

It's alright to be bright It's cool to be clever  
We've all got potential Let's celebrate together  
16th - 23rd October 2010



Out of this World

Activity Booklet



For gifted children & their families

It's alright to be bright  
 We've all got potential  
 It's cool to be clever  
 Let's celebrate together  
 16th - 23rd October 2010

**Welcome to this year's  
 It's Alright to be Bright! 2010**

In this booklet you will find a range of activities to involve your whole class, year, school, club or family. The aim is to include everyone and show that every child has something they're good at. At the same time it reminds us that there are a number of children who often feel 'isolated' and 'different' because of their giftedness, and they can feel misunderstood. These children often learn in different ways, and may require additional forms of stretch and challenge. This booklet aims to address their needs as well.

We hope that the activities provide you with opportunities to look again at some of the children you know or work with. Some of their gifts may not be conventional and their talents not developed; or they may be hidden by challenging behaviour or learning difficulties. But above all else we hope that you and the children enjoy these activities.

If this booklet is useful for you, we hope that you will consider joining NAGC as a member to access more support, but equally to add your voice to the needs of these children and those who look after them. Alternatively, donations to support our work are always gratefully received. More details are available at the end of this booklet.

So, have fun and we look forward to welcoming you again next year!

With very best wishes

Denise Yates  
 NAGC Chief Executive



For gifted children & their families

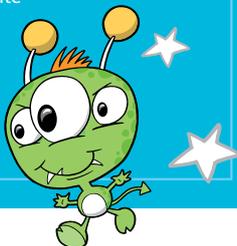


**Contents**

**04** Notes on the Activities  
 Information about how to use this booklet with the full ability range

**05** Pre-School Activity  
 The Aliens' Tea Party

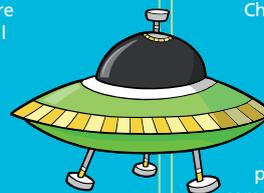
Design your own alien. What shape is it, what colour is it? Does it have any arms and legs, how many eyes does it have? Using paint, colouring pens, or collage materials, design an alien from a far away planet. As a small group or class think about what your aliens would like to eat and then invite your aliens for a tea party. Eat the alien food you have made and play some alien inspired party games!



**Out of this World**

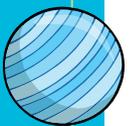
**06** Primary School Activity  
 Rocket Races!

You are an astronaut who is due to fly into space; however the engineers who were making the space rocket have all gone on holiday without finishing it. It is your job to design and make a space rocket that will get you and your fellow astronauts into space safely. Work in teams to model the space rocket from junk and present your space rocket to the rest of the class.



**07** Primary School Activity  
 Planet of the Martians

You are the script writer for a Children's TV Channel on Mars. You have been asked to write a script about a family of humans who disguise themselves as aliens and live on Mars. Work in groups to write a script for a scene from the programme – it could be a comedy, drama, adventure; it's entirely up to you! Turn your script into a comic book or play to act out.



## Key

-  Suggested key stage

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-  Suggested time for activity

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-  General resources

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-  Additional resources

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-  Curriculum areas

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-  Care and recommendations

Out of this World is an activity booklet of inclusive activities to support NAGC's It's Alright to be Bright! initiative which is running from 16th – 23rd October 2010. The booklet can be used to provide exciting and engaging activities for the whole class, youth group or family, whilst providing support for children with special education needs and extension activities and ideas for able, gifted and talented children.

The key opposite and the following notes apply to all of the activities in this booklet.

### Suggested key stage

Each activity has been created for a specific key stage in order to provide fun and enrichment. However, each activity could be adapted for older or younger children as required.

### Suggested time for activity

Each activity lasts 2 hours. This time frame is only a guide and can be extended or shortened as the teacher/leader requires.

### Curriculum areas

All activities are cross-curricular and curriculum areas are listed.

### Resources

General and additional resources are listed. Further useful resources are highlighted at the end of each activity.

### Disclaimer

The activities in this booklet are suggestions for use in schools, youth groups and at home. NAGC cannot be held responsible for any incidents that may arise as a consequence, so please take care.

## 08 Secondary School Activity Travelling through Space!

As a scientist, it is your job to work out how long each space mission will take to reach the various planets in our Solar System. Draw a scale model of the Solar System and then get the class to act as planets and physically map it out using the school playground or field.

## 11 Secondary School Assembly Speak Out!

This assembly will show a live debate between the class about space exploration. Pupils will be split into two groups and will have to either argue for or against space exploration. Encourage pupils to research their own arguments and present the debate to the school. The debate should be rehearsed in advanced and carefully controlled by the teacher.

## 09 14+ Activity Shift Happens

What will Earth be like in the future? Did you know that media analysts forecast that the top 10 jobs of 2010 wouldn't have existed in 2004? Consider the growth of society over the last 100 years and chart its development in areas such as technology and the invention of radio, TV, the internet and social media website Twitter. How will technology change in the next 10 years and how it will impact on society?

## 12 Who we are NAGC Services

## 10 Primary School Assembly Explore the Galaxy

This assembly will provide a summary about the Solar System and space for the whole school in a fun and interactive format. Encourage the class to find and choose poems about the Solar System, as well as 5 interesting facts about the Solar System.



# Pre-School Activity: The Aliens' Tea Party



## About the Activity:

Design your own alien. What shape is it, what colour is it? Does it have any arms and legs, how many eyes does it have? Using paint, colouring pens, or collage materials, design an alien from a far away planet. As a small group or class think about what your aliens would like to eat and then invite your aliens for a tea party. Eat the alien food you have made and play some alien inspired party games!

## Learning Outcomes:

- For each child to make one contribution to discussion about aliens and build their confidence when speaking in a group
- To develop their motor skills through painting, colouring or collage
- To improve their social skills by taking part in a range of exciting children's team games

## Key



Pre-School



2 hours



Plain paper, lined paper, pens, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet



A3 paper, pictures of aliens, collage materials, paint, food, story about aliens, TV and TV programme, party games



English, Food Technology, Art, Design & Technology, Sport



Supervision when using scissors is recommended. Consider food allergies when planning the food for the tea party. Ensure everyone washes their hands before handling food. Supervision when using knives is recommended.

## SUGGESTED TIME PLAN

### 0.00 – 0.15

Introduce the topic. Read a story about aliens visiting Earth in a rocket or show a video clip of aliens from a children's TV programme. Ask the children:

- What colour was the alien in the story / TV programme?
- How many arms, legs, eyes did it have?
- How big was it?
- What did it like to eat?

Tell the children they will be designing their own alien and ask them what they could look like. Explain how they will design their alien, using paint, colouring pens, collage or other method.

### 0.15 – 0.30

Let each child design their alien using their preferred method and give their alien a name.

### 0.30 – 0.40

Get the children into small groups, with one adult per group and ask them what they think their alien will eat. (You could have a selection of food on a table and get them to choose the food they

want). Or you could prepare three or four simple recipes in advance and allow each group to pick one to make for the tea party.

### 0.40 – 1.00

Get each group to help make the food and drinks for the tea party. See the resources section for recipe ideas. Give each food an alien sounding name such as Alien Juice for squash with fruit in. AGT activity for some students.

### 1.00 – 1.20

Enjoy your tea party with the whole class

### 1.20 – 1.40

Play your alien inspired games. See the resources section for game ideas.

### 1.40 – 1.50

Clean and tidy up.

### 1.50 – 2.00

SEN Discussion and AGT Discussion. Weird and Wacky!

## END OF ACTIVITY

## SEN Activity Ideas

Provide children with an alien template that they can colour in and stick collage materials onto. Also provide assistance for children who struggle with cutting and gluing materials.

## SEN Discussion

What was your favourite part of the tea party and why?

## AGT Activity Ideas

Invent a game that everyone can play at the Alien Tea Party. Give the game a name, think about what resources you will need for the game and plan it out on a piece of A3 paper. It could be an alien board game, skipping game or football game. If there is time, show the rest of the class and play the game.

## AGT Discussion

What would be an alien's favourite party game and why?

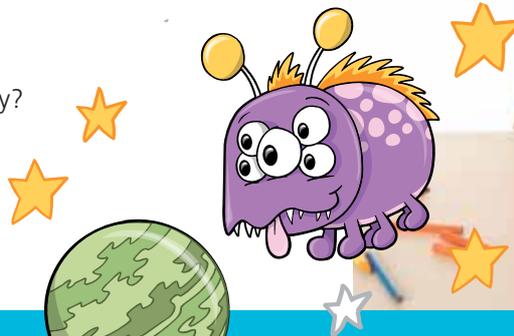
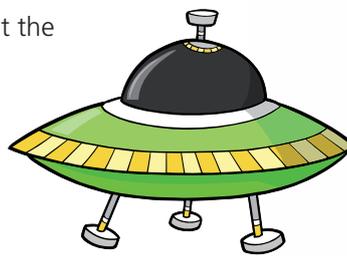
## PNI

**Think about something positive, something negative and something interesting relating to this question:**

What if there was an alien living in your wardrobe?

## Weird & Wacky!

How does an alien eat food without a mouth?



## Useful Resources

### Lunar Jim

[www.bbc.co.uk/cbeebies/lunarjim](http://www.bbc.co.uk/cbeebies/lunarjim)  
Cbeebies TV programme about space

### Aliens in Underpants Save the World

[www.bbc.co.uk/cbeebies/presenters/stories/aliensinunderpants/](http://www.bbc.co.uk/cbeebies/presenters/stories/aliensinunderpants/)  
Listen to Cbeebies presenters reading this story online

### Journey to the Moon

ISBN: 978-1847382023  
Authors: Lucio Santoro & Meera Santoro  
This pop-up book takes a journey through the sky, across the sea, through a ravine and eventually into space. But once you reach the moon, remember to look out for aliens!

### Cooking with Kids

[www.childrensrecipes.com](http://www.childrensrecipes.com)  
Cooking with kids is fun and easy. Easy children's recipes will have your get your kids in the kitchen cooking and having fun!

### Party Game Central

[www.partygamecentral.com](http://www.partygamecentral.com)  
Party game ideas for kids or adults including birthday games, party games, group games, Christmas & Halloween.

# Key Stage 1

## Activity: Rocket Races!



### About the Activity:

You are an astronaut who is due to fly into space; however the engineers who were making the space rocket have all gone on holiday without finishing it. It is your job to design and make a space rocket that will get you and your fellow astronauts into space safely. Work in teams to model the space rocket from junk and present your space rocket to the rest of the class.

### Learning Outcomes:

- To learn about rockets and how they fly
- To develop their presentation skills
- To explore their creativity by making at least one input into the design of the rocket

### Key

KS

Key Stage 1



2 hours



Plain paper, lined paper, pens, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet



A3 paper, pictures and books of rockets, selection of junk and other materials



English, Science, Art, Design & Technology, Information Technology



Ensure all junk modelling materials have been cleaned and are free from sharp edges. Supervision when using scissors is recommended

### SUGGESTED TIME PLAN

#### 0.00 – 0.15

Introduce the topic. Discussion about space rockets. Use pictures of rockets from a variety of resources e.g. story books, science book, and pictures from NASA's website. What does a space rocket need to fly? Answer may include:

- Fuel
- To be streamlined
- To have enough power/momentum to get it airborne

#### 0.15 – 0.50

Split the class into teams and get them to come up with a team name. The team must design their rocket, using books and computer time to research rockets and their materials. Provide them with a list of available materials to make their rocket with so they can plan the materials into the design.

#### 0.50 – 1.20

Once they have sketched their design on A3 paper, divide the team into two smaller groups. One part of the team makes the rocket using the

junk materials available. The second part of the team prepares a short presentation about their rocket, why they chose each material, what their rocket is called and anything else they want to include. This could be a powerpoint presentation or with cue cards or however they want to present it.

*AGT activity for selected students.*

#### 1.20 – 1.30

Clearing and tidying up. Washing hands

#### 1.30 – 1.50

Presentations by each group. Allow about 3 minutes per group & time for questions by the rest of the class.

#### 1.40 – 2.00

SEN Discussion and AGT Discussion. Weird and Wacky!

### END OF ACTIVITY



### SEN Activity Ideas

Provide children with a rocket template that they can colour in and add to. Also provide assistance for children who struggle with cutting and gluing materials.

### SEN Discussion

Why do humans go into space?

### AGT Activity Ideas

Design a 21st Century spacesuit that all the astronauts could wear. Think about the materials you would use and their properties:

- Flexibility – so the astronauts can move around in them
- Durability – they may need to wear them for long periods at a time
- Airtight – when wearing their helmet their suit must be completely airtight
- Lightweight – if their suit is heavy, they will struggle to move around

### AGT Discussion

How does gravity affect astronauts in space?

### PNI

**Think about something positive, something negative and something interesting relating to this question:**

What if rockets were fuelled by fizzy drinks?

### Weird & Wacky!

Did you know chimpanzees, dogs and mice have all gone into space? What animal would you send into space and why?



### Useful Resources

#### **NASA**

[www.nasa.gov](http://www.nasa.gov)

The Rocket Educators' Guide has useful information about the latest rockets developed by NASA, as well as teaching resources for the classroom

#### **Space Exploration (Eyewitness Guide)**

Author: Carole Stott

ISBN: 9780751347500

This Eyewitness Guide allows children to explore the mysteries beyond Earth and its atmosphere

#### **BBC Science**

[www.bbc.co.uk/schools/websites/4\\_11/site/science.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/science.shtml)

A range of games, puzzles, video clips and revision guides covering all aspects of primary school science

#### **Science Bob**

[www.sciencebob.com/experiments/balloonrocket.php](http://www.sciencebob.com/experiments/balloonrocket.php)

A science website full of experiments and activities, such as a balloon rocket

# Key Stage 2

## Activity: Planet of the Martians



### About the Activity:

You are the script writer for a Children's TV Channel on Mars. You have been asked to write a script about a family of humans who disguise themselves as aliens and live on Mars. Work in groups to write a script for a scene from the programme – it could be a comedy, drama, adventure, it's entirely up to you! Turn your script into a comic book or play to act out.

### Learning Outcomes:

- To increase their literacy skills by having an active role in writing the script
- To build their confidence when presenting to the class either as a play, animation or comic strip
- To increase their team building skills from group working

### Key



Key Stage 2



2 hours



Plain paper, lined paper, pens, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet



A3 paper, sample scripts



English, Art, Information Technology, Drama



Ensure everyone in the group is comfortable acting out the play.

### SUGGESTED TIME PLAN

#### 0.00 – 0.15

Introduce the topic. Ask them if they have ever watched My Parents are Aliens on CITV? If you have the resources, show them a clip from the TV programme or from Dr Who where an alien shapeshifts into a human such as The Eleventh Hour episode. What do they like about the programme? What other children's programmes currently contain aliens? Answers could include Ben 10, Dr Who, The Sarah Jane Adventures, My Parents are Aliens.

#### 0.15 – 0.50

Split the class into groups and get them to come up with a team name. Each group should think about whether they want to write a comedy, drama or adventure and decide on a name for their TV programme. They must then write a scene for their TV programme, which lasts approximately 3-4 minutes. Get them to think about their cast, the age of each character, their personality and how they will interact with the other characters in the storyline.

#### 0.50 – 1.20

Once they have written their script they must then decide if they want to either turn it into a play and act it out, or convert it into a comic book or graphic novel or computer animated sketch. They may need access to props or computers for this section and if acting out their scene separate rooms to rehearse in.

#### 1.20 – 1.30

Clearing and tidying up. Washing hands

#### 1.30 – 1.50

Presentations by each group. Allow about 3 minutes per group & time for questions by the rest of the class.

#### 1.40 – 2.00

SEN Discussion and AGT Discussion. Weird and Wacky!

#### END OF ACTIVITY

### SEN Activity Ideas

Give them a cue card with the summary of the story written out as a guide. It could be something like:

*Mum and dad have gone away for the weekend, so the children (two boys & a girl) decide to go to their local park. However they don't know how to use the equipment and this scene shows the fun and mischief they get up to trying to work out how to use the slide, swings and other equipment.*

### SEN Discussion

What's your favourite children's TV programme and why?

### AGT Activity Ideas

Think about what the Director would need to know to direct this scene when filming it for TV. Consider the lighting, make up and stage directions needed in this scene. You may want to consider how the camera will film the scene and if you need any extras in the background, how you would direct and advice them to behave. Write clear notes for the Director.

### AGT Discussion

Apart from actors, what other jobs are involved in creating a TV programme? Examples could include set makers, prompter, producer, costume designer, makeup artist.

### PNI

**Think about something positive, something negative and something interesting relating to this question:**

What if your dog turned out to be an alien in disguise?

### Weird & Wacky!

What if children's TV was banned?



### Useful Resources

#### Doctor Who

[www.bbc.co.uk/doctorwho/dw](http://www.bbc.co.uk/doctorwho/dw)  
All about this popular TV programme, including ability to watch past episodes and read about current & past aliens on the show.

#### BBC Bitesize English Key Stage 2

[www.bbc.co.uk/schools/ks2bitesize/english/](http://www.bbc.co.uk/schools/ks2bitesize/english/)  
Website full of resources and worksheets to help with writing

#### Publishinghouse Me

[www.publishinghouse.me.uk](http://www.publishinghouse.me.uk)  
Website with a writer's house giving advice and tips about writing, as well as examples of other children's work



# Key Stage 3

## Activity: Travelling through Space!



### About the Activity:

As a scientist, it is your job to work out how long each space mission will take to reach the various planets in our Solar System. Draw a scale model of the Solar System and then get the class to act as planets and physically map it out using the school playground or field.

### Learning Outcomes:

- To increase mathematical skills through calculation of planetary distances
- To develop their research skills
- To enhance their knowledge of the solar system and one specific planet

### Key



Key Stage 3



2 hours



Plain paper, lined paper, pens, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet



A3 paper, calculators, distance of each planet from Earth, fuel burnt per hour figure



Science, Maths, Design & Technology, Information Technology



None



### SUGGESTED TIME PLAN

#### 0.00 – 0.15

Introduce the topic. Discussion about space travel and NASA. Think about how long each space mission takes, what they need to consider when planning each mission. Ideas could include:

- Amount of fuel
- Quantity of food
- Time spent out in space
- How do astronauts exercise?

#### 0.15 – 0.50

Split the class into teams and assign them a planet within the solar system. Each team must find out how far their planet is from Earth. Once they have this number they must then work out how fast a rocket travels in space. Using these numbers they should work out how many hours, days, weeks or years it would take to travel to this planet from Earth.

#### 0.50 – 1.00

Once each group has worked out these, they should present their findings to the rest of the class. The teacher should collate these figures on a board or somewhere visible for everyone to see.

#### 1.00 – 1.20

The class should work either in their teams or together to draw a scale map of the Solar System by distance (not size of planet).

#### 1.20 – 1.50

Using the scale map physically map out the Solar System on the school playground using the pupils as planets.

#### 1.50 – 2.00

SEN Discussion and AGT Discussion. Weird and Wacky!

#### END OF ACTIVITY

### SEN Activity Ideas

Provide children with a chart of distances of planets from Earth and a calculation to work out the time it will take to reach each planet. Get them to research a planet and write 5 facts about the planet.

### SEN Discussion

Which planet would you most like to visit and why?

Research how much fuel a rocket consumes per hour. Use this figure to calculate how much fuel the rocket would need to get to its destination. Once you have this number, you will need to consider the size of the fuel tank needed onboard the rocket.

### AGT Discussion

How would it affect our lives if we could travel at the speed of light?

### PNI

**Think about something positive, something negative and something interesting relating to this question:**

What if rockets were made out of chocolate?

### Weird & Wacky!

Why does food need to be vacuum packed in space?



### Useful Resources

#### NASA

[www.nasa.gov](http://www.nasa.gov)

Website with information about space travel, The Rocket Educators Guide has useful information about the latest rockets developed by NASA, as well as teaching resources for the classroom

#### Kids Astronomy

[www.kidsastronomy.com/solar\\_system.htm](http://www.kidsastronomy.com/solar_system.htm)

Website with information about each of the planets in the Solar System

#### Encyclopaedia of Space

ISBN: 978-1405341110

Authors: Heather Couper & Nigel Henbest  
Packed full of fascinating facts about space, including the size of planets in our Solar System.

# Key Stage 4

## Activity: Shift Happens

### About the Activity:

What will Earth be like in the future? Did you know that media analysts forecast that the top 10 jobs of 2010 wouldn't have existed in 2004? Consider the growth of society over the last 100 years and chart its development in areas such as technology and the invention of radio, TV, the internet and social media website Twitter. How will technology change in the next 10 years and how it will impact on society?

### Learning Outcomes:

- To increase their research skills
- To develop their knowledge in one area of society
- To increase critical thinking skills by hypothesising the future developments of society

### Key

**KS** Key Stage 4

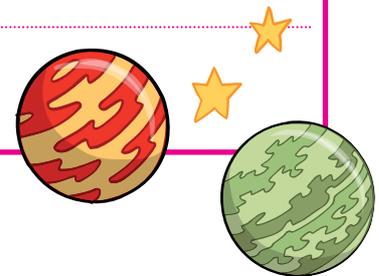
 2 hours

 Plain paper, lined paper, pens, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet

 None

 English, Media, History, Geography, Sociology, Information Technology,

 None



### SUGGESTED TIME PLAN

#### 0.00 – 0.15

Introduce the topic. Discussion on the growth of technology in 21st Century. Use Shift Happens, a YouTube video to highlight the range of growth in society, from birth rate to technology to job roles. What do they think has been the biggest technological invention over the last 100 years and why? Think about TV, radio, iPod, games consoles.

#### 0.15 – 0.50

Split the class into teams and get them to pick one area of society to focus on over the last 100 years. Areas could include:

Population growth

Technological growth

Rainforest decline

Extinction of species

Rise in global warming

They need to gather information about significant changes over the last 100 years, which include global economical crises, how war affected

population growth, how travel has affected the job market.

#### 0.50 – 1.10

Extend the time line for the next hundred years and get them to think about what life will be like in the future in their chosen area. Looking at the figures and research they have collected, what do they predict will happen in the future? Will their area continue to grow or start to steadily decline?

#### 1.10 – 1.30

Turn your research into a video presentation, including both visual and auditory clips, pictures and references for all your facts and figures.

#### 1.30 – 1.50

Presentations by each group. Allow about 5 minutes per group with time for questions by the rest of the class.

#### 1.50 – 2.00

SEN Discussion and AGT Discussion. Weird and Wacky!

#### END OF ACTIVITY

### SEN Activity Ideas

Provide them with a list of websites to help them research the information. Create a powerpoint template that they can add their information into.

### SEN Discussion

Why are social networking sites such as Twitter and Facebook so popular?

### AGT Activity Ideas

**Think about a job for the future in your chosen area.** What will the job involve? Where will they work? What will be their main responsibilities and how much will they earn? Write a job description and advert for your job and include it in your presentation.

### AGT Discussion

How do we solve problems when technology is changing so quickly? For example, a university student studying IT might find that what was learnt in the first year is no longer relevant by the third year.



### Useful Resources

#### **Shift Happens**

<http://shifthappens.wikispaces.com/>  
Educators in the US have put together various presentations on the shift of society in various areas such as technology and the environment.

#### **Sociology Central**

[www.sociology.org.uk](http://www.sociology.org.uk)  
Website offering resources about the study of sociology and how it links into wider critical and creative thinking.

### PNI

**Think about something positive, something negative and something interesting relating to this question:**

What would happen if no-one in the whole world could access the internet for one year?

### Weird & Wacky!

They think in the future there will be a computer more intelligent than a human; what if robots took over teaching children?

#### **British History Timeline**

[www.bbc.co.uk/history/british/launch\\_tl\\_british.shtml](http://www.bbc.co.uk/history/british/launch_tl_british.shtml) Interactive website exploring the key moments in British history

# Primary School Assembly: Explore the Galaxy



## About the Assembly:

This assembly will provide a summary about the Solar System and space for the whole school in a fun and interactive format. Before the assembly, encourage the class to find and choose poems about the Solar System, as well as 5 interesting facts about the Solar System.

## Learning Outcomes:

- For each child to learn 5 facts about the solar system
- To develop the confidence of the class when speaking aloud
- To increase team work amongst class members

## Introduction

Introduce the class assembly and the Solar System. Put photos of the Solar System onto the powerpoint to show the school various aspects including planets, meteors and the Sun.

## Poetry Reading

**Preparation:** Ask the class to find their favourite poem about space. This could be done during their registration period. Encourage them to find a variety of poems, in type and in theme.

## Example types of poetry include:

- **Haiku** – 3 line poem where the first line has five syllables, the second line seven syllables and the third line nine syllables
- **Limerick** – a 5 line poem, usually witty or funny, where lines 1, 2 & 5 rhyme and lines 2 & 3 rhyme
- **Rhymes** – type of poetry where there is the same or similar sound usually at the end of each line. Often children's nursery rhymes, as they are very easy to remember

When each group has picked their favourite poem about space, get someone to read them aloud and vote, as a class, for the ones you want to include in your class assembly. You may also want to encourage the children to write their own poems to be included in the assembly.

## Key



Key Stage 1 & 2



15 – 30 mins



Projector, white screen, powerpoint facilities, cue cards, props,



None

Split the class into groups and give them one poem to read out between them. They may want to read aloud individually or as a group or to pick a narrator. The rest of the group should then act out the poem or use props to depict the poem on the stage.

During the assembly: Sit the class on benches at the back or side of the stage. Bring up each group in turn to the front of the stage to read and act out their poem. *(You may need microphones to help project their voices)*

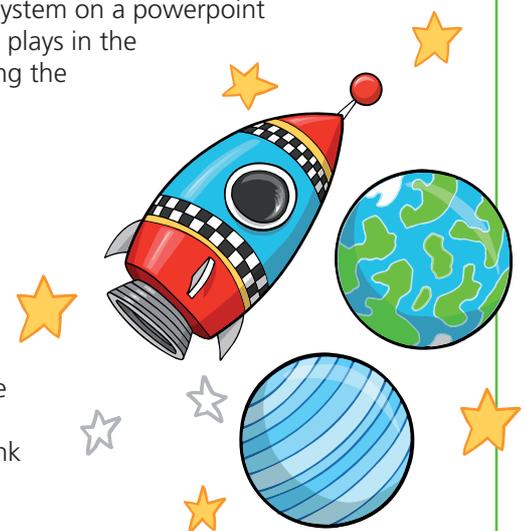
## 5 Facts about Our Solar System

**Preparation:** Encourage the class to find interesting facts about space and our Solar System. Pick a selection of facts (5 is a good number) to read out during the assembly.

**During the assembly:** Display the 5 key facts about the Solar System on a powerpoint presentation that plays in the background during the assembly.

## Reflection

Finish the assembly with a closing statement about the Solar System that will leave the children with something to think about.



## About the Assembly:

This assembly will show a live debate between the class about space exploration. Pupils will be split into two groups and will have to either argue for or against space exploration. Encourage pupils to research their own arguments and present the debate to the school. The debate should be rehearsed in advanced and carefully controlled by the teacher.

## Learning Outcomes:

- To improve their research skills
- To develop the confidence of the class when speaking aloud
- To increase their debating skills

## Introduction

Introduce the class assembly and the debate about space exploration. Present some key facts about space travel; this could include:

- When the first space rocket took off for space
- How much has been spent on space travel
- How many countries have been into space
- Mission to the Moon

## Debate

**Preparation:** Divide the class into two equal (if possible) groups. This should be done in a random way to ensure a mix of ability, gender and opinions in each group. Assign each group as either pro or against space exploration. Each group must then research their assigned argument and come up with at least 10 key arguments for their opinion.

Each argument should be read by a different pupil to ensure all or as many pupils as possible have a chance to speak during the assembly. Each argument should also contain references.

### For example:

*Against Space Travel*

*Space Exploration costs USA \$X million, according to NASA website which could be spent funding schools. Get the pupils to write their argument on a cue card and pick an order in which they will present each argument.*

## Key

**KS** Key Stage 3 & 4

 15 – 30 mins

 Chairs, benches, cue cards, flipchart, microphone

 None

**During the assembly:** Explain the ground rules for the debate to the school; that the pupils pro space exploration will make their first argument then the pupils against space exploration will have an opportunity to counter their argument. All key arguments will be written on the flipchart and at the end of the debate the school will have the opportunity to vote on which side they feel presented the best argument.

Sit the class on the chairs (benches) and start the debate. (*You may need microphones to help project their voices*)

Either write yourself or nominate a pupil to write the key arguments on the flipchart paper for the school to see. (*The pupil should have easily readable handwriting*).

Once every argument has been presented, get a pupil to sum up their whole argument and finish with a closing statement.

## Voting

Depending on the size of the school you could:

- Ask the school to vote for who has presented the best argument. Each pupil has a vote and calculate who receives more votes, for or against space exploration
- Give each teacher a vote
- Ask the school council to sit on the side of the stage and cast their vote

## Reflection

Finish the assembly with a closing statement about debating and space exploration that will leave the children with something to think about.

# Who we are



NAGC is a not-for-profit organisation that supports the social, emotional and learning needs of children with high learning potential of all ages and backgrounds.

This includes children who have been identified as gifted and talented; children who have the potential to achieve through a wide range of abilities in academic subjects, sport, the arts and leadership; those who are twice exceptional (giftedness coupled with a disability or learning difficulty) and the profoundly gifted.

Our aim is to enable every child with high learning potential to grow in confidence, thrive and achieve fulfilment.

We support over 15,000 young people each year by providing parents, carers and professionals with the confidence and tools they need to help these children thrive. We give them support and specialist advice covering a wide range of issues that affect some of these children's lives every day, such as lack of self esteem, feelings of isolation and frustration, lack of challenge in the classroom or at home, underachievement or challenging behaviour. In addition, we provide opportunities for fun, friendship and challenge outside the classroom.

Most importantly, we celebrate the achievements and potential of these amazing children.



## NAGC Services

### NAGC supports people through:

An Information and Advice Service on 0845 450 0295 or [educationconsultant@nagcbritain.org.uk](mailto:educationconsultant@nagcbritain.org.uk)

A network of local Explorers clubs

National family events to enthuse, educate and entertain

Let's Explore! children's activities

Parent Matters workshops

G&T Learning Matters workshops for professionals

Consultancy for schools and other organisations

Standard and Gold School Membership

Annual School of the Year Award

A fully resourced website [www.nagcbritain.org.uk](http://www.nagcbritain.org.uk)

Explorers web resource for young people

Annual awareness raising campaign 'It's Alright to be Bright!'

Lobbying on behalf of children with high learning potential



## Help us to help you and others

Join NAGC as a school or family member to access dedicated resources and support, including the prestigious Gold School Award.

**Contact us on 0845 450 0295 or visit [www.nagcbritain.org.uk](http://www.nagcbritain.org.uk)**

## Donations

This activity booklet has been produced without external funding. If you have found it useful and wish to support our continued work with children of high learning potential, please make a donation by visiting [www.nagcbritain.org.uk](http://www.nagcbritain.org.uk) or send to NAGC, Challenge House, Sherwood Drive, Bletchley, Milton Keynes MK3 6DP. Thank you!