

TASK CARD PRACTICE

Background Information

The task cards at the Challenger Learning Center are simply step-by-step instruction cards. An activity to simulate the task cards follows on the next few pages, but other ideas for task card practice are listed below.

Objectives

Upon completion of this activity, students will be able to:

- construct a paper airplane using oral communication skills.
- develop teamwork and problem solving skills.

Instructional Time

45 minutes

Materials

Copy of task cards (located below)

Copy of paper airplane (located below)

Examples

Paper Origami—the Japanese art of paper folding, books can be checked out of your local library; books often include pictures of what the finished project looks like for comparison

Models—small plastic models can be purchased at the dollar store; as a team, students must follow step-by-step instructions to properly construct the finished product

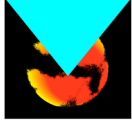
Macramé—using string/twine to make knots that require specific instructions to be completed properly

Recipes—another place where proper instructions must be followed; items like bread that must rise, cakes that can fall; look for recipes with chemical reactions

Treasure Maps—students must systematically follow instructions to locate clues and eventually find a “prize”

Mathematical Formulas—introducing students to simple algebraic formulas and the step-by-step process involved to come up with the correct result

Simple Jobs—choose a simple activity that requires little thought i.e., tying a shoe, booting up a computer program, making a sandwich; have one student write out step-by-step instructions, another follow instructions exactly to see if task is completed properly



Paper Airplane Activity Task Card Practice (Teacher)

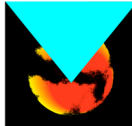
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OBJECTIVE:

To introduce students to the task card concept of following a set of step-by-step instructions. This same concept will be used frequently throughout the students' mission at the Challenger Learning Center.

PROCEDURES:

1. Divide students into pairs. In each pair assign one student to be Mission Control (MC) and the other to be Space Station (SS).
2. Give the MC student the MC task cards and one copy of the airplane pattern, a pencil and a post-it note.



Paper Airplane Activity Task Card Practice Continued (Teacher)

2

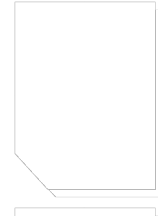
3. Give the SS student the SS task card and one copy of the airplane pattern, a pencil and a post-it note.
4. Students should sit back to back and may need access to a desk or flat surface.

MATERIALS:

- 1 set MC task cards
- 1 set SS task card
- 2 paper airplane patterns
- 2 pencils
- 2 post-it notes



Paper Airplane Activity Task Card Practice (*Space Station*)



1. Sit with your back to your partner.
2. You should not be able to see your partner (MC) working on the pattern.
3. You will be receiving instructions from your MC partner.
4. When all instruction has been understood and completed, say “**check.**”
5. On a piece of paper record your prediction for how long it will take your team to construct a paper airplane.
6. Tell your partner you are ready to begin.



Paper Airplane Activity Task Card Practice (*Mission Control*)



1. Sit with your back to your partner.
2. You should not be able to see your partner (MC) working on the pattern.
3. You will be giving most of the instructions.
4. Your partner will say “**check**” when the directions have been received and completed.
5. On a piece of paper record your prediction for how long it will take your team to construct a paper airplane.
6. When your partner is ready to begin, start with task card #2.



Paper Airplane Activity Task Card Practice Continued (Mission Control)

2

Read the following instructions to
your space station partner:

1. Lay the pattern with side "A" facing up. "A" should be placed at the 12:00 position. "A" should remain up and in this position for the construction.
2. Fold up along line 3. It will serve as a center guide. Open the paper.
3. Fold up along lines 1 and 2. Edges A and B should touch line 4.

GO TO THE NEXT TASK CARD



Paper Airplane Activity Task Card Practice Continued (Mission Control)

3

4. Fold up along line 5. Bring edge C in to touch line 3.
5. Fold up along line 6. Bring edge D in to touch line 3.
6. Fold up along line 8. Bring edge E in to touch line 3.

GO TO THE NEXT TASK CARD



Paper Airplane Activity Task Card Practice Continued (Mission Control)

4

7. Fold up along line 9. Bring edge F in to touch line 3.
8. Turn the paper over so two *'s face up.
9. Fold along line 3 so *'s touch.
10. Open the plane's wings so *'s touch and lines 8 and 9 on the bottom are visible.

Congratulations! You have constructed the plane -- record the time.



Paper Airplane Activity Task Card Practice Continued (Mission Control)

5

DISCUSS THE FOLLOWING WITH YOUR SPACE STATION PARTNER:

1. What was the difference between the predicted time and actual time?
2. Discuss difficulties/problems and your solutions.
3. Suggest how this activity can be improved.
4. Clean up your stations and return all supplies.

SIDE A

5

8

3

9

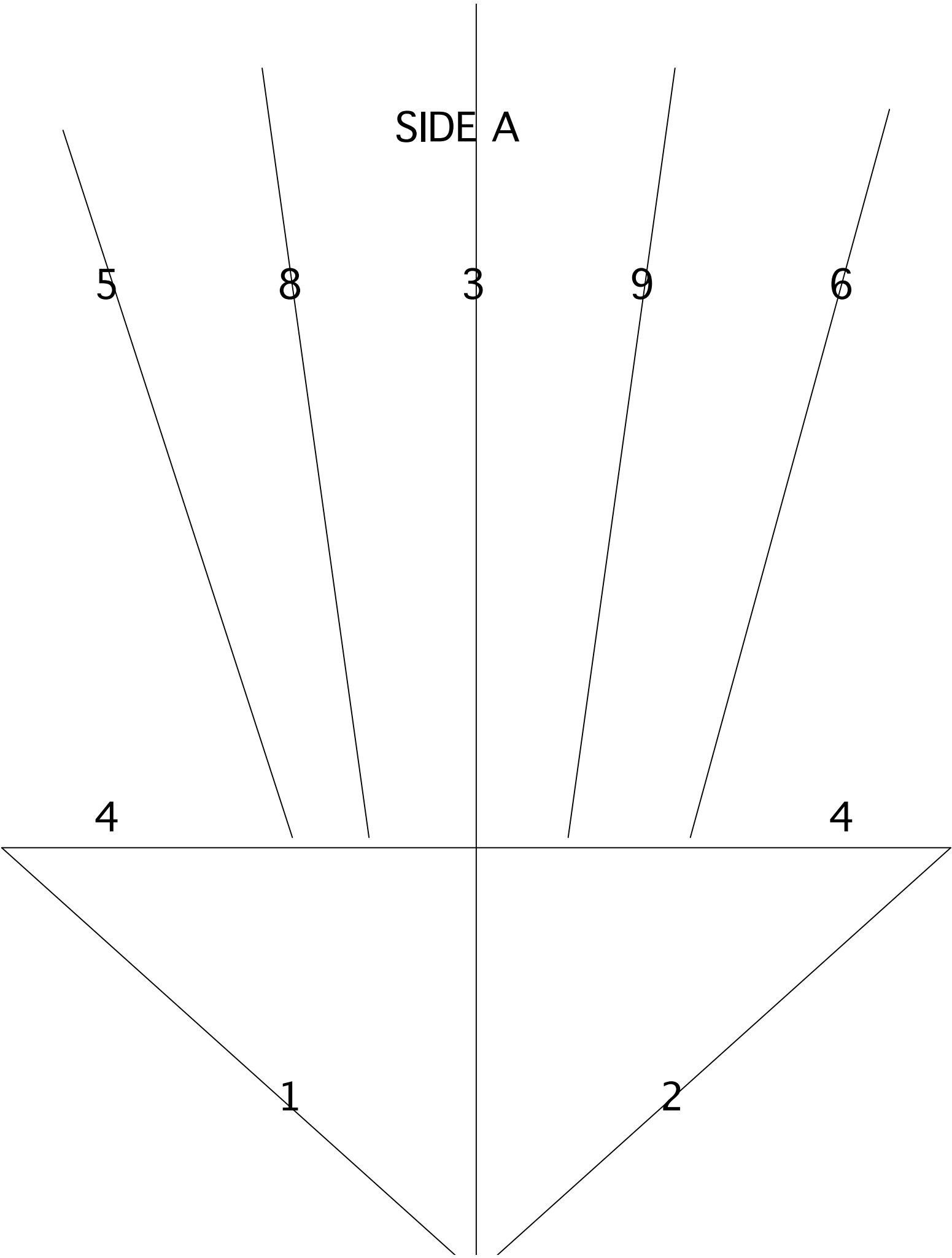
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4

4

1

2



SIDE B

F

3

E



B

D

C

A