

Hi there!

I'm glad you're using this resource. Continue to check our website (realsciencechallenge.com) to find more resources. And, sign up for our newsletter to receive updates on materials that will be available soon.

I spend countless hours writing, researching, editing and generating graphics/charts for each question. I want to continue creating useful content for you to use - however, I also want to ensure my work is fairly compensated.

Therefore, below are the terms and conditions for use of our materials.

What is allowed:

- photocopying our content for your students to use.
- posting a copy of our content (ie. questions, rubrics) on a password protected site for your students to access and/or complete.
- copying our questions into your tests or assignments. Please give credit in this case.

What is not allowed:

- Selling our content.
- Repackaging our content in your own materials and then selling it. NOTE: giving credit to us still does not make this okay.
- Distributing and/or posting our content online (for example, on social media or a blog).

Thank you for supporting us. And, we look forward to helping you with your teaching practice. Please feel free to reach out to us if you have any questions or suggestions.

Sincerely,

Kent
REAL Science Challenge Founder
Science Department Head (Burnaby South Secondary)

Links

Voyager Music Playlist (from Youtube, last accessed on Oct 9, 2023)

<https://www.youtube.com/playlist?list=PL4D51474AB7BE5595>

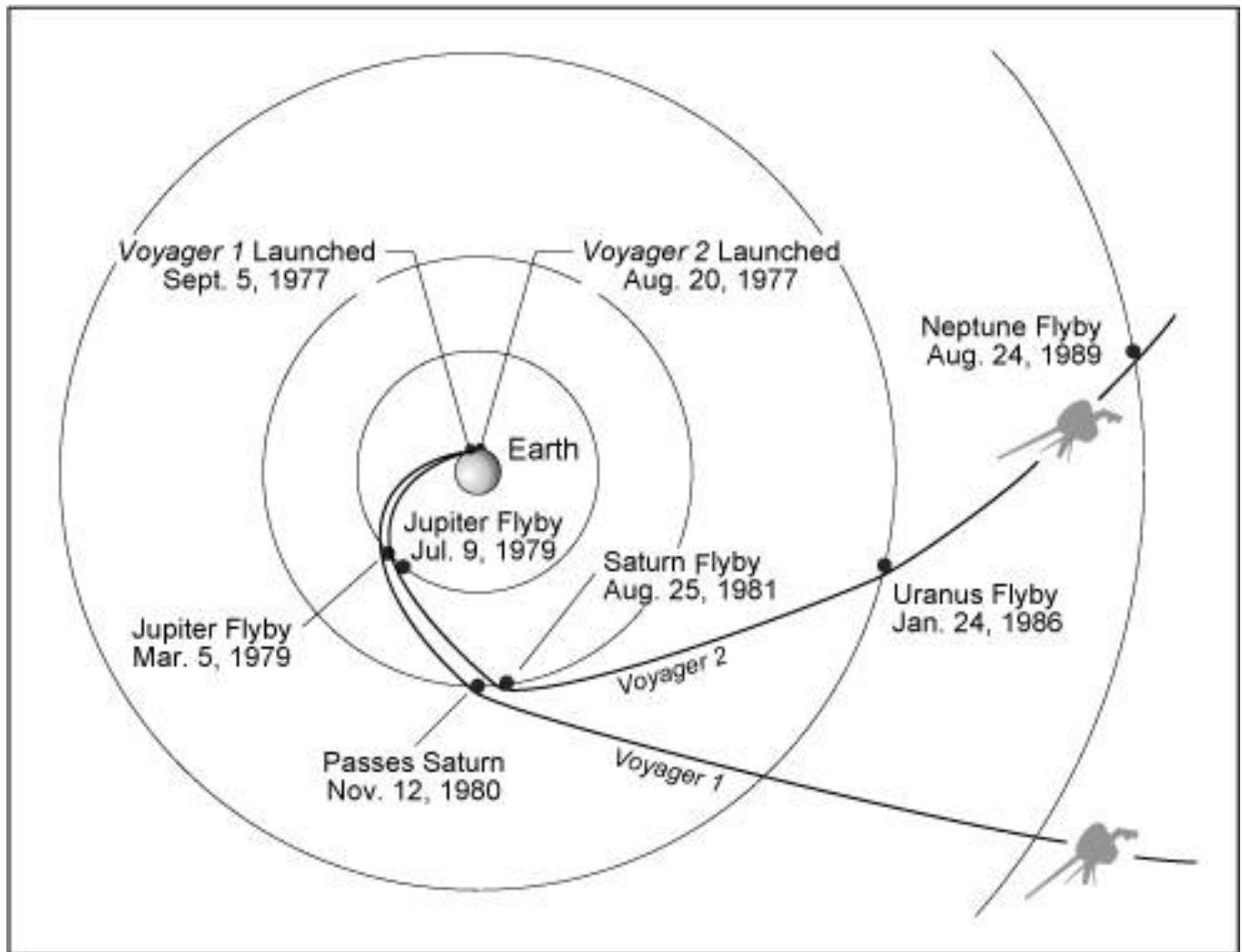
What's on the Golden Record (NASA)

<https://voyager.jpl.nasa.gov/golden-record/>

Instructions

1. Before the start of class, hook up my speakers to my laptop and have the Golden Record playlist queued up on Youtube (link included in my handouts below).
2. At the start of class, tell students that I'll be playing the opening to 5 songs which come from the same playlist. I want students to listen to the songs and figure out what the name of the playlist is.
3. Play 10-15 seconds of each song.
4. After the last song is played, give students 1 minute to talk to their lab partner.
5. Now, I tell students to hang onto their answers. We'll come back to this later.
6. Start lesson. I try to get through some notes.
7. When I finish a section in my notes and it looks like students need a brain break, I'll go back to the songs. I'll ask students what they thought the name of the playlist from which the songs came from is.
8. After, I'll tell students that the songs come from the Golden Record, which was placed on the Voyager satellites. I'll give students some history to the Voyager satellites. And, if there's time, I'll go to the Golden Record website (link included in the handouts) to view the images on the Golden Record. Ask students to view the images through the eyes of an alien. What would aliens think is going on in the images?
9. The brain break may take between 5-10 minutes, depending on whether I look at the images or not. After, go back to my lesson.

Voyager Flight Path



Demonstration of Licking, Eating, and Drinking (image from Golden Record)

