

# SPACE

Space — Always something mysterious... Especially for children. Let's use this mystery for teaching purposes! Space can be full of numbers, letters, stories, pictures, movement and experiments, of course. Use our toolbox ideas and travel to space with your children at any lesson!

Just click on activity in "choose your activity" area and get information ...



## CHOOSE YOUR ACIVITY:

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# Planets in the Solar System

## WE WILL LEARN

To make planets using the papier-mâché technique

- balloons
- paper (newspaper) strips
- water
- flour or other starch
- acrylic paints
- scissors, brushes

## ACTIVITY STEP BY STEP

1. Make a mixture of water and flour or other starch to the consistency of heavy cream
2. Take a big balloon
3. Cover the balloon with soaked paper strips
4. Cover well the paper strips with glue (cream)
5. Once well dried paint the balls with acrylic paints
6. Make the final shape of the planet



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## WE WILL LEARN

To make aliens from recycled materials

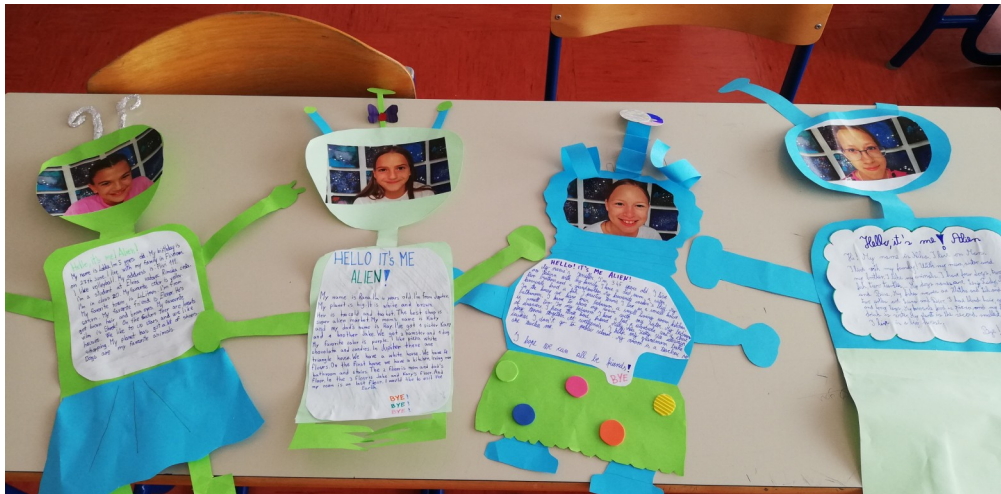
To describe an alien's identity

any recycled paper  
any items for decoration  
( buttons, ribbons, threads,  
etc.)

- scissors, glue

## ACTIVITY STEP BY STEP

1. Cut and shape your alien as can be seen in the picture
2. Decorate with any recycled items
3. Imagine and describe your alien's identity: his planet, family, hobbies, etc.
4. Label the description on the alien's body



# My friend Alien

## WE WILL LEARN

To make the Moon using recycled materials and papier-mâché technique

- a big piece of cardboard
- a few round plastic boxes (cups)
- newspaper strips
- water
- flour or other starch
- grey acrylic paint
- Scissors, brushes

## ACTIVITY STEP BY STEP

1. Make a mixture of water and flour or other starch to the consistency of heavy cream
2. Cut a big circle from the cardboard
3. Put on a few round plastic boxes ('craters') and fix them with the tape
4. Cover well with a soaked paper strips
5. Cover well the paper strips with glue (cream)
6. Once well dried paint with grey acrylic paint
7. Make the final shape of the Moon





# Post Office in Space

## WE WILL LEARN

To make a robot - Space Postman from recycled materials

- Different recycled materials: boxes, CD, cardboard, cassetts, etc.
- Hot glue or strong adhesive tape
- Aluminium foil

## ACTIVITY STEP BY STEP

1. Wrap boxes with aluminium foil
2. Make a robot 'Space postman' from boxes of different shapes. Fasten them with hot glue or strong tape
3. Vote for and give your space post office and space postman names
4. Make post boxes where pupils and teachers send mail



## WE WILL LEARN

To make a space shuttle from recycled materials

- 4 large cardboard pieces
- recycled material: keyboard, monitor, head-phones, wheel
- water paints, brushes
- strong adhesive tape ( or ropes)
- scissors

## ACTIVITY STEP BY STEP

1. Draw and cut a shape of a space shuttle ( or a rocket) on 4 large cardboard pieces. Paint with water colours
2. Fasten the pieces with adhesive tape or ropes
3. Use other recycled material, for example a keyboard, monitor, head-phones, wheel, etc as the space shuttle's equipment
4. Have a fun ride in your imaginary space shuttle



# A Space Shuttle



## WE WILL LEARN

To draw Imaginary Galaxy with acrylic paints on canvas

- acrylic paints of different colours
- framed canvas of smaller size ( of square shape)
- a big piece of stronger cardboard
- hot ( silicone) glue
- brushes
- sponges

## ACTIVITY STEP BY STEP

1. First, paint canvas with some darker acrylic paint ( black or dark blue). Use brushes. This will be the background
2. Use acrylic paints of different colours and a sponge to make your imaginary galaxy. Use white colour and a brush to sprinkle stars
3. Paint stronger cardboard or other surface (white looks nice) and fix your paintings on it with hot glue



# Imaginary Galaxy

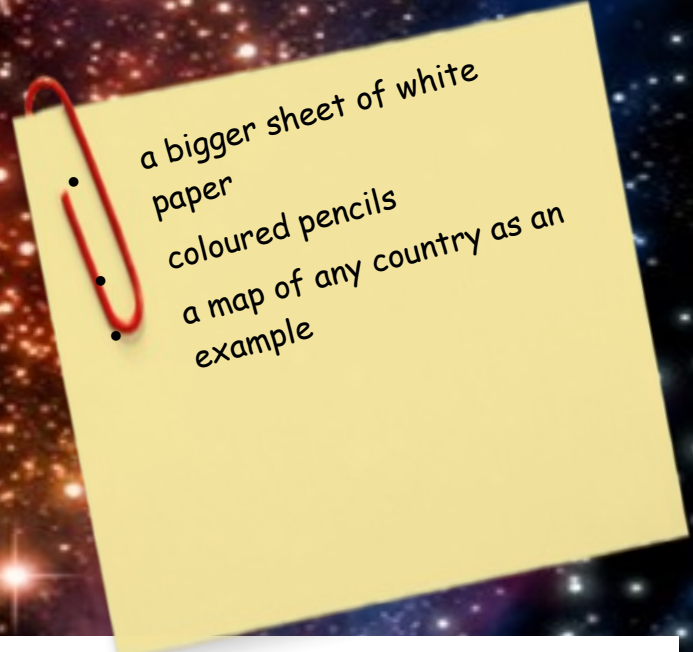




# A map of an imaginary planet

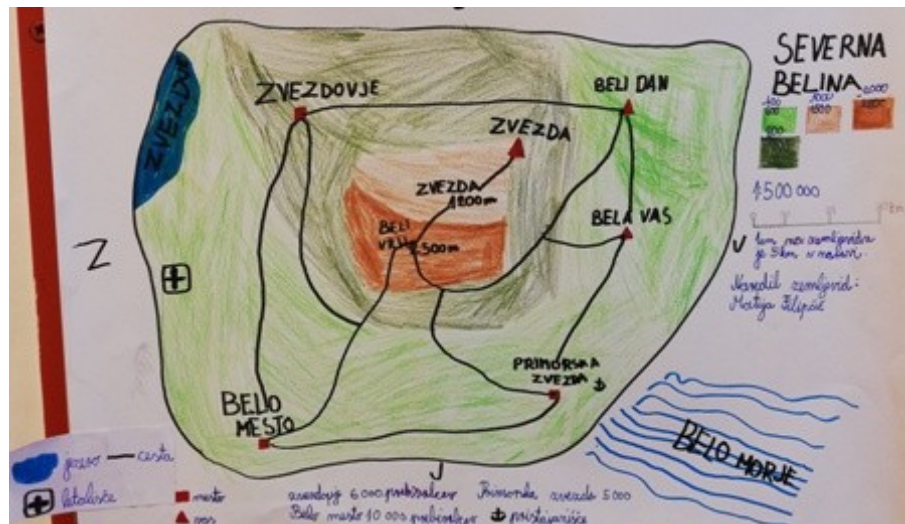
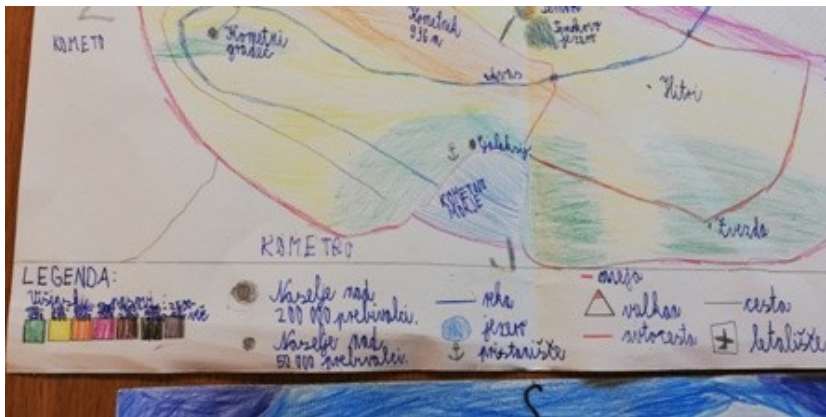
## WE WILL LEARN

To plan and to make a map of an imaginary planet



## ACTIVITY STEP BY STEP

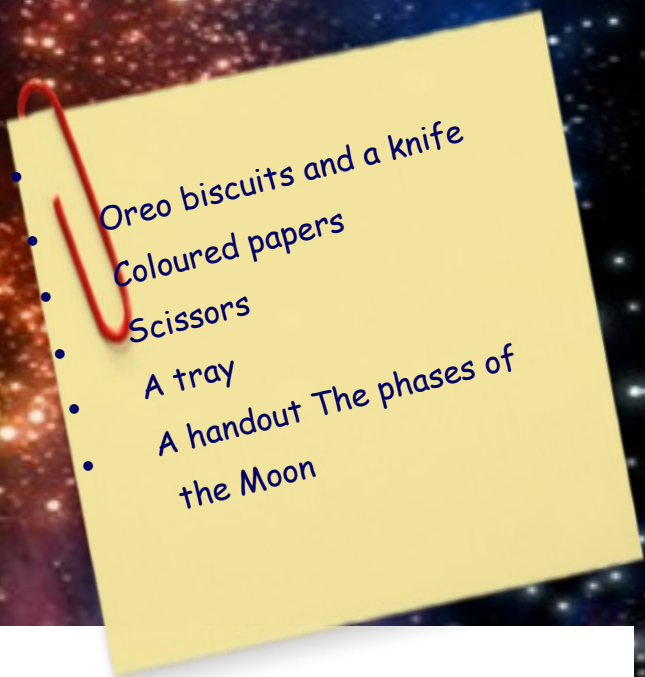
1. Pupils have a brainstorming activity. They make a mind map of what a typical map includes: names of places (towns, rivers, lakes, mountains, etc), main roads, landscape, map scale, other specific signs.
2. Pupils analyse some map example ( their own country) and find the data the map provides with.
3. Pupils make a map of an imaginary place—A new planet. They also create a map legend—a visual explanation of the signs they use in their map.





## WE WILL LEARN

- How and why the Moon changes its phases
- Names of the Moon phases in English
- The order of the phases



## ACTIVITY STEP BY STEP

1. Watch the video: <https://www.youtube.com/watch?v=B-b4XvuQo1Y&t=54s> to introduce the topic.
2. In pairs pupils fill in the handouts with phases of the Moon: <https://www.pinterest.com/pin/825566175414875671/>
3. Cut the Oreo biscuits in half as presented in this activity: <https://scien-cebob.com/oreo-cookie-moon-phases/>
4. In small groups pupils arrange the biscuits in order of the Moon's phases. Afterwards they label the cookies with the correct Moon's phases.
5. At the end it's time for a Moon snack. Enjoy!



scien-



## WE WILL LEARN

- Why do craters on the Moon form
- How to make a Moon crater
- How the mass, shape, velocity and angle of impactors affects the size and shape of the crater

- A shallow metal pan
- Plain white flour
- Cocoa powder
- Strainer
- Marbles and different sized balls

## ACTIVITY STEP BY

1. Watch a video about how were the Moon craters formed.

<https://www.youtube.com/watch?v=mIRPeYGKfic>

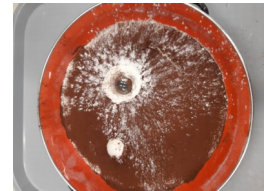
2. Prepare all the things you need for the experiment.



3. Fill the pan about 2 cm deep with flour and lightly sprinkle the cocoa powder to cover the entire surface.

3. Drop the marbles into the pan (they act as the crashing asteroids and comets). Try this with different sized and weight of balls.

4. Observe how the mass, shape, velocity and angle of impactors affects the size and shape of the crater.



5. Make a classroom exhibition about Moon craters and the experiment.



## WE WILL LEARN

- To learn the names of planets.
- To learn the distance of each one from the sun.



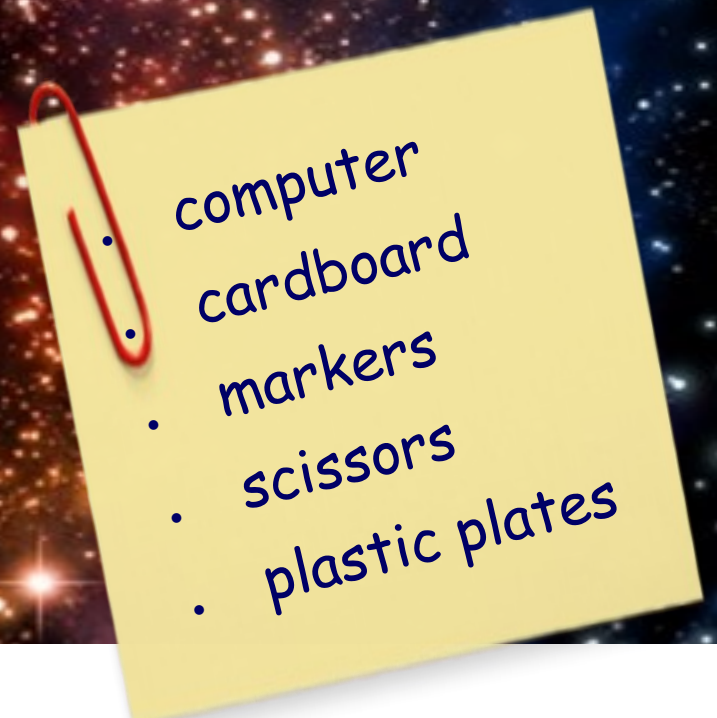
## ACTIVITY STEP BY STEP

1. We watched from internet the planets one by one, we learned their names, their size and their location in space.
2. Then we cut circles of cardboard, painted and glued them to the correct position.
3. Afterwards we used plasticine to make the planets. We put them tobs on each one with his name and placed them in relation to their distance from the sun on a black board designed th



## WE WILL LEARN

- To be able to identify and compare the planets of our solar system.
- To get to know how the astronauts live inside the spaceship.
- To discuss, to imagine and to create their own stories about «an imaginary journey to space».
- The members of the team to cooperate and to communicate.
- To expand the expressive potentials.
- To enhance children's imagination



## ACTIVITY STEP BY STEP

# A journey to space

1. First we read books regarding space, we watched videos on you tube about the planets and about how the astronauts live inside the spacecraft.
2. Then, we divided in groups of 3, cooperated and wrote stories about "an imaginary trip to space".
3. We wore the astronaut helmet, made of white and black carton and arrived at the magical universe, with the stars and constellations.

4. We also raft to our spacec- its way to a plastic it and cut tached our raft and the plate.

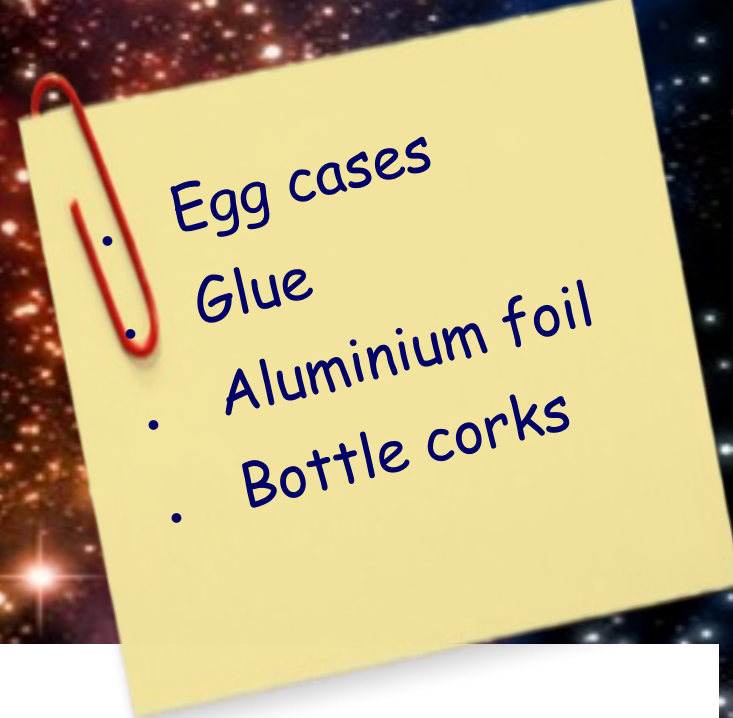


made a hand- show the route raft followed on space. We took plate, coloured it. Then we at- carton spacec- many stars on



## WE WILL LEARN

- Imagine the cities of the future
- To create a city model with simple materials.
- Compare with the current situation of cities.
- Introduce alternative forms of energy management.



## ACTIVITY STEP BY STEP

1. The children were divided into groups and presented their views on what cities might look like in the future.
2. They all agreed that cities should only have energy from the sun.
3. They gathered the materials.
4. They implemented the model of the city of the future.
5. They presented their work at a technology exhibition.





# Universe and Greek Mythology

## WE WILL LEARN

- Let's look at the universe from another angle.
- To relate reality through cultural tradition.
- To record ancient Greek myths mentioned in the universe.
- Present my findings in a book.



## ACTIVITY STEP BY STEP

Through the eyes of the ancient Greeks we looked at the Universe with its constellations and learned what they believed about its creation through the ancient Greek myths. We wrote a book with the best-known myths, we designed constellations, stars, planets and satellites, and linked the tale to reality.

Link:



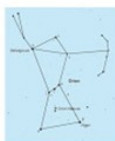
**The Creation of the Milky Way**

Heracles was born of the union between the god Zeus and the mortal Alomene, the daughter of the king of Mycenae. The goddess Hera, Zeus' wife, was jealous that Alomene had a child with Zeus and hated Heracles very much. However, one day, Zeus sent Hermes to carry the baby Heracles to Mount Olympus, the dwelling of the Olympian Gods. Zeus put Heracles to the breast of the sleeping goddess Hera so that the baby would drink her milk and become invincible. When Hera woke up and discovered who the baby was, she pushed him away from her breast. Then, a spurt of her milk flew across the sky and became the Milky Way with its thousands of stars.



**Orion**

Orion was the son of the sea-god Poseidon. It is said that Orion could walk on water, a gift given to him by his father. He was a very tall and handsome man. In fact, he was the world's most handsome mortal man. Apart from that, he was also a great hunter. That's why Artemis, the goddess of the hunt, fell in love with him. However, Orion fell in love with another woman, Eo. This infuriated Artemis, who sent a poisonous scorpion to attack him. After being stung by the scorpion, Poseidon turned Orion into a constellation in order to stop his son's suffering. Orion and the Scorpion were placed on opposite sides of the sky. Orion's most recognizable feature is a short, straight line of 3 medium-bright stars that make up the Orion Zone.



**Helios**

Helios, the god of the sun, was the son of the Titan Hyperion. The ancient Greeks imagined Helios as a beardless young man, clothed in robes and crowned with the shining aureole of the sun. Helios was said to drive a golden chariot drawn by four winged horses. Each dawn he emerged from his golden palace and traversed the sky in his chariot, rising from the river Okeanos (Oceanus) in the east, and late in the evening he reached the land of Hesperides (Evenings) in the west. Then he descended and went back to his palace and the next morning, he would begin his journey all over again. Helios' sacred animals are the rooster and the eagle. His sisters are goddesses Selene (the moon) and Eos (the dawn).



**Selene**

Selene, the goddess of the moon, was the daughter of the Titans Hyperion and Theia. She was the sister of Eos, goddess of the dawn, and Helios, god of the sun, who illuminated Selene eternally, a manifestation of brotherly love. She was commonly portrayed as a woman either riding a horse or driving a chariot drawn by a pair of mighty horses (or oxen). Her lunar sphere or crescent is usually depicted as a crown upon her head. Selene was the goddess of the Moon, the goddess of the Night and the goddess of the Months. Ancient Greeks measured the time using lunar cycles. A lunar cycle (a lunar month) is divided into three sections of ten days each depending on what phase the moon is in. So in the first section the moon is waxing, in the second it reaches its greatest brightness and in the third it is truly dark and seemingly has disappeared from the sky. That is why Selene was also regarded as the goddess of the Months. They also believed that Selene was riding her chariot across the sky every night, thus nourishing the natural world. Also, whenever Selene was bathing in the waters of Ocean, her beams shone brightest. It was full moon.



### Cassiopeia, Andromeda and Perseus

Cassiopeia was queen of Aethiopia, wife of king Cepheus and mother of the princess Andromeda. One day, Cassiopeia boasted that she was more beautiful than the goddess Hera and all of the Nereids. The Nereids were sea nymphs and daughters of the sea-god Poseidon. When they heard what Cassiopeia had said, they got very angry and demanded that Poseidon punish Cassiopeia. As a result, Poseidon was infuriated and sent a dreadful sea monster named Cetus to destroy the shores of Cassiopeia's country. In his despair, Cepheus turned to an oracle for advice on what he should do in order to get rid of Cetus and stop the suffering of his people who were starving. The oracle answered that the only way to save his kingdom was to drain Cassiopeia's most precious possession for a rock for the sea monster to eat. That was the only way to appease the sea-god Poseidon. Cassiopeia's most precious possession was her only daughter, Andromeda, whom she chained to a rock next to the sea. But to her good fortune, Perseus was passing by. It was on his journey home after he had killed the dreadful Medusa. Medusa was a monster whose gaze turned any living creature who looked at her into stone. Perseus had cut Medusa's head off and brought it back with him. On seeing Andromeda, Perseus instantly fell in love with her. Upon realising what was happening to her, he rushed forward to rescue her riding his winged horse, Pegasus. Perseus used Medusa's head to turn the sea monster into stone and then, freed his beloved Andromeda. Finally, the princess and the country were saved. Thus, Cepheus and Cassiopeia allowed Perseus to become Andromeda's husband. Of all the above mentioned heroes in the myth, Cepheus, Perseus, Andromeda, Pegasus, as well as Cetus, are depicted as constellations near the constellation of Cassiopeia.



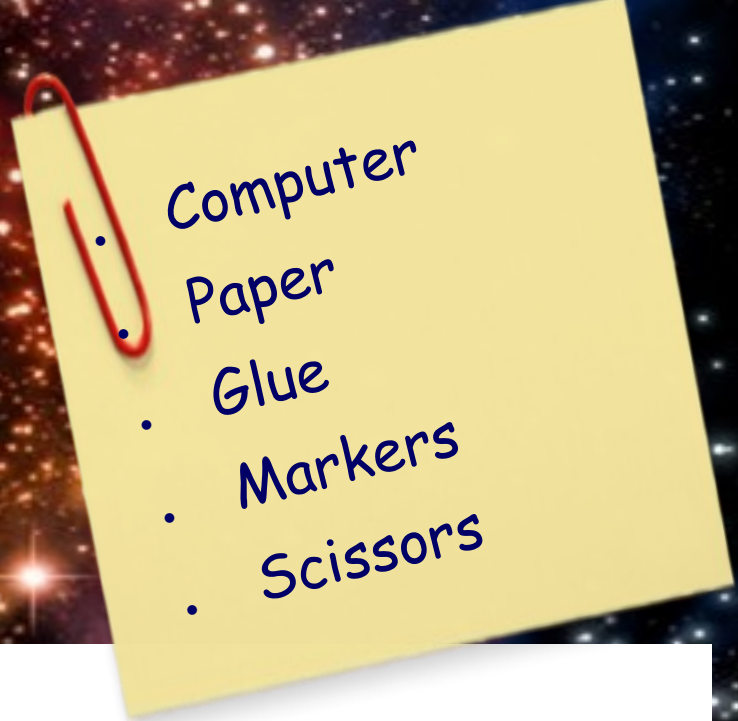
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## WE WILL LEARN

- Get to know the solar system.
- Organize the data.
- To discover knowledge through artistic creation.
- Adopt life attitudes about the future of our planet.



## ACTIVITY STEP BY STEP

With our imagination, the thirst for learning and the development of our skills we have reached far to the edge of our solar system. We got to know the planets in turn, visited them and realized how much we had to take care of our Earth, because it is the only one.



## WE WILL LEARN

- To get to know the planets of our solar system, and to distinguish the main characteristic of each one.
- To create the planets using the "papier macher" technique
- To improve minor skill ability



## ACTIVITY STEP BY STEP

1. Blew up the balloon
2. Cut the newspaper into narrow stripes
3. Immersed the newspaper stripes into the white glue
4. Glued the stripes onto the balloon, making sure there weren't any empty spots
5. Let the glue dry and broke the balloon
6. Painted

the planet with opaque colors



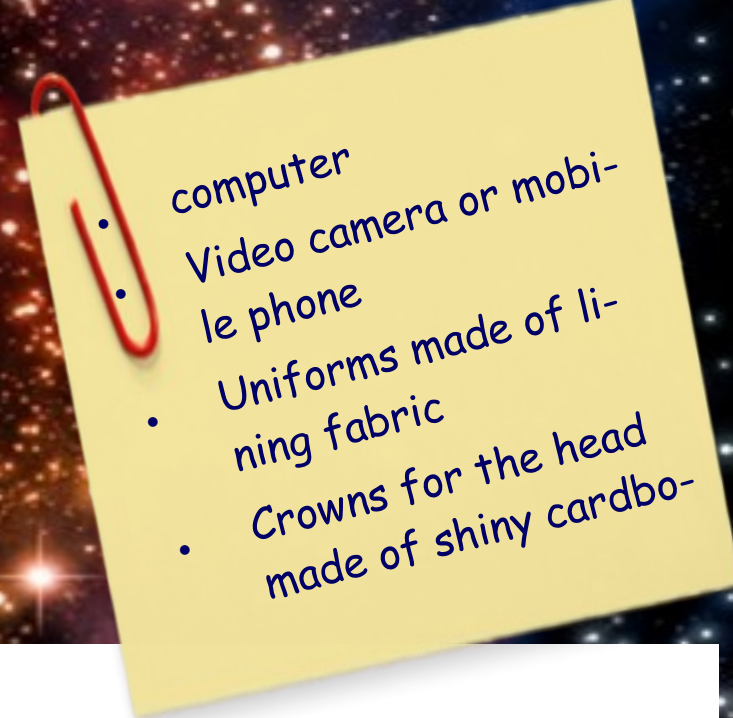
# Making planets





## WE WILL LEARN

- To highlight a theme through choreography
- To approach space, stars and constellations through an interdisciplinary manner
- To develop acoustic and space perception
- To improve motor and movement expression skills



## ACTIVITY STEP BY STEP

1. Listened to the song "the feast of the stars" and learned the lyrics.
2. The children, by the guidance of the fitness instructor started to learn the choreography
3. Recorded the video using a mobile phone
4. Edited the image and sound
5. presented the choreography through Skype to our Slovenian and Lithuanian Erasmus partners.

Link:

<https://youtu.be/Fyfyud6LzLU>



# Feast of the stars



## WE WILL LEARN

- To get to know basic concepts such as: planets, stars, universe, galaxy, constellations
- To know our solar system, by acquiring basic information regarding each planet (shape, analogy to earth, distance from the Sun)
- To learn about the life of the

- Computer, information books
- Colored craft papers, scissors, cutter and glue
- Opaque colors and brushes
- Thick cardboards (A4)
- A large cardboard box (1m x 1,5m)
- Rolls of toilet paper

## ACTIVITY STEP BY STEP

1. Watched videos on You Tube and read books concerning Space
2. Drew the figure of an astronaut on the cardboard box, removed the "head" with a cutter and painted with opaque colors.
3. Put our head in the hole and took pictures as astronauts!
4. Painted the toilet paper rolls with opaque colors and decorated them with fabrics and beads.
5. Photocopied the figure of a rocket on thick cardboard A4, made small pieces of colored paper and glued them on the rocket, creating the "fire tail" and the "windows"
6. Presented our work.

