

LEARNING CHALLENGE LESSONS

Primary

20 Lessons to Guide Young Learners
Through the Learning Pit

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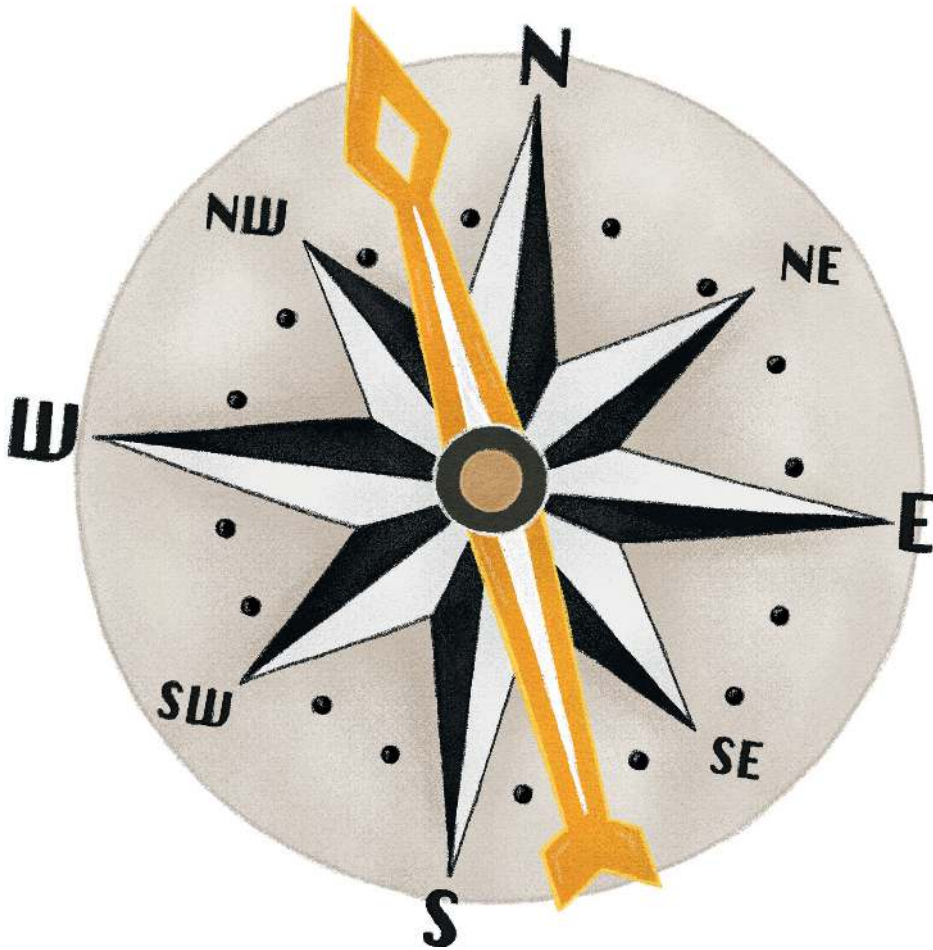
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LESSON

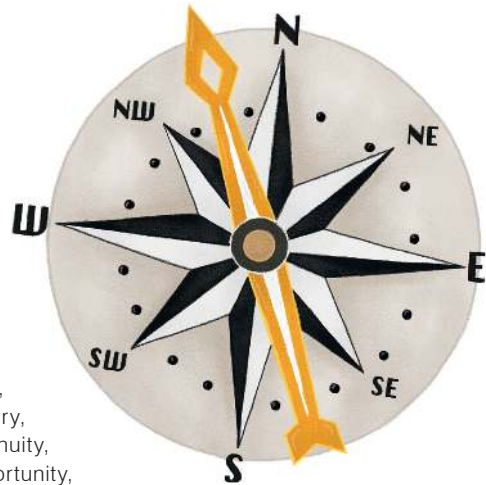
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Why Explore?

KEY CONCEPT: Exploration



Why Explore?



KEY CONCEPT:

Exploration

KEYWORDS:

Acquisition, adventure, ambition, astronaut, beyond earth, bravery, challenge, communication, cosmonaut, cost-benefit, discovery, economics, exploration, explore, explorer, foolhardiness, ingenuity, journey, mountaineer, navigation, navigator, new frontiers, opportunity, pioneering, plunder, power, progress, prosperity, protection, resources, risk, rivalry, seafarer, space, status, survival, technology, the unknown, and voyage.

LEARNING INTENTION:

To understand the different ways in which exploration can take place and why it happens.

SUCCESS CRITERIA:

We can do the following:

- Describe what exploration is and name a variety of explorers.
- Identify the different ways people explore and appreciate the impact that exploration has upon our lives.
- Explain the reasons why people explore.
- Question whether people should explore.

STRATEGIES USED:

Odd One Out

Opinion Corners

Concept Lines

1. IDENTIFY THE CONCEPT

Some of the key areas to investigate within and around the concept of exploration are the following:

- A definition of *exploring* and *exploration*
- A definition of an *explorer*
- Types of exploration (wilderness, urban, space, scientific, philosophical)
- The nature of exploration
- Exploring the 'impossible' (going against common belief to uncover new understanding, risk-taking, or going into uncharted territory)
- Exploring the 'possible' (exploring more deeply things or places we already know about to extend our knowledge and understanding)
- People who undertake exploration
- Risk and reward
- Motivation
- Status and power
- Exploitation and damage
- Financial and human cost
- Resource implications
- Competition
- Progress
- Human instinct
- Survival
- Gender and exploration
- Benefits and impact of exploration

2. CHALLENGE STUDENTS' UNDERSTANDING OF THE CONCEPT

Here are some examples of cognitive conflict that we expect your students to experience:

Opinion	Conflicting Opinion
Space exploration is very expensive, and this money could be used to help those with no money and no homes.	You can't put a price on the knowledge that has been gained through space exploration. Exploring space has provided jobs for many people.
Exploration can be very dangerous and risky.	There are risks in everything we do. We would never go anywhere or do anything if we didn't take risks.
We don't need explorers any more. The internet tells us everything we need to know about the world.	The world is vast, and thanks to explorers we are making new discoveries all the time. We now know that many lifesaving medicines exist in the Amazon rainforest.
Brave explorers inspire us and show us what is possible.	My family inspires me and challenges me to be the best I can be.

Questions for Challenge

- What is exploration?
- What or where can be explored?
- What kind of exploration have you done?
- Why would someone want to explore?
- Is it possible to explore something I already know – like this classroom?
- Can we only explore places?
- Would you be able to explore without moving?
- Does exploration always have to involve travel of some kind?
- What is the difference between travelling and moving?
- What tools can I use to help me explore, without moving (e.g. a microscope, a telescope, the internet)?
- What is an explorer?
- What explorers can you name?
- If an explorer travels, does it have to be somewhere new or just new to them?
- Should an explorer always find something?
- What is the difference between finding and discovering?
- Is exploring always a risk-taking activity?
- When is it important to take risks?
- Why do explorers want to explore?

- What might be the rewards of exploration?
- What is a reward? What reward did Neil Armstrong, the first man on the moon get? (or) What reward did Roald Amundsen get for being the first man to get to the South Pole?
- Should nations be proud of their explorers?
- How do we know if there is anything left to explore?
- If we explore something, do we always find out more about it?
- Is it possible to explore an idea?
- What have we been exploring in the pit today? Have we found or discovered anything?
- Should people explore things even if it is dangerous to do so?
- Humans are continuing to explore space. We often call this the space race. Does exploration always need to be competitive?
- Is it possible for babies to explore?
- How do we know that money spent on exploration is worthwhile?

Activity 1: Odd One Out

The Activity 1: Odd One Out cards show a range of explorers. There are two sets of cards. The orange cards are for younger students or those who may need additional support, and those that are blue are for older students or those who would benefit from the additional challenge.

Although there is information provided about each of these people, you may want to ask your students to carry out a little of their own research as a preview to working with the activity cards.

This activity works very well with students in small groups of three or four.



Give each group of students three cards. Ask them to identify which one is the Odd One Out and why. Encourage them to continue to look for alternative answers and reasons for what might be the Odd One Out.

online resources

Download the activity cards at <http://resources.corwin.com/learningchallengelessons>

Why Explore?
The Explorer

A search and rescue dog

Why Explore?
The Explorer

A search and rescue dog

- Dogs are trained from 8 weeks old
- Obedience is a key part of their training
- Rescue dogs detect human scent and help to find missing people
- They have a great sense of smell and can track a scent for miles
- They help firefighters search dangerous sites and explore mountains and areas of natural disasters

Why Explore?
The Explorer

Neil Armstrong

Why Explore?
The Explorer

Neil Armstrong

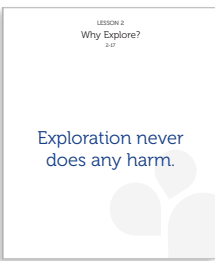
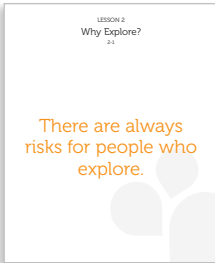
- He was a Boy Scout.
- He was a U.S. astronaut and engineer.
- He was the first person to walk on the moon.
- He received the Presidential Medal of Freedom.
- He made the impossible possible.

Image source: Nikolai Tsvetkov/ Shutterstock.com

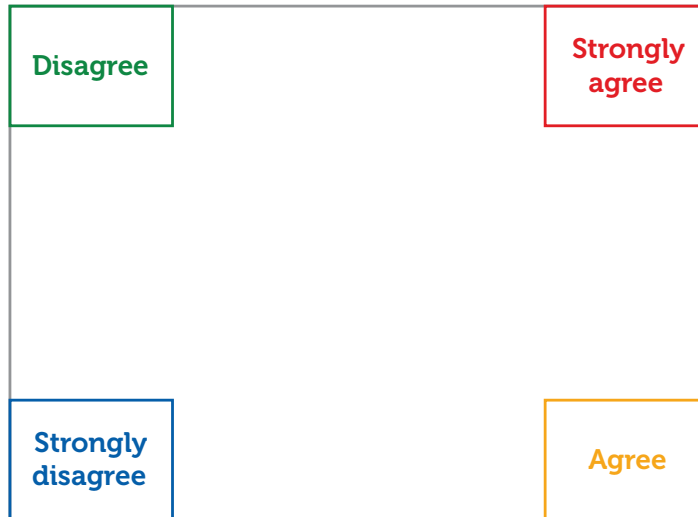
3. CONSTRUCT UNDERSTANDING

online resources

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Activity 2: Opinion Corners



Your students should now consider the reasons why people explore.

Challenge them to consider whether they agree, disagree, strongly agree, or strongly disagree with a range of statements that relate to the motivation behind exploring.

Use Activity 2: Opinion Corners cards for this activity. Orange cards are for younger students or those needing additional support. Blue cards are for older children or those requiring more challenge.

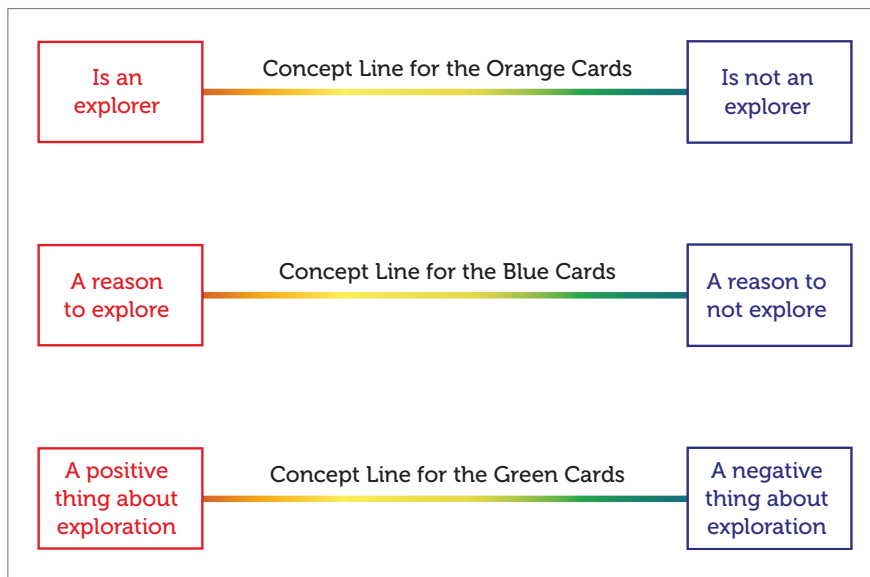
It is useful to support your students when they are sorting through the information in front of them. This can help them to interpret and handle the information more easily and reconstruct their thinking in order to reach an understanding.

Activity 3: Concept Lines

A Concept Line represents the characteristics of a concept rather than agreeing or disagreeing with a concept. Your students are now challenged to consider what constitutes an explorer as well as the positive and negative aspects of exploring.

Use Activity 3: Concept Lines cards for this activity. Select the statements you would like your students to consider. These are labelled so you know which statements to use with which Concept Line.

Ask your students to consider where the statements would fit on the following Concept Lines, and encourage them to share their thoughts and ideas to justify the position they have chosen.



Adaptation

For younger students, reduce the number of cards or resources they are categorising at any one time.

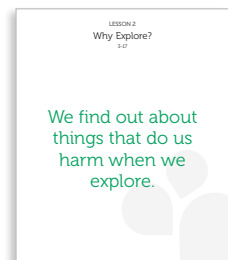
Extension

Your students could create their own cards for the Odd One Out activity and add new statements for the Concept Line activity.

You could challenge your students to identify nine characteristics that they believe explorers possess. They could then rank the most important by using a Diamond Ranking.



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4. CONSIDER THE LEARNING JOURNEY

At the end of the activity, it is usual to encourage the students to review their learning journey and the thinking process they have engaged in throughout the session.

This can include reflection on the thinking that has taken place to this point and a summary and conclusion of the new understanding reached.

They can do this by returning to and reexamining some key questions.

- Why do people explore?
- What does exploration involve?
- Who explores?
- How has exploration helped us?
- Is exploration always risky?
- Is it always wrong to take risks?
- To what extent is exploration necessary?
- What do you think should never be explored?
- What have you explored during this lesson?
- Have you changed your views on anything during this lesson?
- What skills have you used during today's lesson?
- Which of these skills do explorers use?
- Could you use those skills in other areas of your life?

Ideas for Transfer

Your students could explore their school environment. They could collect data of what new information they have collected and communicate it through pictures and graphs.

Your students could research an explorer of their choice and produce a biography about them highlighting the contribution their explorer has made to the world.

Your students could compile and display a fact file on their chosen explorer and get their fellow students to vote for their favourite explorer.

Your students could write a newspaper article that is set in the future and report on an exploration that they believe will take place in the future.

WWW•EBI

WWW – What Worked Well ...

Empty space for notes under the WWW header.

EBI – Even Better If ...

Empty space for notes under the EBI header.

LESSON

3

Who Was Responsible for Sam Ending Up in the Hospital?

KEY CONCEPT: Responsibility



Who Was Responsible for Sam Ending Up in the Hospital?



KEY CONCEPT:

Responsibility

KEYWORDS:

Accidents, actions, blame, cause and effect, fault, guilty, individual and collective responsibility, irresponsibility, legal, moral, outcome, reliable, responsibility, rights, rules, safety, and thoughtlessness.

LEARNING INTENTION:

To understand what it means to be responsible.

SUCCESS CRITERIA:

We can do the following:

- Describe what responsibilities are, and identify our own responsibilities.
- Explore possible ways for dealing with responsibility.
- Investigate the connections among responsibility, blame, and personal influence or control.
- Recognise and accept the importance of responsibility and the causes and effects of acting in a responsible or irresponsible way.

STRATEGIES USED:

Mystery

Diamond Ranking