

1. EXPLORERS LEARN ABOUT THE WORLD

What is your Explorer's name and where is he/she from?	Provide a brief (1-2 sentences) description of your Explorer's work.	Mark your Explorer's area(s) of focus.
<p>Name:</p> <p>Birthplace:</p>	<p>What:</p> <p>How:</p> <p>Where:</p>	<p>Land</p> <p>Ocean</p> <p>Wildlife</p> <p>Human History and Cultures</p> <p>Human Ingenuity</p>

2. EXPLORERS ARE CURIOUS

Mark what interests you most about the Explorer's work.

ASKING QUESTIONS

I am curious about:

- The Explorer's work location and why it's important.
- The Explorer's question(s) and problem(s).
- How the human and natural worlds are affected by the problem.

COLLECTING INFORMATION

I am curious about:

- The data gathered and method of collecting it.
- The Explorer's involvement in communities.
- Other team members that work with the Explorer.

VISUALIZING INFORMATION

I am curious about:

- How the Explorer organizes collected data.
- How the Explorer makes sense of collected data.
- How the Explorer uses maps and graphs.

CREATING STORIES TO INSPIRE CHANGE

I am curious about:

- How the Explorer creates stories to share their work.
- How the Explorer shares their stories.
- How the Explorer's stories inspire others to act.

ACT

I am curious about:

- How the Explorer will solve their question(s) and problem(s).
- How the Explorer works with others to solve their question(s) and problem(s).
- What motivates the Explorer to take action.

In the space below, share WHICH area initially sparked the most curiosity and WHY.

3: EXPLORERS SEEK UNDERSTANDING

Complete the following statements during your Explorer's presentation.

It fascinates me that my Explorer...

For me, the most important aspect of my Explorer's work is...

I now understand why my Explorer...

How does my Explorer's work influence...

My Explorer's work empowers me to...

Today I discovered that I can be an Explorer because...

4: EXPLORERS STOP AND THINK

Reflect on your Explorer's presentation and share one area of his/her work towards which you feel most **CONNECTED**.

Draw a picture or symbol that best represents this area of work and be prepared to circle up and share your WHY with your classmates.

National Geographic Explorers work with communities and invite others to join their cause. How will **YOU** become involved in your Explorer's work?

5: EXPLORERS IMPACT OTHERS *(EXTENSION)*

PART 1: Complete each statement below by marking the box that best represents the impact of your Explorer’s work at the local, regional, and global level(s).

My Explorer impacts the local community...

a little.	somewhat.	a lot.
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My Explorer impacts surrounding regions...

a little.	somewhat.	a lot.
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My Explorer impacts other countries or global areas...

a little.	somewhat.	a lot.
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What area (local, regional, global) does your Explorer impact the most and WHY?

PART 2: Think about what you heard during the session with your Explorer today. Now, read each “I CAN” statement below and write “yes” or “no” and provide an example that shows your understanding of the statement.

“I CAN” STATEMENTS	YES or NO	STUDENT EXAMPLE
I can identify where my Explorer works.		
I can explain how my Explorer’s work is connected to an issue in my community, regionally or globally.		
I can summarize the factors that control and affect my Explorer’s work.		
I can perceive the financial impact of the problem that my Explorer is researching.		
I can explain past events that have affected my Explorer’s work.		
I can understand the impact that humans have on my Explorer’s area of focus.		
I can explain how landscape has an effect on my Explorer’s work and/or the problem they’re trying to solve.		