

Overview

Learners will use the PowerPoint slides that feature what Aude, Assouan, Nyanga, Tatakoto and Menabe, to think about space exploration as a context for the suggested learning opportunities. The slides can be printed and each group given a different child's point of view to work on. Once they have worked out the French, each group should be prepared to share their findings with the rest of the class, who can take notes.

With a focus on current space research, learners will consider the opinions outlined in the slides. Learners will compare and contrast this with their own opinions and those of others in Scotland. Learners will develop an awareness of how scientific and technological advancements have allowed scientists to discover more about space and our planet. Learners may wish to consider the impacts of space research on global communication. Learners will be encouraged to negotiate their own Success Criteria and use this to evaluate the final debate.



Picture credit: The future of Mars as imagined by NASA in May 1985. Created by NASA and [published on Flickr](#).

Sciences experiences and outcomes explored

Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention, and the impact this has made on society.

SCN 2-20a

Other Curriculum Areas explored:

Mathematics

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in appropriate ways.

MNU 2-20b

Social Studies

Having explored the way journeys are made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.

SOC 2-09a

Responsibility of all:

LIT 2-09a When listening and talking with others for different purposes, I can:

- share information, experiences and opinions.
- explain processes and ideas.
- identify issues raised and summarise main points or findings.
- clarify points by asking questions or by asking others to say more.

Themes across learning:

Global Citizenship
Sustainable Development

Overview of learning

Possible prior experiences

Learners could:

Compile a glossary of possible French vocabulary related to space, as a prediction exercise, before they attempt to read the French.

Compare the history of the Endeavour ship to that of the Endeavour space shuttle. Consideration may be given to discoveries, fuels and environmental impact.

Investigate current thinking on The Big Bang Theory.

Make a timeline of the history of the telephone and communication and extrapolate that timeline into the future with envisioned developments.

Compare two planets and consider why Earth is hospitable.

Prepare a case study for an endangered animal, to include the success of programmes of re-establishment.

Challenges

Learners participate and contribute to a [role play debate](#), entitled “Space Research: Is it worth it?”

Learners should work in groups and, using the slides as a stimulus, to consider, share and develop an opinion regarding space research. Learners should work together to discuss what the group’s point of view should be at the meeting and what information they might need to research. The groups should also think about what areas they are willing to concede.

Areas for consideration may include:

- Exploration of the Big Bang
- Protecting and monitoring the environment
- Pollution of Space
- Cost of research
- Communication systems
- Contemporary navigation

Each group should allocate various tasks, including a member of the group to collect and share ideas with the other groups, and a member of the group to make a speech at the meeting to describe the views of that group.

Learners should then describe the views of their group, inspired by the views of the French speaking children in the slides. They can put forward their considered point of view in the debate.

Success Criteria should be negotiated for the debate, for example:

- Length of presentation
- Influence on audience – indicated by a ‘washing line exercise’ or survey prepared by learners
- Question and Answer section, learners could self or peer assess against the Success Criteria.

Possible evidence

Observation notes

Pupil research notes

Timeline

Success Criteria checklist

Planning sheets

Photographs of the process

Video of debate

Peer assessment sheets/discussion

Presentation depicting learner’s revised view of space research