

**CONBAT+**



# Explorers

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For the student

Pia BERG



Explorers

**Pia BERG**

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## INTRODUCTION

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**Grouping:** 

### WORKSHEET 1

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**What is an explorer? What defines an explorer? Are you familiar with any explorers?**

Discuss in groups for 10 minutes. Take notes. You are to present a summary to the class, using keywords, based on your discussions. In how many languages do you know these words?



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## EXPLORERS

### GROUP 1: CARL VON LINNÉ

#### 1. PROJECT PLAN – CARL VON LINNÉ

Grouping: 

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#### WORKSHEET 1: TO DO LIST

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Your group will create your own blog <http://blog.com/>

You will create a blog, where you will discuss your work and give each other feedback. You are supposed to write in different languages. You are to help each other, so that everyone in the group will understand everything that is written in the blog and in the blogs of the other groups.

The groups will read each other's blog and give feedback and comments, and so will the teachers.

- a) Create lists of vocabulary within your project in at least five different languages.
- b) Your group will create your own **wordles** based on your lists of vocabulary <http://www.wordle.net/>
- c) Your group will create crosswords or similar exercises <http://puzzlemaker.discoveryeducation.com/>



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## 2. TRAVEL GUIDE

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Grouping: 

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### WORKSHEET 1

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- a) Your group will write a presentation about Carl von Linné: Who was he? When did he live? Where did he live? What did he explore? How did he travel? Why is it important for us to know about him and his explorations today? Had you heard about this explorer before working with this exercise?

You can use the following links:

[http://en.wikipedia.org/wiki/Carl\\_Linnaeus](http://en.wikipedia.org/wiki/Carl_Linnaeus)

<http://home.swipnet.se/fel/main/blomur/blomur.htm>

[http://www.youtube.com/watch?v=Gb\\_IO-SzLgk&feature=related](http://www.youtube.com/watch?v=Gb_IO-SzLgk&feature=related)

<http://www.youtube.com/watch?v=opWd01DuW28&feature=related>

<http://www.youtube.com/watch?v=ghpSUEoujxA&feature=related>

Compare his experiences with similar explorers from your countries.

The group will produce one copy in each of your chosen languages and a sixth one where words from the five languages are mixed. E.g. write the first noun in English, the next one in Swedish and so on. <http://translate.google.se/> can be used.

- b) Make a presentation about the travels of Carl von Linné and present them with the help of a map. Calculate distances and the time it took to travel. How would you travel today and how long would it take? Compare.

Either you draw a map or make a powerpoint presentation. Present it in your blog as well, so that you can get feedback.



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### 3. PREPARING FOR THE FAIR

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**Grouping:** Three small cartoon figures standing side-by-side, representing a group of students.

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#### WORKSHEET 1

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Put together a travel guide using what you have learnt about Linne's travels. It will be presented at the fair. Your group will use the following link when planning your presentation for the fair:

<http://www.smartschools.ph/SmartSchools/SmartTools/PreparingForScienceFair.htm>.

Decide what kind of presentation you will give, how you will work as a group and how you will divide the work. When you have decided, you report this to one of your teachers.

The fair will be held during week five of the working period and there will be one presentation during daytime for compulsory school, year 4-6, and one in the evening for family and friends.



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## WORKSHEET 2: FLOWERS AND PLANTS

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**Compare names in your different languages and make lists e.g.**

Swedish – **Ros**    Norwegian – **Ros**                      English – **Rose**

Arabic – وردة    Latin – Rosa

Swedish – **Linnéa**                      Norwegian – **Linnéa**                      English – **Linnea borealis**

Arabic – ليندنيا    Latin – Linnea borealis

Add other languages that are spoken in class.

Create one or more **wordles** with the names of the flowers in it. Print it/them and include it/them in your presentation at the fair.

How did the plants get their names and why? Make posters and hang them next to the wordles at the fair.

What do different flowers, plants or fruits symbolize in your different cultures? Make a list with presentations of what similarities and differences you can find. Are the colors important in this respect? Compare Nordic countries to Southern countries.

Let the visitors at the fair put together e.g. bridal-, birthday-, dinner- bouquets and bowls of fruits where they “organize” messages with the help of your lists.

E.g. in Sweden: if you give someone a rose = love,                      an apple = knowledge

Use Google Translate: <http://translate.google.se/>



## THE LANGUAGE OF THE FLOWERS

### Blommornas färger/The Color of Flowers

Gul blomma/yellow flower - Du är solen i mitt liv./Your are the sun in my life.

Orange blomma - Jag är din trogne vän.

Lila blomma - Jag önskar dig all lycka och välgång i livet.

Rosa blomma - Jag är förälskad i dig och lovar dig trohet.

Röd blomma - Jag räknar dagarna tills vi möts igen.

Mörkröd blomma - Jag saknar dig så!

Vit blomma - Jag tror på din renhet och jungfrulighet.

Blå blomma - Jag vill bli vid din sida intill döden.

### Rosornas språk/The Language of Roses

Röd ros - Respekt, kärlek.

Vit ros - Oskuldsfullhet, hemlighetsfull.

Gul ros - Glädje, vänskap.

Korall ros - Önskan, längtan, åtråvärd.

Ljusrosa/Champagne ros - Älskvärdhet, glädje, förtjust.

Mörkrosa ros - Tacksamhet.

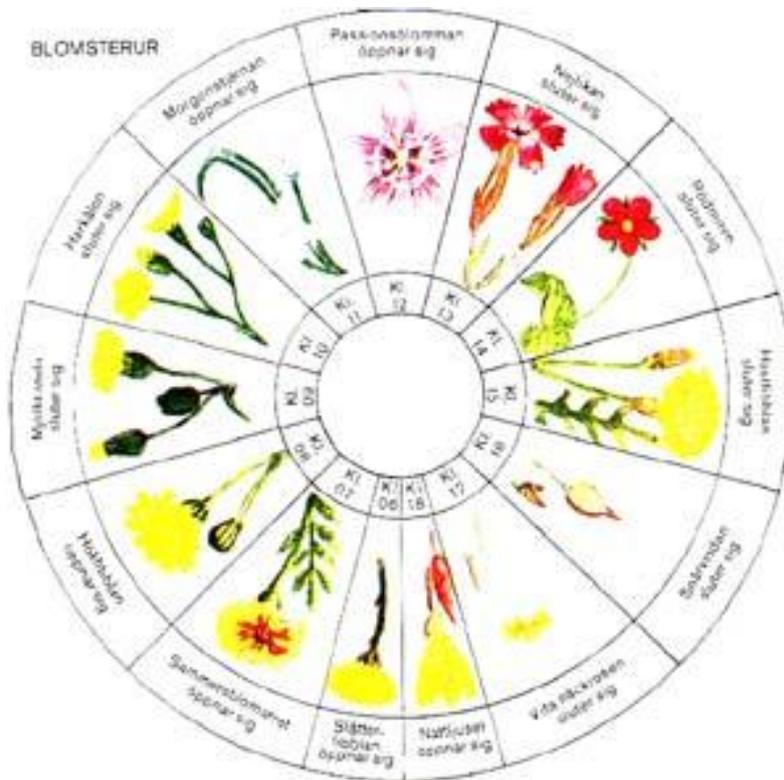
Lavendel ros - Förtrollning, förtjusning.

Orange ros - Förtjusning, oemotståndlig, lockelse.

Rosenknopp - Hemlig kärlek.

Ros utan taggar - Tillgivenhet.

Linne´s “Flower clock” is put together to show when certain flowers open and when they close during a 24 hour circle. Calculate the time and the position of the plants. What would a “Flower clock” look like, if it was created in your country?



Source: <http://home.swipnet.se/fel/main/blomur/blomur.htm>

Could you draw a similar clock and calculate time? (Of course considering the plants that grow in your home country and/or your parents' home country).

Present your "Flower clocks" at the fair and let the guests fill in empty clocks. You could for example call it "The flower clock of your/our dreams".

Your vocabulary tests will be presented at the fair. Maybe you can have a prize for a chosen winner (e.g. a flower).

The group will make a big collective painting with flowers, plants and fruits. Feel free to write, draw and paint on the canvas.



## GROUP 2: IBN BATTUTA

### 1. PROJECT PLAN – IBN BATTUTA

Grouping: 

#### WORKSHEET 1: TO DO LIST

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Your group will create your own blog <http://blog.com/>

You will create a blog, where you will discuss your work and give each other feedback. You are supposed to write in different languages. You are to help each other, so that everyone in the group will understand everything that is written in the blog and in the blogs of the other groups.

The groups will read each other's blog and give feedback and comments, and so will the teachers.

- a) Create lists of vocabulary within your project in at least five different languages.
- b) Your group will create your own **wordles** based on your lists of vocabulary <http://www.wordle.net/>
- c) Your group will create crosswords or similar exercises <http://puzzlemaker.discoveryeducation.com/>



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## 2. TRAVEL GUIDE

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Grouping: 

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### WORKSHEET 1

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Your group will write a presentation about Ibn Battuta: Who was he? When did he live? Where did he live? What did he explore? How did he travel? Why did he travel? Where did he travel? What was *the Black Gold*?

Why is it important for us to know about him and his explorations today? Had you heard about this explorer before working with this exercise?

You can use the following links:

[http://sv.wikipedia.org/wiki/Ibn\\_Battuta](http://sv.wikipedia.org/wiki/Ibn_Battuta)

<http://www.youtube.com/watch?v=9Sqo7THZNh0&feature=related>

<http://www.youtube.com/watch?v=LIWWU4gp5A&feature=related>

<http://www.youtube.com/watch?v=t0ilOtMHH6s&feature=related>

Compare his experiences with similar explorers from your countries.

The group will produce one copy in each of your chosen languages and a sixth one where words from the five languages are mixed. E.g. write the first noun in English, the next one in Swedish and so on. <http://translate.google.se/> can be used.

- a) Make a presentation about the travels of Ibn Battuta and present them with the help of a map. Calculate distances and the time it took to travel. How would you travel today and how long would it take? Compare.

Either you draw a map or make a powerpoint presentation. Present it in your blog as well, so that you can get feedback.



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### 3. PREPARING FOR THE FAIR

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**Grouping:** 

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#### WORKSHEET 1

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Put together a travel guide using what you have learnt about Ibn Battuta's travels. It will be presented at the fair. Your group will use the following link when planning your presentation for the fair:

<http://www.smartschools.ph/SmartSchools/SmartTools/PreparingForScienceFair.htm>.

Decide what kind of presentation you will give, how you will work as a group and how you will divide the work. When you have decided, you report this to one of your teachers.

The fair will be held week five of the working period and there will be one presentation during daytime for compulsory school, year 4-6, and one in the evening for family and friends.

The group will make a big collective painting and show who Ibn Battuta was and what he experienced. Feel free to write, draw and paint on the canvas.



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WORKSHEET 2: PRESENTATIONS

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**Choose and divide areas between you in the group:**

Ibn Battuta came across:

new countries

new climates

new cultures

new architecture

new food and spices

new languages

new clothing

new knowledge/science

new food

Each group will present their area at the fair by making collages connected with posters. The posters will give detailed information about each area.

The collages can be put up for auction during the fair.

Feel free to bring examples of food, spices, clothes etc. for the visitors to see and try.



## GROUP 3: THOR HEYERDAHL

### 1. PROJECT PLAN – THOR HEYERDAHL

Grouping: 

#### WORKSHEET 1: TO DO LIST

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Your group will create your own blog <http://blog.com/>

You will create a blog, where you will discuss your work and give each other feedback. You are supposed to write in different languages. You are to help each other, so that everyone in the group will understand everything that is written in the blog and in the blogs of the other groups.

The groups will read each other's blog and give feedback and comments, and so will the teachers.

- a) Create lists of vocabulary within your project in at least five different languages.
- b) Your group will create your own **wordles** based on your lists of vocabulary <http://www.wordle.net/>
- c) Your group will create crosswords or similar exercises <http://puzzlemaker.discoveryeducation.com/>



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## 2. TRAVEL GUIDE

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Grouping: 

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### WORKSHEET 1

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- a) Your group will write a presentation about Thor Heyerdahl: Who was he? When did he live? Where did he live? What did he explore? How did he travel? Why did he travel? Where did he travel? What's *the Kon-Tiki*?

Why is it important for us to know about him and his explorations today? Had you heard about this explorer before working with this exercise?

You can use the following links:

[http://en.wikipedia.org/wiki/Thor\\_Heyerdahl](http://en.wikipedia.org/wiki/Thor_Heyerdahl)

<http://www.youtube.com/watch?v=elb0-4PRCIE&feature=related>

<http://www.youtube.com/watch?v=gGooopCTmpg&feature=related>

Compare his experiences with similar explorers from your countries.

The group will produce one copy in each of your chosen languages and a sixth one where words from the five languages are mixed. E.g. write the first noun in English, the next one in Swedish and so on. <http://translate.google.se/> can be used.

- b) Make a presentation about the travels of Thor Heyerdahl and present them with the help of a map. Calculate distances and the time it took to travel. How would you travel today and how long would it take? Compare.

Either you draw a map or make a powerpoint presentation. Present it in your blog as well, so that you can get feedback.



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### 3. PREPARING FOR THE FAIR

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**Grouping:** 

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#### WORKSHEET 1

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Put together a travel guide using what you have learnt about Thor Heyerdahl's travels. It will be presented at the fair. Your group will use the following link when planning your presentation for the fair:

<http://www.smartschools.ph/SmartSchools/SmartTools/PreparingForScienceFair.htm>.

Decide what kind of presentation you will give, how you will work as a group and how you will divide the work. When you have decided, you report this to one of your teachers.

The fair will be held week five of the working period and there will be one presentation during daytime for compulsory school, year 4-6, and one in the evening for family and friends.

The group will make a big collective painting and show who Thor Heyerdahl was and what he experienced. Feel free to write, draw and paint on the canvas.



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## WORKSHEET 2: PRESENTATIONS

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**Choose and divide areas between you in the group:**

Thor Heyerdahl came across:

new countries

new climates

new cultures

new architecture

new food and spices

new languages

new clothing

new knowledge/science

new food

Each group will present their area at the fair by making collages connected with posters. The posters will give detailed information about each area.

The collages can be put up for auction during the fair.

Feel free to bring examples of food, spices, clothes etc. for the visitors to see and try.



## GROUP 4: CHRISTER FUGLESANG

### 1. PROJECT PLAN – CHRISTER FUGLESANG

Grouping: 

#### WORKSHEET 1: TO DO LIST

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Your group will create your own blog <http://blog.com/>

You will create a blog, where you will discuss your work and give each other feedback. You are supposed to write in different languages. You are to help each other, so that everyone in the group will understand everything that is written in the blog and in the blogs of the other groups.

The groups will read each other's blog and give feedback and comments, and so will the teachers.

- a) Create lists of vocabulary within your project in at least five different languages.
- b) Your group will create your own **wordles** based on your lists of vocabulary <http://www.wordle.net/>
- c) Your group will create crosswords or similar exercises <http://puzzlemaker.discoveryeducation.com/>



## 2. TRAVEL GUIDE

Grouping: 

### WORKSHEET 1

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- a) Your group will write a presentation about Christer Fuglesang: Who is he? Where does he live? What has he explored? What is he doing today? Why is it important for us to know about him and his explorations? Had you heard about this explorer before working with this exercise?

You can use the following links:

Read:

[http://en.wikipedia.org/wiki/Christer\\_Fuglesang](http://en.wikipedia.org/wiki/Christer_Fuglesang)

Read:

<http://www.rymdforum.nu/?id=1095>

Listen:

<http://sverigesradio.se/sida/default.aspx?programid=2751>

[http://www.nasa.gov/mission\\_pages/shuttle/shuttlemissions/sts116/interview\\_fuglesang.html](http://www.nasa.gov/mission_pages/shuttle/shuttlemissions/sts116/interview_fuglesang.html)

<http://www.youtube.com/watch?v=M-wC7BH5ssE>

<http://www.youtube.com/watch?v=KxqXGnLpJMc&feature=related>

<http://www.youtube.com/watch?v=FC0Sfx9r4Q8&feature=channel>

Compare his experiences with similar explorers from your countries.

The group will produce one copy in each of your chosen languages and a sixth one where words from the five languages are mixed. E.g. write the first noun in English, the next one in Swedish and so on. <http://translate.google.se/> can be used.

- a) Make a presentation about the travels of Christer Fuglesang and present them with the help of a map. Calculate distances and the time it has taken him and his team to travel. How do you think you will travel to the moon in the future and how long will it take?

Either you draw a map or make a powerpoint presentation. Present it in your blog as well, so that you can get feedback.



### 3. PREPARING FOR THE FAIR

**Grouping:**  Three cartoon owls standing side-by-side.

#### WORKSHEET 1

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Put together a travel guide using what you have learnt about Christer Fuglesang's travels. It will be presented at the fair. Your group will use the following link when planning your presentation for the fair:

<http://www.smartschools.ph/SmartSchools/SmartTools/PreparingForScienceFair.htm>.

Decide what kind of presentation you will give, how you will work as a group and how you will divide the work. When you have decided, you report this to one of your teachers.

The fair will be held during week five of the working period and there will be one presentation during daytime for compulsory school, year 4-6, and one in the evening for family and friends.



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## WORKSHEET 2: EXERCISES

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**Devide the class in three groups. Every group will prepare one exercise**

1. Try to contact Christer Fuglesang and find out if he has the possibility to give you an interview via telephone, e-mail or in person.

Who is Christer Fuglesang?

Where does he live?

What has he explored?

What is he doing today?

What do you have to study to become an astronaut?

Which languages do you have to know to become an astronaut?

What effects does space traveling have on the mind and body?

What do you eat in space?

What is the environment like on the moon?

An interview via telephone can be presented at the fair. The visitors can listen to a playback via a computer. Remember to get Christer Fulgesang's permission to use the interview that way.

2. Make a construction/model of a space station to be situated on the moon or on Mars. Calculate measurements, size, weight etc.

Calculate on a scale of ...? It has to fit on a table at the fair.

At the fair the constructors will be standing next to the model presenting:

- the work process building the model
- specifications for a space station
- living conditions



## MEASUREMENT, SIZE, WEIGHT AND GEOMETRY / MÅTT, VIKT OCH GEOMETRI

Create mathematical vocabulary games using the tables below as a starting point. Add measurements, sizes, weights and geometry. You can get some inspiration at <http://www.bbc.co.uk/schools/>

Copy your game onto a white table cloth (strong paper) which can be extended.

Use it at the fair and see if the visitors can help you add even more words/languages.

### MATEMATIK/MATEMATIKK/MATHEMATICS/ حساب

Swedish	att räkna
Norwegian	at/å regne
English	to count
Arabic	عد
Add languages...	

### SUBSTANTIV/SUBSTANTIV/NOUN/ اسم

Swedish	addition	substraktion	multiplikation	division
Norwegian	addisjon	subtraksjon	multiplikasjon	divisjon
English	addition	subtraction	multiplication	division
Arabic	جمع	طرح	ضرب	قسمة
Add languages...				



## VERB/VERB/VERB/ فعل

Swedish	addera	subtrahera	multiplicera	dividera
Norwegian	addere	subtrahere	multiplicere	dividere
English	add	subtract	multiply	divide
Arabic (He...)	يجمع	ي طرح	ي ضرب	ي قسم
Add languages...				