

Voyager

Overview

Imaginations will soar on and around Voyager. The open ended playscape enables children to set sail and journey by land, air, water or space. Children can climb aboard, load cargo and “pilot” the vessel. A nearby tower provides opportunities to signal take-offs and landings or slide down below to experience a sensory pit filled with unexpected materials to dig, scoop and sort.

Child directed play on Voyager is an active process that stimulates the mind and challenges the whole child, physically, emotionally and cognitively.



Experiences and Skills Practiced in Voyager

Children may:

- Imagine multiple creative possibilities for journeys on Voyager
- Enhance innovation, imagination and abstract thinking
- Encourage initiative-taking and self-efficacy
- Collaborate with peers to promote social and emotional development
- Strengthen gross motor muscles
- Share ideas, space and materials with others
- Communicate experiences and play journeys with others
- Engage in open-ended dramatic/pretend play

“The only real voyage of discovery consists not in seeking new landscapes but in having new eyes.”

- Marcel Proust

Discussion Questions While Playing in Voyager

- Why is it important to use our imagination?
- How did you use your imagination today?
- What did you discover on Voyager?
- Why do people go on a journey or an adventure?
- When you look at Voyager, what do you notice or observe?
- Why do you think the Children’s Museum created Voyager?



Connection to Washington State Standards

Early Learning and Development Benchmarks

Physical Well-Being, Health and Motor Development

- Goals: 1-5

Social and Emotional Development

- Goals: 11-18, 21-25

Approaches Toward Learning

- Goals: 27-31

Cognitive and General Knowledge

- Goals: 32-36, 40-43, 47-48, 56-57

Language, Communication and Literacy

- Goals: 58-59, 61-62, 65

EALRs and Performance Expectations

Reading

- 1.3

Communication

- 1.1, 2.2

Math

- K.1, K.3, K.4, 1.4,

Science

- K-1 INQ, K-1 APP

Social Studies

- 3.1

Arts

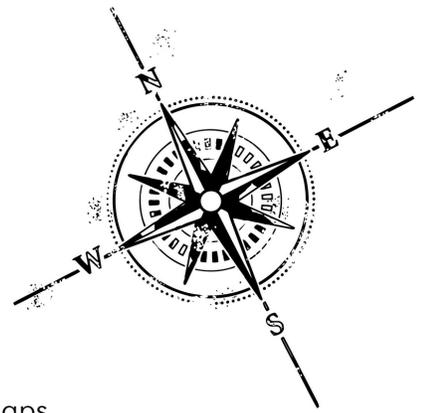
- 1.1, 1.2, 2.1, 2.3, 3.2, 4.2

Related Classroom Activity

Journey Mapmaking

Materials:

- Fine tip permanent pens
- Large sheets of paper
- Pencils
- Colored pencils
- Markers
- Examples of world, city, water and road maps



Vocabulary:

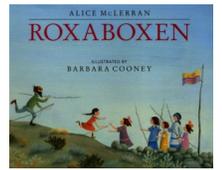
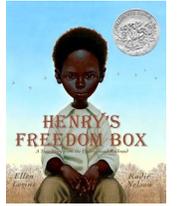
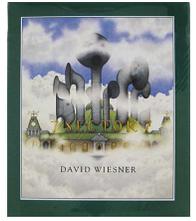
- **Destination** – a place you have decided to visit on a journey
- **Map** – a tool that provides a visual representation of a large area of land or space
- **Key** – a small box at the bottom right hand corner of a map that explains symbols and pictures
- **Compass Rose** – A symbol that designates direction; north, south, east and west

Activity:

- Invite children to think about a journey or an adventure that they would like to take. What will their destination be? Encourage children to brainstorm both real and imaginary places to travel (i.e. the park, underwater, or a planet). Call on each child to share their ideas with the entire group.
- Without providing too much scaffolding, or assistance, ask children to use the paper and permanent pens to draw the path from their home or school to their destination. Some children will draw a view of their journey from above, while others may create paths from different perspectives. It is important to give space for each child to be creative in their own way.
- When children have finished their paths, marvel at the fact that they have created maps. Crediting children with this discovery will engender a greater sense of ownership and pride for the mapmaking process.
- Clarify that a map is a tool that provides a visual representation of a large area of land or space. The maps that children create show the journey to their individual destinations. Share a few real world examples of maps. Ask children to share what they notice. What is similar and what is different about their maps and real world maps?
- After looking at examples of real world maps, discuss new ideas that children may have to add to their Journey Maps. Examples might be: color, roads, mountains, an ocean or a map key. For the purpose of this lesson, continue to honor all thinking, creative processes, and decision making, as children show you their growing understanding of geography and mapmaking.
- At the close of this exploration encourage children to share their Journey Map with a buddy. Suggest that children use their maps to go on a pretend adventure.

Resources for Children

- Bunting, Eve. 1997. *Ducky*. New York: Clarion Books.
- Joyce, William. 1988. *Dinosaur Bob*. New York: Laura Geringer Books.
- Muth, John J. 2002. *The Three Questions*. New York: Scholastic Press.
- McLerran, Alice. 1991. *Roxaboxen*. New York: Harper Collins.
- Provensen, Alice. 2010. *The Glorious Flight*. New York: Viking Juvenile.
- Nelson, Kadir. 2007. *Henry's Freedom Box*. New York: Scholastic Press.
- Say, Allen. 1993. *Grandfather's Journey*. New York: Houghton Mifflin.
- Sendak, Maurice. 1963. *Where the Wild Things Are*. New York: Harper Collins.
- Wiesner, David. 1999. *Sector Seven*. New York: Clarion Books.



Resources for Adults

- Paley, Vivian Gussin. 2004. *A Child's Work: The Importance of Fantasy Play*. Chicago: The University of Chicago Press.
- Sobel, David. 1998. *Mapmaking with Children: Sense of Place Education in the Elementary Years*. Portsmouth, NH: Heinemann.
- <http://www.nationalgeographic.com/xpeditions/>
- <http://www.kidsgeo.com/geography-for-kids>

Discussion Questions During Lesson

- How are maps helpful?
- How is your Journey Map similar and different than a real world map?
- After looking at other examples of maps, what new ideas do you have for your Journey Map?
- What makes a journey or an adventure special to you?
- How do you use your Journey Map?



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