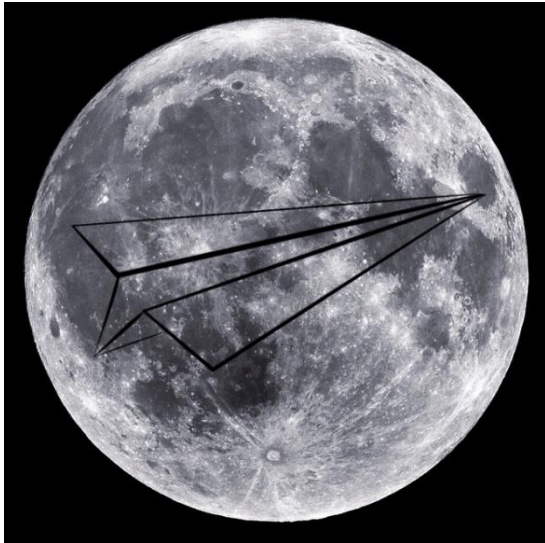


Moon Grab Bag

Projects and activities with children after returning from the dearMoon mission

MOON PLANES



NASA

Two to three reams of paper would be stored away on the dearMoon mission. Upon return to Earth, classroom sessions would be set up for students to take a piece of paper from one of the reams to begin making a standard airplane. In order to conserve the amount of paper, each sheet might be halved. The fact that the paper the youngsters would be working with (touching/handling) circumnavigated the Moon should offer an excitation factor that is unmatched. The paper that is now a plane is extraordinary ... "anointed", if you will ... due to its journey to the Moon and back.

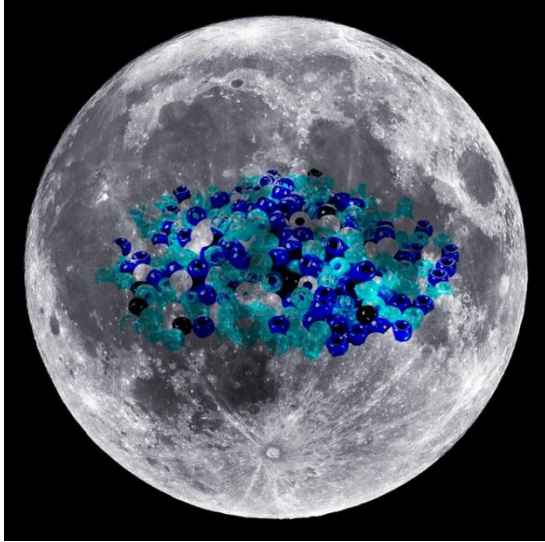
MOON MARBLES



NASA

Two to three bags of marbles would be stored away on the dearMoon mission. Upon return to Earth, classroom sessions would be set up for students to build marble runs in their classrooms so they can see the special marbles make their journey through their constructed run or track. Science concepts ("Newton's Laws of Motion", etc.) would be brought in for discussion. Make sure that the children would have the opportunity to hold the "Moon marbles" ... those marbles that circumnavigated the Moon. And as we all know, marbles look like planets and other celestial bodies.

MOON BEADS



NASA

Two to three bags of beads would be stored away on the dearMoon mission. Upon return to Earth, classroom sessions would be set up for students to add a "Moon bead" to their bracelets. Starting as early as third grade and certainly all the way through middle school, youngsters love to wear bracelets (most of them are made by the wearer) as identifiers. The fact that the beads the youngsters would be adding to their bracelets circumnavigated the Moon should offer an excitation factor that is unmatched.

MOON BANDS



NASA

Two to three bags of rubber bands would be stored away on the dearMoon mission. Upon return to Earth, classroom sessions would be set up for students to receive rubber bands as bracelets. Starting as early as third grade and certainly all the way through middle school, some youngsters wear rubber band bracelets as identifiers. The fact that the rubber bands given to the youngsters circumnavigated the Moon should offer an excitation factor that is unmatched. The rubber band is extraordinary ... "anointed", if you will ... due to its journey to the Moon and back.

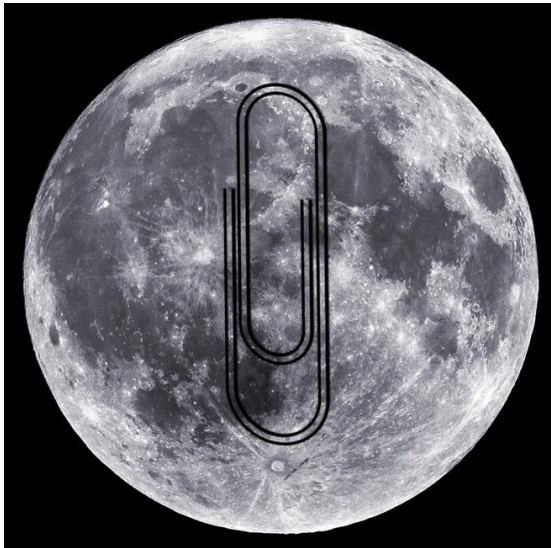
MOON TEDDY



NASA

The Teddy bear would be stored away on the dearMoon mission. Upon return to Earth, this special bear would be shared with preschool children. As we all know, stuffed animals play a very important role as companions in children's lives. The children would be allowed to hold the bear as the dearMoon crew member talks about the mission and Space ... showing photographs of Earth and the Moon made during the journey. This session would begin to expose them to the Cosmos. "If Teddy can go to the Moon, so can you some day."

MOON CLIPS



NASA

Two to three boxes of clips would be stored away on the dearMoon mission. Upon return to Earth, classroom sessions would be set up for students to add a "Moon clip" to their necklaces. Starting as early as third grade and certainly all the way through middle school, youngsters love to wear necklaces (most of them are made by the wearer) as identifiers. The fact that the clips the youngsters would be adding to their necklaces circumnavigated the Moon should offer an excitation factor that is unmatched.

The activities depend on the approval and success of the dearMoon mission. A presentation of the crew member's experience during the mission would precede each activity.

The premise behind these activities is holding/working with/having something that has circumnavigated the Moon provides an excitation factor that is unmatched. This encounter with an object that has been to the Moon and back creates "Cosmic beings" within the children. Fantasy becomes reality, and their sense of wonderment is heightened.

Tom R. Chambers