



**DREAM FLIGHT
ADVENTURES**

Inspiring the world to think and dream

Lesson Plans & Curriculum-based Activities

Helpful tools to extend the magic before and after the mission

We ignite imaginations, blur the line between entertainment and education, and let dreams take flight.



Revolutionary Roleplaying

This project can be done either **before** or **after** the *Insurrection* simulation. It includes an individual research assignment and culminates in a group classroom activity.

Overview

The events in the *Insurrection* mission mirror many of the events leading up to the American Revolution. This activity expands upon these concepts by letting students learn about an important figure from the American Revolution and then roleplay that person in front of their peers.

Preparation

Instruct each student to select an important person from the American Revolution that interests them. A terrific list of possible options can be found at <http://www.theamericanrevolution.org/people.aspx>. This list includes both general summaries and detailed biographies for over forty important historical figures.

Instruct the students to research their chosen historical figure, getting to know them as much as possible. In their research, students should consider questions such as:

- Who was this historical figure?
- Where did he or she come from?
- What kind of background did he or she come from?
- What was important to him or her?
- What important life events did this person have that led up to his or her involvement in the American Revolution?
- What was life like during the 1770s?
- What other important figures did this person know, and how did this person relate to them?

Give students several days to research their chosen person and to prepare to roleplay as him or her in front of the class.



Classroom Roleplay

Select a day when the entire class can roleplay their chosen historical figures.

Allow each student, one by one, to present what they have learned about their chosen person by acting in-character as the historical figure. Students should speak in the first-person, and they should include both factual information as well as the opinions that their historical figure had. Allow the class to ask questions to the presenting student.

If desired, instruct the student not to reveal the historical figure's identity until the class first has a chance to guess, based on the roleplay presentation.

Extension Activity

After all the students have presented their historical figures, allow them to interact together as if it were 1776 and they were all in a room together. Encourage students to form groups based on historic associations between the figures. Allow the students to explore the differences in opinion that existed between their figures, but maintain an appropriate classroom decorum.



Breeding Bacteria

During the *Insurrection* simulation, students will learn about algae biofuels and bacteria. To build upon this learning, considering using the following hands-on project, provided by our partners at <http://sciencekids.co.nz>.

This project can be done either **before** or **after** the *Insurrection* simulation.

Overview

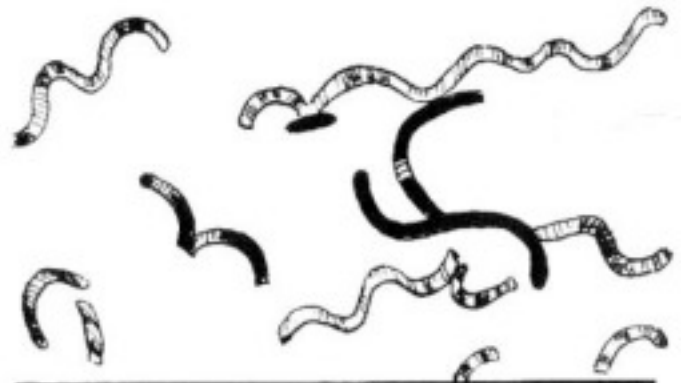
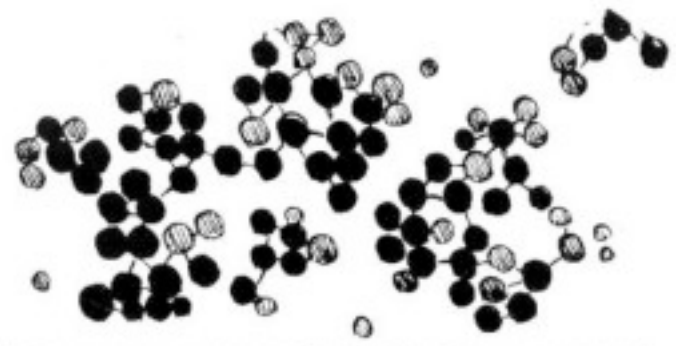
Bacteria are a fascinating type of microorganism that play a large role in our lives whether we like it or not. Try growing your own sample of bacteria while monitoring how it reproduces in a short space of time. Compare your original sample with others and get proof that bacteria truly are everywhere!

What you'll need:

- Petrie dish of agar
- Cotton buds
- Some old newspaper (to wrap petrie dish when disposing)

Instructions:

1. Prepare your petrie dish of agar.
2. Using your cotton bud, swab a certain area of your house (i.e. collect a sample by rubbing the cotton bud on a surface of your choice).
3. Rub the swab over the agar with a few





gentle strokes before putting the lid back on and sealing the petrie dish.

4. Allow the dish to sit in a warm area for 2 or 3 days.
5. Check the growth of the bacteria each day by making an observational drawing and describing the changes.
6. Try repeating the process with a new petrie dish and swab from under your finger nails or between your toes.
7. Dispose of the bacteria by wrapping up the petrie dish in old newspaper and placing in the rubbish (don't open the lid).

What's Happening?

The agar plate and warm conditions provide the ideal place for bacteria to grow. The microorganisms on the plate will grow into individual colonies, each a clone of the original. The bacteria you obtained with the cotton bud grows steadily, becoming visible with the naked eye in a relatively short time. Different samples produce different results, what happened when you took a swab sample from your own body?

You will find bacteria throughout the Earth, it grows in soil, radioactive waste, water, on plants and even animals too (humans included). Thankfully for us, our immune system usually does a great job of making bacteria harmless.



Mission Debrief Class Discussion Guide

Your students will encounter a wide variety of educational topics in their Dream Flight Adventures mission. After the mission is complete, use this guide to lead your students in a class discussion to explore these topics in more depth.

Consider dividing your students into small groups to discuss each question and then share their group's opinion with the entire class. Be sure to let every student's voice be heard. Dream Flight Adventure missions are multi-faceted, and each student is exposed to a slightly different part of the story. Let every student share their thoughts and experiences so the entire group can benefit.

Suggested thought-provoking questions for *Insurrection* are:

Was the American Revolution justified?

How does trade dependency shape politics?

What is the price of national security, and is it worthwhile?

What are the rights and responsibilities of citizens?

What is the difference between protests and terrorism?

How would the United States be different if Britain had conceded to the American colonists' demands?

Why is Sargassum Colony so important to the Albion Empire?

If you could do the mission again, what would you do differently?

How do you relate to the characters, events, or issues that you encountered during the mission?

What parts of the mission were the most challenging?

What new things did you learn during the experience?



Name _____

Multimedia Mission Memoir

Reflect on your recent Dream Flight Adventures mission and prepare a multimedia project that tells about your experience.

Be creative and draw upon any type of multimedia to create your project. Possible examples include posters, collages, short stories, PowerPoint presentations, dioramas, plays, podcasts, animations, videos, music, or comic books.

In your project, be sure to address the following questions:

What happened during your mission? Summarize the events.

What was your responsibility?

What did you do in your mission? What were the results?

If you could do the mission over again, what would you do differently?

How do you relate to the characters, events, or issues that you encountered during the mission?

What parts of the mission were the most challenging?

What parts of the mission were the most exciting?

What new things did you learn during the experience?

Did the mission change the way you think about anything? If so, what, and how has your perspective changed?

Be prepared to share your project with your peers and to describe why you chose the form of multimedia you did.