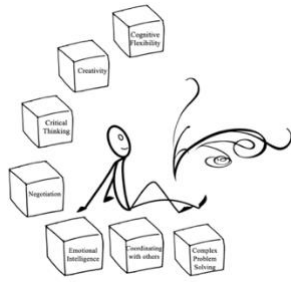


Scaffolding Space and Space Exploration (Primary)



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theory behind the scaffold...

The International Day of Human Space Flight (Yuri's Night), celebrated on April 12th of every year, honours Russian cosmonaut Yuri Gagarin who, in 1961, when he orbited the Earth for two hours, became the first human to go into space.

Forty years later, in 2001, the United Nations voted to celebrate [Yuri's Night](#), which promotes public interest in space exploration and encourages young people to consider professions associated with space exploration and research. The day also aims to promote aspirations to explore and maintain outer space for peaceful purposes.

There is also the wider issue of whether space exploration merits the contamination caused by the machinery sent into space precisely because of the satellites sent to analyse and explore. It behooves us to examine the damage we're causing in the universe in large part because of the consequences of the damage we're causing to the Earth.

Let's help students to consider the original motives behind space exploration - controlling direction and purpose of what is possible in space in the future. How important is that goal and is inner exploration more meaningful?

step by step...

1. Use [template](#). Put the descriptions of each planet on the board or at each group's table.
2. Students work in pairs or groups of three doing the following:
 - Write the description of the planet they feel is appropriate. a 1-2 sentence justification. In the column next to it, give give an alternative description (*Example: This description is justified because of the word 'rings. Jupiter has many rings./This description is justified because of the word 'mountain'. This planet looks like it has mountains.*)
 - Write a 1-2 sentence justification. (*Example: This description is justified because of the word 'rings. Jupiter has many rings./This description is justified because of the word 'mountain'. This planet looks like it has mountains.*) In this way, students are writing

each description at least twice, thus internalising it more profoundly.

- Find the names of past space missions and/or astronauts and give your team that name. In the last column, explain why you are inspired by that mission or astronaut.
3. Play the video. Students make changes if necessary to the descriptions they've chosen for each planet while and after they watch the video.

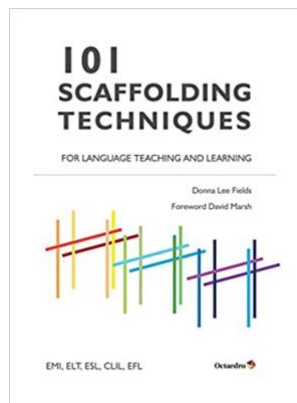


7. *Formative Evaluation/Reflection:* In groups, students answer the following questions based on the Question Continuum.



- Do we explore space?
- Which planet is closest to the Sun? Which is farthest?
- Who do you know who is most likely to become an astronaut or work on a space project?
- When was the first time a human was sent to space?
- Where can you go to see all the planets?
- What does 'exploration' mean? What is 'space exploration'?
- How easy is it to live on another planet? Explain.
- Why do we need to know about other planets? Why do we need to know details about Earth?
- What if you had the opportunity to visit another planet. Which one would you choose, who would you want to go with, and why would you choose that planet?

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