



E-book Code:
REAU5001



Ages 8 - 10

A Pacemaker Pack

Unsolved Mysteries

*Activities to Extend Talented Students in
the Regular Classroom*

Edited by Sandy Tasker. © Ready-Ed Publications - 2006.
Published by Ready-Ed Publications (2006) P.O. Box 276 Greenwood Perth W.A. 6024
Email: info@readyed.com.au Website: www.readyed.com.au

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 573 X

Contents

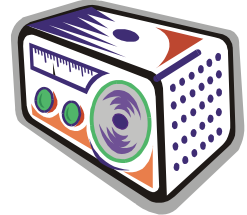
Teachers' Notes	Page 4
Student Record Sheet	Page 6
IS NESSIE THERE?	Page 7
WEIGHING UP THE EVIDENCE	Page 8
GOING ON A NESSIE HUNT	Page 9
DIARY OF A DIVER	Page 10
NESS IN THE NEWS	Page 11
HOAX OF THE YEAR!	Page 12
CAUGHT RED-HANDED... ..	Page 13
TRUE TRACKS OR TRICKS?	Page 14
FACE TO FACE	Page 15
EYEWITNESS REPORT	Page 16
HOW TO CATCH A YETI	Page 17
THOSE PESKY HUMANS	Page 18
DO YOU SEA-MONSTERS?	Page 19
LIVING PROOF?	Page 20
CRYPTO-ZOO	Page 21
IS THERE ANYBODY OUT THERE?	Page 22
SPACEWORDS	Page 23
BECOME A UFOLOGIST... ..	Page 24
INTERGALACTIC ART	Page 25
LOOKING FROM THE OUTSIDE	Page 26
HOLIDAY PLANET	Page 27
FACT OR FICTION	Page 28
A PARTING GIFT	Page 29
THE BERMUDA TRIANGLE	Page 30
TRY THIS ANGLE!	Page 31
MORE THAN A PILE OF ROCKS	Page 32
ROCK 'N' ROLL	Page 33
PERFECT PUZZLERS	Page 34
ANSWERS	Page 35

Ness In The News

Name: _____

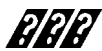


Write a script for a short radio play where a NEWS REPORTER is interviewing a person who has just sighted the Loch Ness monster. Include all details of the sighting and what the excited witness felt about it. To get you started, write five questions that the news reporter might ask:



- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

Write the script on a separate sheet. Ask your teacher for a tape recorder and record your play with a classmate. Play it to the class.



Design a BOARD GAME called “Hunt for the Loch Ness Monster”, which can be played with four people using dice and counters.

Draw a rough plan below. On the back of this page, write the rules of the game before making your proper copy on a large sheet of card.

HUNT FOR THE LOCH NESS MONSTER

*Get creative with chance cards,
challenges, cool counters and spinners*



Related Learning Outcome: Students will use a thematic approach to design a radio play script and a board game.
Subject Area/s: English - Written Language; Technology - Technological Capability.

How To Catch A Yeti

Name: _____



Use the facts that you know about Yetis, as well as some more research about the Himalayan mountains, to make a set of instructions on how to catch a Yeti.

Get further information from <http://library.thinkquest.org/10131/>

Use the ideas below to make some notes then make a final copy into a poster, a flow chart or a pamphlet. Make sure you include diagrams.

1] Where can the Yeti be found? _____

(Will you include a map?) _____

2] How do you get there? _____

3] Who do you need to help? _____

4] What equipment is needed for:

Survival in the freezing, snowy mountains? _____

Capturing and holding the Yeti (without cruelty, of course)? _____

5] How will the Yeti be transported back to your country? _____

6] What will you do with the Yeti when you get back home? _____

7] How will you present this information? (Poster /Flow Chart /Pamphlet)

Better get working on it — the Yeti is waiting!




Related Learning Outcome: Students will include considerations of teamwork, personal health and safety in a fictional plan.
Subject Area/s: Health - Healthy Communities & Environments.

Looking From The Outside

Name: _____

Science fiction films such as “ET” or “Men in Black” give us an imaginary look at what some of our alien visitors might look like. But what might they think about human beings?

PPP On the “postcard” below, write from an alien’s point of view: “Greetings from Earth”.

<p>Dear _____</p> <p>Just arrived on planet Earth — you wouldn’t believe what it is like here... ..</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	 <p>.....</p> <p>.....</p> <p>.....</p>
--	---

Write or draw **FIVE** ways that an alien visitor might show that they come in peace:

1. _____
2. _____
3. _____
4. _____
5. _____



Related Learning Outcome: Students will investigate a situation from a different perspective.
Subject Area/s: Social Studies - Place & Environment; English - Written Language.

The Bermuda Triangle

Name: _____

The Bermuda Triangle is supposedly a mysterious area of sea between Florida, Puerto Rico and Bermuda. This area has produced countless reports of disappearing ships and planes, as well as many stories of ghost ships. Ship's instruments are also said to be greatly affected because of magnetic disturbances.

Many disappearances have been explained by natural causes. Some scientists are adamant that there are no more accidents over the Bermuda Triangle than anywhere else in the world. The area is afflicted by high seas and storms, which could certainly explain many disappearances. Despite reassurances, some superstitious travellers refuse to fly or sail over the area.

? Use an atlas to find the area of the Bermuda Triangle. Copy the map into the space below and shade the triangle in your favourite mysterious colour.



?? Do some further reading on the Bermuda Triangle. Make a list of five mysterious disappearances that are supposed to have happened. Visit this site: **www.bermuda-triangle.org** for further information.

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

??? Write a poem inspired by the Bermuda Triangle. Decorate your poem with images of this area of sea.



Related Learning Outcome: Students will conduct research on the location and background of the Bermuda Triangle.
Subject Area/s: Social Studies - Place and Environment.