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| Title: (Other) World Explorer Project |
| *These project activities are meant to build upon each other and be completed over the course of a week or so. They incorporate learning opportunities from all content areas including: Science, Math, Language and Literacy, Physical Activity, Social Studies, Health, World Languages, Career Exploration and Visual and Performing Arts. While these activities are focused on spending time outdoors, parents and caregivers need to make appropriate decisions for each child, based on their location and availability of materials around them. The most important thing you can do for your child is to talk with them during each aspect of their day. Explain what you’re doing, let them be involved and assure them that they are loved and safe every day.* |
| **Introduction**  **This interdisciplinary project is purposefully open-ended, and is driven by the imagination of each student. Activities are only suggested, and they are intended to be indicative of the types of activities that students can do with this project... certainly not a complete list! Parents and teachers are encouraged to continue to add “tasks” to the project to expand students’ understanding of the interconnectedness of cultural and lifestyle elements as they pertain to the imaginary race that students will “discover” through this project.** |
| **Materials**  **Various project materials, including different types of paper, writing implements, scissors, glue/gluesticks, water-based paints with brushes, etc. - any combination will work, but the more variety available will make the final product more aesthetically interesting.** |
| **Activities**  The premise is simple – the first general prompt for the project directs students through the first part of the scenario... They are explorers to another world/part of this world/dimension/etc. (your choice or their choice which scenario it is), and they are to document everything that they encounter on their journey.  Prompts can develop out from there, mostly in journal form, as students are encouraged to draw maps to document their journey, draw pictures of new and unusual creatures they meet (plants and animals), journal a narration of their travels, and comprehensively document all they see and hear. Every activity that students are asked to perform in their imagination needs to relate to something about the “real world” that they already know – drawing on foundational science, geography, government, arts, language, and mathematics concepts as they attempt to relate to their new imaginary worlds. Perhaps weather doesn’t act the same on this planet as it does on Earth? When a new intelligent culture is encountered, perhaps their customs and traditions are foreign to us? Drawing maps can reveal to students how land masses are shaped/formed by their natural surroundings – glaciers, waterfalls, mountains, etc. The possibilities of students to describe their imaginary world in infinite detail are quite varied and extensive.  The end result, should you ever arrive there, should culminate with a return to the original “real” world (or, if your students decide to go for a “doomsday” scenario where their old world is destroyed, then they should culminate with their joining/co-existing with their new planetary/dimensional neighbors.) The end product is a rich “text”, a collection (either in paper or digital form) of artifacts that serves a very real purpose for our students’ understanding how to perceive the world around them. There is no limit to the depth of creativity that students can employ when completing prompts that lead them to examine cultural norms and scientific phenomena, as they create a thorough document of their journey and experiences. |
| **Additional Readings/Links**  Additional reading can be from any sources that support previous knowledge; again, the premise of the project is that they have been sent on a journey knowing only what they know now. Should students wish to explore additional “real” topics in order to explain those in their imaginary world, they should be encouraged to do so from reliable sources. School educators can indicate primary sources that would serve these purposes well. |
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