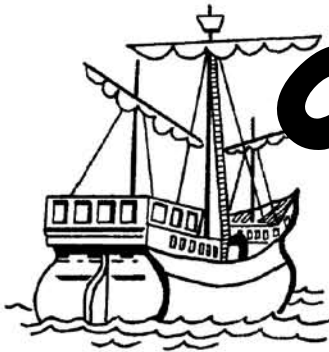
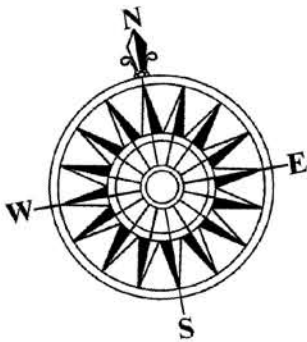


For  
Ages  
11+

## A Library Activity Pack **BLM ACTIVITY BOOK**



# World Explorers



For use with the  
World Explorers source book

## World Explorers



**By Sandy Tasker**

A complete learning centre package for the library. Set against the backdrop of world exploration, this innovative package acts as a springboard for developing and enhancing thinking and creativity skills.

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# Task Card Information

The photocopiable activities in this book have been designed as task cards. Ideally, they can be copied onto card and laminated so as to be used several times.

Alternatively, teachers can photocopy pages to make up activity booklets for each student. The activities are non-sequential although it is envisaged that students will have read the accompanying resource book before attempting the task cards.

Website references have been included on the task cards although they are usually not essential for completing the activity. However, they often provide an excellent starting point and it is often easier than trying to locate relevant library books. See below for more information about the use of Internet references.

## Checklist

A checklist of activities has been provided on page 24 which allows students or the teacher to check off the activities as they completed. This checklist can be photocopied onto A3 paper and displayed on the wall as part of the learning centre so that when

students are allowed time at the centre they know what areas they can cover.

## Learning Outcomes

Charts containing relevant learning outcomes for all Australian states and territories are included on pages 10-13. This information allows teachers to measure students' learning according to the subject area and particular strand. Each task has a related learning outcome at the bottom of the card and highlights the thinking skills incorporated into the activity.

## Cross Curriculum

The activities in this series explore high interest themes across core subject areas such as Society and Environment, Technology, Science, English, Mathematics, Health and Physical Education. The themes provide a backdrop for creative thinking strategies and different learning styles.

## Assessment

Detailed notes and assessment proformas have been included at the end of the activities. (See pp 24-31.)

## Updating of Internet References

It is now common knowledge that Internet sites disappear from time to time. While all of the sites included in this package were accessible at the time of publication, it is anticipated that many sites will move to a new location, modify their layout or disappear from the WWW completely.

Ready-Ed Publications endeavours to check all sites on a regular basis and replaces any sites that have moved. In addition, attempts are made to locate missing sites that have relocated to another address. All website references in the Library Activity Package are clearly linked on our website at a specific location. The direct address for this section is:

[www.readyed.com.au/urls/thinking](http://www.readyed.com.au/urls/thinking)

Ideally, it is hoped that teachers using this package will bookmark the above address so that students requiring links always have access to the latest link rather than an outdated one that may still appear on the task card some time after publication. By using the index students do not have to laboriously type in any URLs, greatly reducing the margin for error when trying to locate sites that have long and complicated addresses. The website indexes are clearly set out and easy for students to navigate. Should a broken link or a link that appears to have modified its layout be discovered, then please email [fixlink@readyed.com.au](mailto:fixlink@readyed.com.au) with clear details of the topic and task card number. Please note that ALL links that appear in each of the five resource books are included on the above site and are clearly labelled.

## Task 7: "We Want You!"

**Materials:** World Explorers resource book, Internet access, coloured pencils, markers, paper.

**Task:** Life in Mongol times must have been pretty tough – limited food, basic living facilities, always on the move. Read about the Mongol lifestyle in the resource book to get an idea of what day-to-day living was like for these people. Check out this website as well: [members.tripod.com/~whitebard/ca54.htm](http://members.tripod.com/~whitebard/ca54.htm)



In today's television advertisements, the army is promoted as being an exciting, flexible lifestyle that provides unique and rewarding experiences. Go back in time now and imagine that you are Genghis Khan, trying to round up some more recruits for YOUR army.

List all of the things that feature in the daily lives of the Mongol people. Now, how can you turn each fact around to make it sound as *appealing* as possible? Living in tents may be described as "Unlimited camping experience ... be at one with nature!"

From your list of ideas, make a "We Want YOU!" poster to recruit new members for Genghis Khan's army. Make it as appealing and informative as possible.

Related Outcome: Students will recognise that people of different cultures and in different times view situations differently to what we do today.

Creative Thinking Skill: Problem Reversal, Applied Imagination.

Subject Areas: Society & Environment/HSIE – Time, Continuity & Change, English – Reading, Viewing, Writing.

## Task 8: Ocean Blues

**Materials:** World Explorers resource book, paper, pen.

**Task:** Picture yourself as an 18<sup>th</sup> Century sailor (or even a pirate) sailing the seas on the way to a new adventure. Life was not always a barrel of fun on the ship. Sickness and punishment are an inescapable part of daily life when you are miles away from any land.



Read the sections on *Sickness* and *Law and Order* in the resource book. Also, check out the Glossary to get an extra insight into some new seafaring words.

Use your knowledge to write a sailor's diary entry for "My Worst Day Ever". Include many details about the "little things" that just add to the drama of an awful day. Perhaps rats infest your hammock or you have your last ration of sea biscuits stolen. Maybe you could have a competition with your classmates to see who can come up with the most disastrous (but still realistic) day.

Make a tally of points for every word or fact that you used from your research.

Related Outcome: Students view daily life in history through a personalised perspective, applying research in an imaginative context.

Creative Thinking Skill: Elaboration, Applied Imagination.

Subject Areas: Society & Environment – Time, Continuity & Change, English – Reading, Writing.

## Task 19: The Great Debate

**Materials:** Pen, pencil, partner.

**Task:** What do you think about our greatest explorers? Were they heroes or madmen? Cruel or kind? Curious or meddlesome?

Write down your thoughts **FOR** and **AGAINST** this debate topic:

**"World explorers contributed more to society than anyone else."**

You may wish to take one viewpoint and list all the arguments that you can think of, whilst a partner takes the opposing view. When you have both thought of as many ideas as you can, swap and complete each other's list.

**Discuss the outcomes:**

- Which arguments contradict or cancel each other out?
- Which side has the most valid points?
- Have you been convinced one way or the other?



*Related Outcome:* Students will analyse the overall impact of world exploration has had on society in history and today.

*Creative Thinking Skill:* Logical Thinking, Fluency, Flexibility

*Subject Areas:* Society & Environment/HSIE – Time, Continuity & Change, Social Systems.

## Task 20: Candy Cartoon Caper

**Materials:** Paper, pencils, marshmallows (optional).

**Task:** Imagine the Candy Land is suddenly discovered in the middle of the Pacific Ocean. It has one major difference that sets it apart from any other land ever discovered – it is made entirely of marshmallow!

Think about the difficulties, confusion and crazy activities that may follow. Create a cartoon (or write a story if you prefer) showing how sometimes explorers get more than they bargained for!

Use some marshmallows to present your cartoon in a crazy way (don't eat them all!).



*Related Outcome:* Students apply imagination to a creative writing piece.

*Creative Thinking Skill:* Imagination, Risk Taking.

*Subject Areas:* English - Writing.

# Activity Checklist

Photocopy this sheet onto A3 paper and display in the learning centre. Students check off the sheets as they complete them.

[illegible]