

Lesson 3: Application Day II

Other Homework Due: Students bring in the first draft of their *Personal Essay*

Subject

Complete application process.

Description of Student Activities

Students share and get feedback on their *Personal Essays*. (Final version is due next class). Students complete *Class Activity* and get ready to submit the class application.

Duration

10 min. Review *Personal Essay*
35 min. Part Three and Four of *Class Activity*

Main Topics (continued from Lesson 2)

1. The application process is a combination of individual and team involvement.
2. Space station systems are designed to support and sustain human systems and human work functions.
3. Working under time constraints as a team requires cooperation.
4. The point of the exercise is for teams to prove that they can handle the *process*. Emphasize that Challenger is looking for students who demonstrate cooperation, creativity, organization, working under pressure and problem solving. Although we are looking for *good* answers, we are not requiring that the answers be thoroughly researched, or based on scientific accuracy

Materials

How to Apply:
Personal Essay
Class Activity: Space Station Systems

Outcomes (continued from Lesson 2)

1. Students will contribute to a team effort.
2. Students will work under time constraints to accomplish a group task.
3. Students will demonstrate cooperation, creativity, organization, ability to work under pressure, and problem solving skills.

Special Comments

The students will receive a quick response from the Challenger Learning Center regarding their application.

A live session with personnel at Challenger Learning Center's Mission Control may be possible upon arrangement.

Next Lesson

During the next lesson, you will conduct both a "Space Station Stumper" quiz and begin the *Sheer Magnetism* exploration. Gather enough materials so that all groups can do all steps of the exploration.

Lesson 3: Application Day II

Procedure:

1. (10 min) At beginning of class, have pairs of students share drafts of *Personal Essays*. This may be done by collecting all of them and redistributing randomly, or by creating small group circles in which each person passes his or her essay to the left. We don't recommend having students decide for themselves who gets to edit their papers. Give class a few minutes to proofread and make suggestions or ask questions for improvement. Collect edited *Personal Essays* and return to authors.
2. Conduct and complete second half of *Class Activity*.
3. The application can be submitted by as an e-mail attachment, , by fax, or by US Postal service (overnight delivery). It is important that the students completed application is sent as quickly as possible so the Challenger Learning Center has time to review and respond in a timely manner.

Lori Kudlak,
Lead Flight Director
CLC: Mission Control
316 Washington Avenue
Wheeling, WV 26003
Fax: 304-243-2086
lkudlak@cet.edu

Or just give us a call at
304-243-8729 and we'll approve
the applications over the phone

IMPORTANT: Allocate time at the end of this period to introduce the idea of the Atom as the next topic for study. You may wish to point out that the Universe, as we know it, consists of atomic and sub-atomic particles, molecules, anti-matter, and other entities that are, even at this time, being discovered by scientists. Understanding and appreciating some fundamental ideas about the atom will help the students unlock some of the secrets of the sun and the dangers on Space Station Alpha. Tell the students that there will be an "open book" quiz based upon their reading of this article. the quiz need not be graded, unless you choose to do so.)

Homework for Lesson 4

- Prepare for the *Space Station Stumper Quiz*
 - Read Specialist Training: *Specialist Orientation* and Chapter 1: *Here Comes the Sun* and *Inside the Atom*
 - Write **final** draft of *Personal Essay*
-