
- Mac and Charlie were really fun we put games in between everything. They would let us take a break whenever as long as things get done.
- I think that the staff did a great job planning out everything and having a good for showing us what to do. They were fun to work with.

5. Did you feel the activities and trips were educational? Why?

- Of course I did. Because through this kind of activities and trips, let's know more about the New York harbour's history.
- The trips and activities helped us trust one another and especially listen. Learning about the maritime helped us understand more and it usually reminded me of the Lilac, and how I could change it.
- Yes, because I learned a lot about the maritime and ships in general. The work itself already taught us a lot, going to museums just taught us even more. We also got to know a lot about what pilots do and what their responsibilities are. Going to these different places and seeing different people taught us a lot.

- The activities and trips were quite educational. The three things I enjoyed the most were the scavenger hunt, the Sandy Hook pilots, and the cruising along the Hudson River. These activities and trips helped me open myself up beyond just the simple waters. I learned that there is much more to the waters than its beauty.

6. Did you feel like you learned about the maritime? Are you interested in working further in the maritime field?

- I did learn a lot about the maritime, but I don't think I'm going to be in this field when I grow up. I'm just not that type of person, and it's not the type of profession I see myself doing. And also, listening how years of training I have to do just makes me not want to do it even more.
- I feel like I have learned a lot about the maritime. And if it is possible I would be interested in working in the maritime field... in the future.
- I did learn quite a bit about maritime. The Sandy Hook pilots trip was one in particular that I've learned a lot from. I think the pilots have a pretty interesting and extraordinary job. Ultimately, I learned that there is more to the waters than just its look. As of how I am not interested in working further in the field because I have another one in mind. However, I have a great deal of respect to those who are in the maritime field and whoever pursues that field.
- I learned a lot about maritime and I may be interested in it because I plan to be an anything of some sort. I hope this experience will help me out.

7. Do you have any suggestions for our future programs?

- Watch the groups more carefully and divide it up so its not all the hard workers in one room and all the slackers in another. Make the groups more even.
- This was a great job and terrific learning experience. I have no suggestions because I enjoyed every part of it and I believe it's great as it is. I would like to visit the Lilac and the Pegasus when they are done with the restorations.
- For the future, the program shouldn't change (except the bathroom thing). It was way fun and worth it.
- My suggestion is that the more activities and trips the better. Because young *people* like it and it never lets us feel boring.

\*\*\*\*\*



## Participants In the 2007 Teen-on-Tugs Program

The 15 teenagers were recruited from a job fair held by the Chinese –American Planning Council (CPC) to get kids to participate in New York City’s Department of Youth and Community Development’s Summer Youth Employment Program. The Tug Pegasus Preservation Project is the “work site” for the program and accountable to CPC as the “in-take” organization. The recruitment is city – wide.

Wen Chen (Susan)

Ivy Lam

Teng Long Li (Phillip)

Andy Lu

James Ng.

Jeffrey Phan

Li Yi Tan

Kenny Tsang

Adam Wardas

Cory Wong

Paul Wong

Yong Long Wu (Kyo)

Bill Yang

Daniel Ye

JianMing Zhou (Jason)



## Internal Evaluation of the Teens-on-Tugs Program

### 1. Was the program a success in your perspective?

The program was a definite success, with the tasked work on the Lilac completed to schedule and positive exit surveys from our participants. The recognition of the program's unique opportunities by the New York City Department of Youth and Community Development (NYDYCD) on the final day served as an exclamation point to a successful summer program.

### 2. What were the areas of difficulty?

Difficulties of keeping people on task were what was expected prior to the program and were consistent with working with youth. The heat exacerbated this challenge somewhat, but as deadlines approached the participants worked harder to meet goals set on the first day. To this end, teambuilding exercises were integral to the participants overcoming initial apprehensions about the work and their peers, and in forming clear expectations of themselves and the groups work. Team building exercises also formed a foundation of teamwork and trust that was utilized both in on-site work experience and in educational activities off-site.

### 3. How effective was the Career Development component of the program?

In accordance with the mission of the program, career development and life-skill development were two areas of focus during the program. Staff emphasized the opportunities in the maritime from the beginning of the program, and the description of the options available to the participants was consistent in the development of job skills on the work site. This is directly evidenced by the participants' development of interest in the maritime, as indicated in the participant exit surveys. However, what is more telling is the response in some of the surveys that stated the choice some participants, respectfully, not to go into the maritime.

This response shows that they were presented with clear information about the employment tasks and opportunities and were able to make a decision about their preference and disposition towards the opportunities available. In other words, they were able to get a clear picture of what work in the maritime sector is actually like, whether or not they wanted to do it as a career, which was a major goal in the program. In either case the participants developed skill and achieved goals that will serve them in their future endeavors, whatever they may be.

To this end, our trip to the Sandy Hook Pilots was very relevant in career development and was quite complimentary to our program goals. A full tour of the Sandy Hook Pilots facility and a presentation on the path to becoming a Sandy Hook Pilot was well received by participants.

Work ownership was stressed day-to-day onsite, and was emphasized in participant evaluations. The program was designed so that the participants, regardless of their likes or dislikes of the Lilac and of the program staff, would feel proud of the work they had done. The group achieved ownership of their work collectively and individually, and that they realized the work had significant value in both present and historical context.

4. What were the challenges faced by the group?

The primary challenge the group faced was assimilating into the work schedule and subsequently becoming familiar with some of the harder work program elements. The weather was undesirable for part of the time (very hot), something that comes with working outside in the summer, and that took a toll on participants at times. Lots of short breaks were taken to not over-exert the participants in the heat.

5. Did the group perform to desired standards?

As indicated in reviews and final evaluations, this summer's group was very good, and all received good to extremely high marks on their final evaluations. Continuing the career development component of the program, the organization is able assist select participants seek future employment in the maritime.

6. Were co-implementing organizations helpful?

A Program Effectiveness Review with Chinese-American Planning Council (CPC), our NYC-DYCD "in-take organization", is scheduled for the upcoming weeks. CPC was a good partner organization for the program, and was helpful both in the organization and implementation of the program. TPPP is working to continue this relationship.

Mac Glovinsky  
Program Director

## The Educators



*Charlie Ritchie*



*Mac Glovinsky*

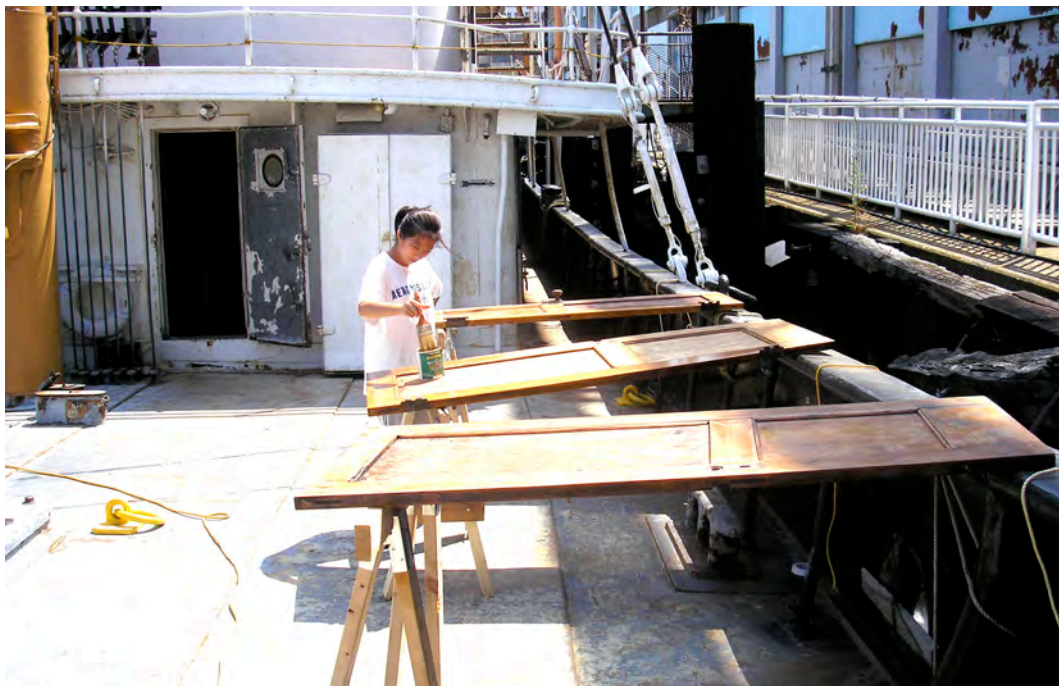
Photo: Paul Margolis/DYCD

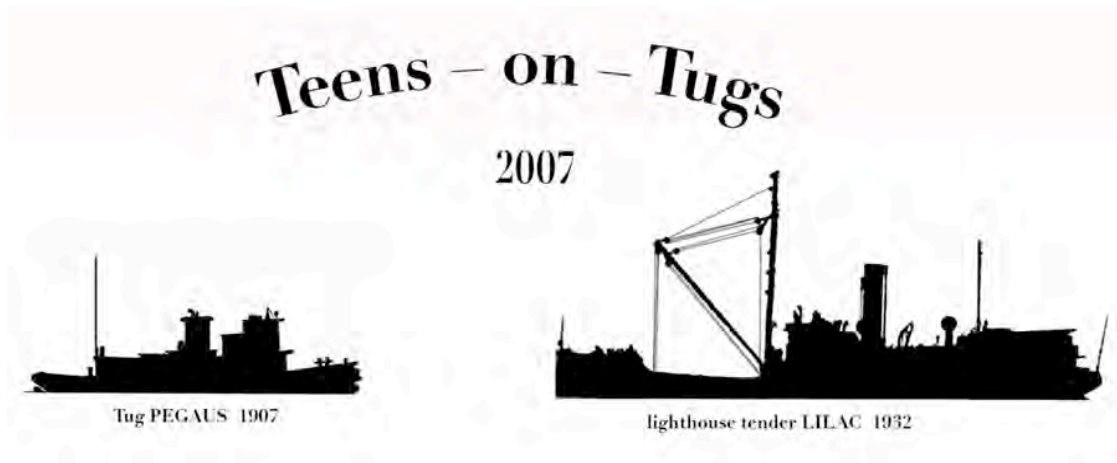


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Tug PEGAUS 1907

lighthouse tender LILAC 1932

### **Welcome SYEP participants to the lighthouse tender Lilac!**

We look forward to a great summer working with you. In addition to this introduction is some information that will help you this summer. Please be sure to read all of it, and keep it for reference during the duration of the program.

We would like to introduce you to New York Harbor and the maritime culture of your City!

As we become situated aboard the Lilac, and later the Pegasus, we will develop work schedules and tasks to be accomplished over the summer. Please remember that as workers, you have rights, and responsibilities, in your capacity.


While restoration is the job you were hired for, we will also be working on career development, with trips to local institutions like the Sandy Hook Pilots and Kingsborough Community College. If you think you're interested in looking for a job in the maritime, we will be able to offer you resources and contacts in your quest to do so.

We are here to make your working experience the best and most educational time it can be. Do not hesitate, ever, to raise any concerns or questions you have to staff. If you feel your concerns will be better addressed by the CPC, contact info is provided in this packet.

We hope to have a great program, and accomplish much with your help!

Charlie Ritchie

Mac Glovinsky

 <b>Tug Pegasus Preservation Project</b>	<b>ASSUMPTION OF RISK</b>
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### LIABILITY WAIVER AND RELEASE

Please read this form carefully and be aware that in registering yourself or your minor child/ward for participation in activities aboard the tugboat *Pegasus*, during 2007.

#### Participation Release

I understand that he/she may be exposed to dangers as a result of his/her participation in activities aboard the tugboat *Pegasus*. I also understand that these activities may involve trips aboard the tugboat *Pegasus* in which the tugboat *Pegasus* leaves her pier and operates in the waters around New York City. I also understand that these dangers may result in personal injury and death and that it may also result in the loss of personal property.

**I do hereby understand and agree that the Tug Pegasus Preservation Project** to hold the Tug Pegasus Preservation Project, the tugboat *Pegasus*, the Society's officers, directors, contractors, employees and volunteers, harmless from any and all claims and/or liability that may arise from or as a result of these activities.

By signing this document I do waive and release, for myself, my child/ward, his/her heirs and executors, any and all rights and/or claims for liability, including negligence, on the part of the tugboat *Pegasus* and /or the Tug Pegasus Preservation Project that may result, directly or indirectly, from my child's participation in activities aboard or in connection with the tugboat *Pegasus*. I do further, for my child and myself, our heirs and executors, agree to hold the Tug Pegasus Preservation Project, the tugboat *Pegasus*, the Society's officers, directors, contractors, employees and volunteers, harmless from any and all claims and/or liability that may arise from or as a result of these activities.

I hereby give permission for him/her to participate in activities aboard the tugboat *Pegasus*.

\_\_\_\_\_  
Youth Participant

\_\_\_\_\_  
Parent/ Guardian /Adult Participant

\_\_\_\_\_  
Date 2007

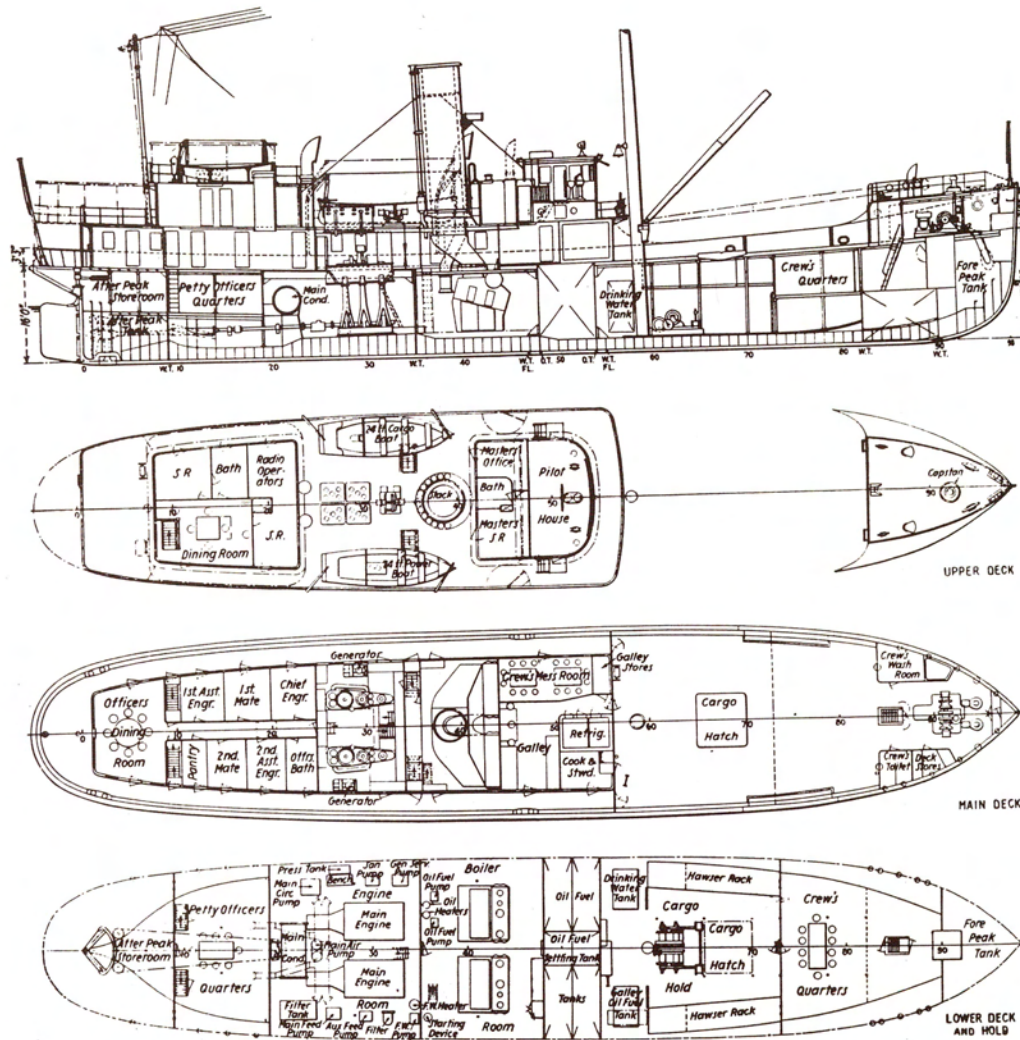
**Note:** Should you have any questions or unresolved doubts about the risk of having your child participating in activities aboard the tugboat *Pegasus* you must refrain from his or her participating in such activities until these issues are resolved to your satisfaction.

## LILAC

The *Lilac* was built in 1933 as a lighthouse tender. She serviced lighthouses and their keepers mostly on the Delaware River and came to New York occasionally. She still has her original machinery which is steam: two triple expansion steam engines and many small steam engines to power the boat, steering, pumps, light bulbs and the crane.

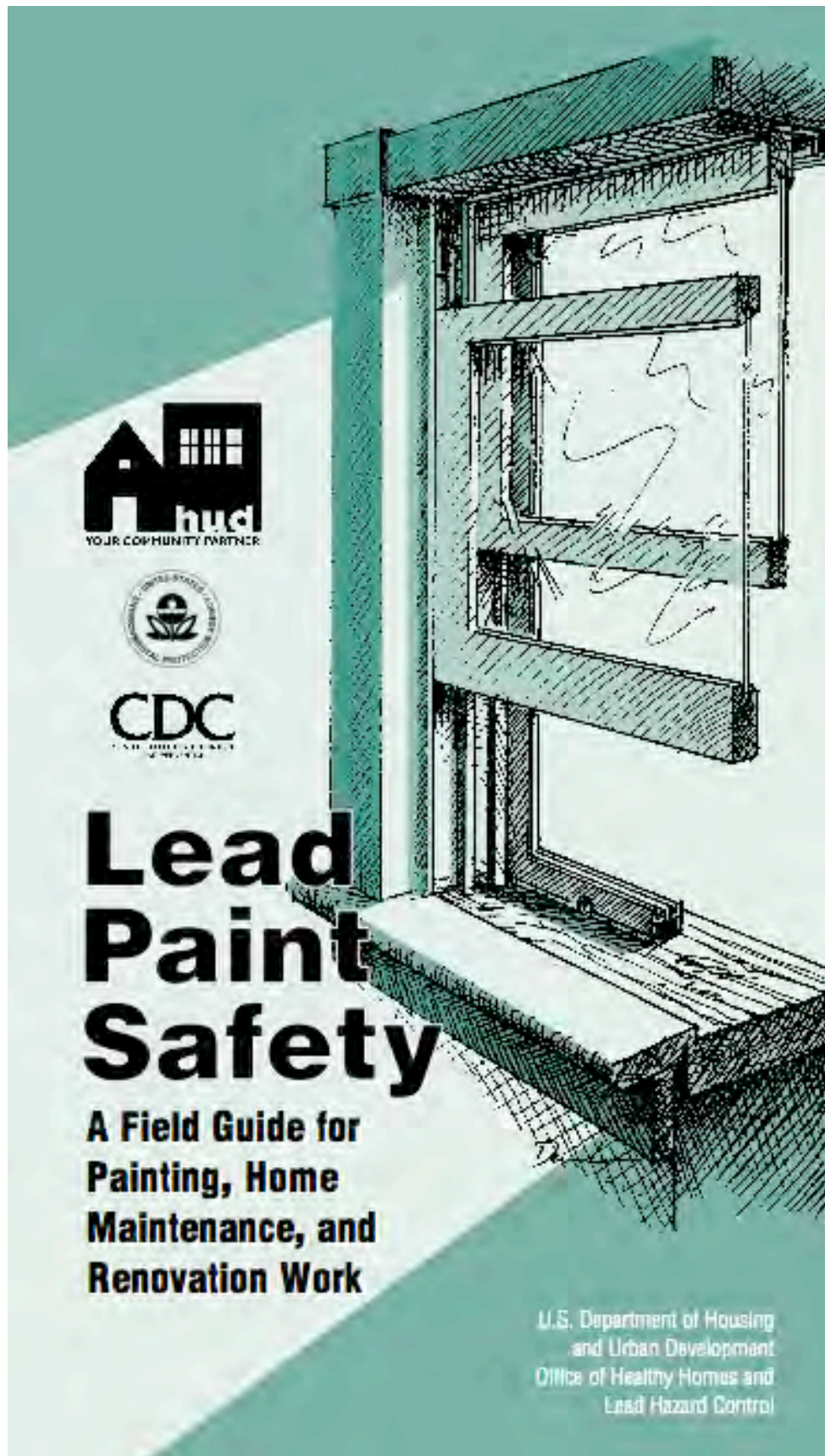
The *Lilac* is 173 feet long. Below is a plan of her. She carried a lot of crew to do all the work. In 1939 the U.S. Coast Guard took over the U.S. Lighthouse Service, for which the *Lilac* was built. In 1972 she was decommissioned and laid up for many years until the Lilac Preservation Project purchased her and turned her into a living museum in 2003.

5 AIDS-TO-NAVIGATION TYPES (WAGL, WARC, WAL)



Inboard profile and deck plans of the lighthouse tender *Arbutus*. (Courtesy of Marine Engineering/Log; copied from Marine Engineering and Shipping Age [June, 1934]: 244.)





## Materials for the Program

### /1/ Personnel Needs:

First aid kits	2
work suits	2 Cases /100ea
Gloves, latex and cotton	1 Box Ea.
Goggles (30)	40
dust masks	2 Cases /12 doz
ear plugs	2 bags/500 ea.
Lilac Hats	15
Respirators + Filters	20+ 40 Filter
Water	5 gal. x 15
Rags	2 20# Carton
Buckets	5 sm./5 lg.



### /2/Tools & Materials for the Work:

needle gun	2 + Fittings
Sandpaper, various grades	1 100 pkg. ea.
scrapers= bulkheads	1/2 Doz
wire brushes	1 Doz.
Chipping hammers	1/2 Doz
Paint (Ameron): for bulkheads and decks TBD w. NB	6 Gal./Mixed
oil base primer	1/Metal/ 1/Wood
oil base top coat, gray, white	3 Gal / Mixed
4.5" grinder + grinding discs, wire wheels, wire wheels	3+ 12 Doz Wheels /Mixed
brushes & rollers & trays	2 Doz. sets
Thinners	4Gal. Ea./Oil+ Epoxy
Extension Cords	3 25'ers + 6 50'ers
drop cloths	6 Mixed szs.
Sanders	3 electric
Drop Cloths	6 Mixed sizes
wire brushes	1 Doz.

**City of New York**  
**Department of Youth and Community Development**  
**2007 Summer Youth Employment Program**



**Worksite Handbook**

## Adventure and Experiential Learning Activities

This part of the Teens –on–Tugs program is organized and run by Charlie Ritchie our educational coordinator. Adventure Learning is Charlie’s area of expertise and is a strong component of our program.

During the course of this summer program, the teens were engaged in activities that challenged their problem solving abilities and cohesiveness as a team. These activities are similar to what might take place on a challenge ropes course, an Outward Bound program or a corporate team-building program. Teens were given a scenario or a “challenge” to perform a task, using what materials are given and their collective knowledge and abilities. With every task, they were asked to complete the challenges to the best of their abilities, working together at all times, adhering to safety and activity guidelines at all times. Staff facilitated the activities but did not participate, purposely, to improve the ability of the group to work together - without outside leadership. Staff was careful to add the element of adventure and excitement to accentuate the learning, and engage the teens. The following are examples of a few activities that were completed during the summer program.

### The Maze

Given a tarp with a grid drawn on the face of it, the tarp is laid down on the ground and it contains 36 boxes. Staff indicated to the teens which end is the starting point and the end point. Teens are asked not to go around the sides or stand near the sides of the grid. The facilitator predetermines a pattern of stepping in each grid box to successfully, and writes the pattern down hidden from the teens. As each teen attempts the grid one by one, each unsuccessful step or one in a wrong box sends them to the back of the line to try again. Successful completion of this activity requires the whole group moving from the beginning point to the end with little ability to see the grid at all times and limited ability to discuss what is going on in the grid (they can talk while waiting, but cannot tell each other where to step.) The emphasis in debriefing here should be on how the group worked around the communication challenges, how well they worked together despite the challenge, and what they attribute their success to while completing the activity.

### Newspaper Bridge

Divided into three teams, each group is given a predetermined amount of newspaper and masking tape. They are asked to work together, and build a bridge that must have a span of two to three feet and support the weight of the lightest person in our entire group for ten seconds. Teens were given a sheet outlining the basics of different types of bridges, and asked to use them as a



reference but to build their own structure their way. No time limit was given and viewing other bridges was encouraged. Competition was inherent in this activity, but not necessarily encouraged. Facilitators again did not participate, and focused the debrief on problem solving ability, inclusion of all member's ideas, and working with limited resources.

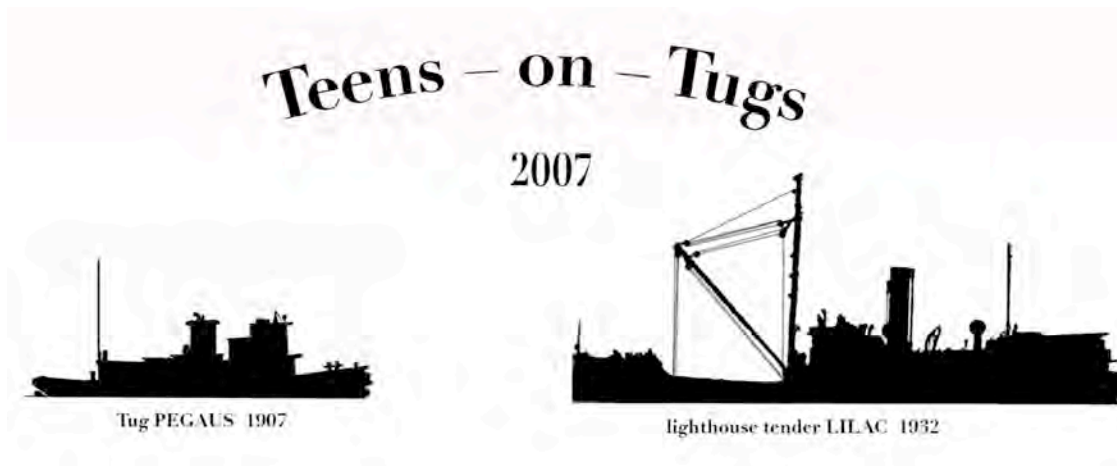
### The Maritime Trail

The maritime trail was a culminating event for the teens at the end of the summer program. Teens were divided again into their three work groups and asked to stay together, work hard and have fun. They were told that they were going to be given a series of clues and riddles to get from checkpoint to checkpoint in lower Manhattan. The focus of this "scavenger hunt" was maritime culture and history. Teens were told that all the clues had something to do with the maritime history in lower New York, and that all checkpoints will either be a statue, a museum, a sign, a boat or other places having to do with the sea. Each team was given a small amount of money to spend on transportation, and asked not to spend their personal money on travel. They were also given a basic map of lower NYC and a business card of the leader with phone numbers to call in case of emergencies. Facilitators were always close to the teams and were in charge of being at each checkpoint before all teams arrived. Debriefing included discussions about each team's ability to work together, communicate well, work under pressure and when tired, and participating dishonestly or cheating!

### Summary

These activities are designed to give the teens a challenge that is outside their normal range of activities, or that are unfamiliar to the group. This allows the group to be on even keel when it comes to their ability to complete the task, and no "experts" exist. However, they all have different abilities when it comes to communicating, problem solving, trusting and taking risks. These activities using the engaging atmosphere of challenge and adventure allow teens the hands-on experience that practically gives way to performing better or more knowledgeable as a group. Experiential learning is designed to give groups experience at solving problems that may be make-believe, but whose skills that are needed to complete them are not. Experiential activities then focus on the learning through experiencing and reflecting about what happened and why it happened, and what now to do with this new information.

Charlie Ritchie  
Educational Coordinator  
Tug Pegasus Preservation Project



## SYEP/CPC Participant Exit Survey

Please answer the following questions in paragraph form. If you'd like to email your answers, go right ahead. This survey will help us design our future programs, and will give us feedback on this summer's activities. This survey is intended to be anonymous, so please don't sign your name on your responses.

1. What was your favorite thing about the program?
2. What was your least favorite thing?
3. If you could change anything about the program, what would it be?
4. What are your impressions about program staff?
5. Did you feel the activities and trips were educational? Why?
6. Did you feel like you learned about the maritime? Are you interested in working further in the maritime field?
7. Do you have any suggestions for our future programs?

Please answer honestly. Your comments will help make our future programs better!

Thanks for your time!



**This is to certify that  
JianMing Zhou (Jason)**

*has contributed to the preservation of the 1933 Lighthouse Tender Lilac for 7 Weeks  
in a program run by the Tug Pegasus Preservation Project through the  
Chinese-American Planning Council and  
New York City's Department of Youth and Community Development*

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Charlie Ritchie, Coordinator

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Mac Glovinski, Administrator



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All photographs were taken by Mac Glovinsky and Charlie Ritchie, unless otherwise noted.

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