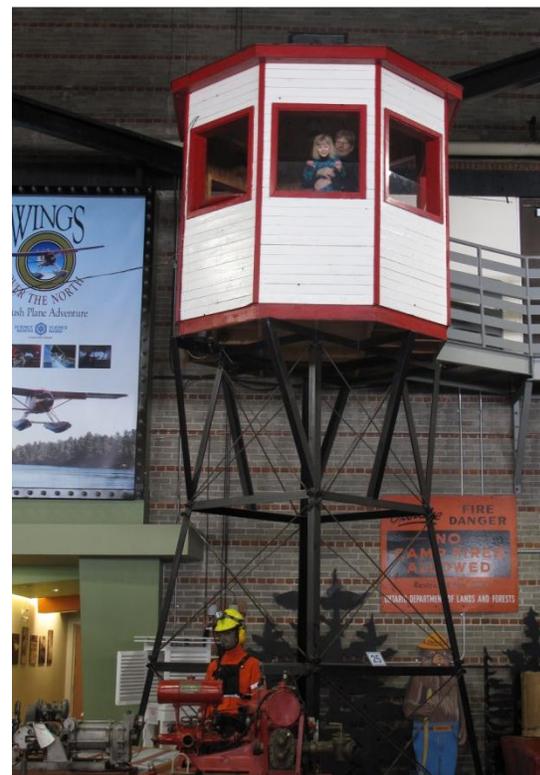




CBHC Kindergarten Program



INTRODUCTION

At the Canadian Bushplane Heritage Centre we are passionate about our Northern Ontario heritage. We are also very excited about educating the public about our many historical aircraft exhibits as well as forests and forest firefighting exhibits. Our Education Program will allow you to engage your students and give them a personalized, relevant and exciting new take on the curriculum.

Our program is developed with teachers in mind and will allow you to build on curriculum expectations before and after the tour that all tie into the materials presented in the tour. We would love to partner with you to allow your students to discover and learn about their Northern Ontario heritage and the exciting life as a bushplane pilot or forest fire fighter. Our tour guides are retired educators, MNR workers and/or pilots who love working with kids and students. Our experts make the experience one you and your students will never forget!

Our Kindergarten Program focuses on the re-telling of historical bushplane stories and the role that bushplanes played in the heritage and development of Sault Ste. Marie and surrounding area. Students will have a chance to climb inside, play, touch and even “fly” with their classmates in an old Saunders passenger aircraft. Students will also discover how bushplanes help fight forest fires and will get a chance to climb a fire tower to put out a forest fire on their own. We will ignite your student’s imaginations and interest. Your class will learn quickly that adventure takes off at the Canadian Bushplane Heritage Centre!

For more information and preparation lessons please visit us at:
www.bushplane.com/education/lessons/kindergarten

You may also speak to someone for more information or to book your school tour at
Toll Free: 1-877-287-4752
Local: 705-945-6242

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OVERVIEW OF CURRICULUM EXPECTATIONS

The following is a list of expectations from the kindergarten curriculum that will be met by following the Canadian Bushplane Heritage Centre Kindergarten Program Tour.

Big Idea:

Children are connected to others and contribute to their world.

Overall Expectation:

Demonstrate a beginning understanding of the diversity in individuals, families, schools and the wider community.

Specific Expectation:

Talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others.

How:

Our experts will guide the students through a memorable experience of the Bushplane Heritage Centre. The students will discover stories about the heritage of the CBHC, bushplanes and Sault Ste. Marie and surrounding area.

A portion of the tour involves the story of Amelia Earhart – we connect these discussions on our tour with the showing of a replica of the aircraft which Amelia flew in.

Big Idea:

Children have a strong sense of identity and well being.

Overall Expectation:

Demonstrate independence, self-regulation and a willingness to take responsibility in learning and other activities.

Specific Expectation:

Demonstrate a willingness to try new activities and to adapt to new situations.

How:

Our Children's Flight Centre creates a new learning environment with activities for students to play and interact with. Some include investigative air activities, a simulator aircraft ride and aircraft matching games.

Students will also be engaging in various activities throughout the tour guided by our Bushplane Heritage Centre experts.

Teachers are freed up to record anecdotal notes, supervise and learn more about how their students play and react to a new educationally stimulating environment.

Big Idea:

Children have a strong sense of identity and well being.

Overall Expectation:

Demonstrate an awareness of their surroundings.

Specific Expectation:

Recognize people in their community and talk about what they do.

How:

Lessons are encouraged before the field trip, as many students may not have been to a museum before. Discussions would surround what the Canadian Bushplane Heritage Centre is, what are appropriate behaviours for a field trip, who works at the CBHC etc.

While the tour is being given, discussions on various jobs that relate to aircraft and forest fires will also be discussed through question and answer.

Big Idea:
Children are effective communicators.

Overall Expectation:

Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.

Specific Expectation:

Listen and respond to others for a variety of purposes and in a variety of contexts.

How:

Teachers are freed up to record anecdotal notes, supervise and learn more about how their students play and react to a new educationally stimulating environment.

Big Idea:
Children are effective communicators.

Overall Expectation:

Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.

Specific Expectation:

Use language in various contexts to connect new experiences with what they already know.

How:

Guides will be able to run through various question and answer periods throughout the tour, accessing information the students would have received prior to coming to the Heritage Centre. Our guides will also give new information to the students, allowing teachers to ask students to recall this information when they return to their school.

Big Idea:
Children are effective communicators.

Overall Expectation:

Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.

Specific Expectation:

Ask questions for a variety of purposes and in different contexts.

How:

We create an environment where students experience new terminology and where they see things they have never seen before. Our expert guides allow and encourage questioning while students discover all of this new and exciting information.

Big Idea:
Children are effective communicators.

Overall Expectation:

Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.

Specific Expectation:

Describe personal experiences, using vocabulary and details appropriate to the situation.

How:

We encourage discussions on past experiences with aircraft, if students have flown or have ever seen an aircraft in real life.

We also encourage post-tour lessons where a discussion is held to solidify their learning. Students are able to describe their favourite part of the day and why it was special for them. They are also able to recall appropriate vocabulary used during the tour to help them perform a class activity.

KINDERGARTEN LESSONS

Associated lessons are encouraged before and after the field trip. Many students may not have been to a museum and it is helpful to establish the rules of a museum as well as get them excited to come and experience all the fun adventures they are about to have. The following activities are all optional; our tours are developed to be stand-alone and pre or post lessons are not required to experience a field trip at the Canadian Bushplane Heritage Centre.

You can use one lesson or a combination of lessons to aid your students in their experience. All the instructions for the activities are supplied and most of the suggested books may be lent out through our own library for up to one week. Some books are also noted to be in the Public Library for teachers to take out for longer periods of time.

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Lesson 1

Students Will Discover:

- Facts about aircraft and/or helicopters

Materials:

- A book on aircraft
- Diagrams: Aircraft, Aircraft Parts
- Drawing paper (1 -2 sheets per student)
- Colouring utensils, crayons, markers, pencils etc.

Circle Time:

- Explain to the children that the air plane was designed long ago by people who experimented with the idea of flying.
- What is an air plane? Who has been on an airplane? What are they used for today?
- Tell them about different types of aircraft using Aircraft diagram to help describe some different types. Military aircraft to protect the people, Bushplanes protect our forests, biplanes are older and are collected, gliders help us have fun and jet aircraft help us travel.
- Introduce the new word, biography. Read the book, Young Amelia Earhart: A Dream to Fly, by Sarah Alcott and James Anton. (Amelia Earhart's story is a wonderful way to start presenting biographies to young children because both boys and girls will identify with her adventurous spirit and aircraft are fun!)
- Discuss Amelia's qualities and how her dedication to learn everything she could about aircraft was instrumental in making her the most admired woman pilot in the world.
- Use Aircraft Parts diagram to talk about the different parts of an aircraft including wings, propeller, tail, etc.

Class Activity:

- After reading the story, encourage a fun sing-a-long to get students up and moving around.

I'm A Little Airplane
(To the tune of: "I'm a Little Teapot")
I'm a little airplane,
(Children raise arms at sides to shoulder height.)
Watch me fly!
I have a pro-pell-er
(Children spin both arms in front of them like a propeller)
It brings me up high
(Children crouch down and touch the ground then stand up and reach up really high.)
First I get revved up.
(Children make engine noises while still spinning their arms.)
Then I can fly,
(Children raise arms to shoulder height.)
Lifting off the runway
(They start walking forward.)
Up into the sky!
(They go up on their tiptoes and continue to move forward. Let them walk around the circle awhile before returning to their original positions.)

Art Activity:

- Have drawing paper available for the children to develop their own drawing aircraft. In this lesson, encourage them to create a colourful picture of aircraft with wings and a propeller.

Lesson 2

Students Will Discover:

- What is a museum and how do we act in a museum
- Create aircraft to be put on display



Materials:

- Styrofoam (clean meat trays, egg cartons) or any other materials that can be cut and remain stiff
– Styrofoam works best if you want aircraft to really fly
- Safety scissors – one per student
- Paint or markers – set per student (see NOTE)
- Aircraft template & instructions handout
- Diagrams: Aircraft, Aircraft Parts

NOTE: you can't paint Styrofoam with tempera paint or washable markers. It doesn't cover well and it will flake off when it's dry. Acrylic paint or permanent markers work well, but not the best option for the classroom. If you are allowing students to design them and want them to colour the aircraft, acrylic paint can be used ahead of time and wait for it to dry overnight. Then students can use markers or water paint to cover over it. **AN ALTERNATE IDEA TO PAINTING** - You may print the templates on paper and have students color and personalize the 2 sides of the body of the aircraft. When they are done the body can be glued on the Styrofoam and place wings and tails on later.

Circle Time:

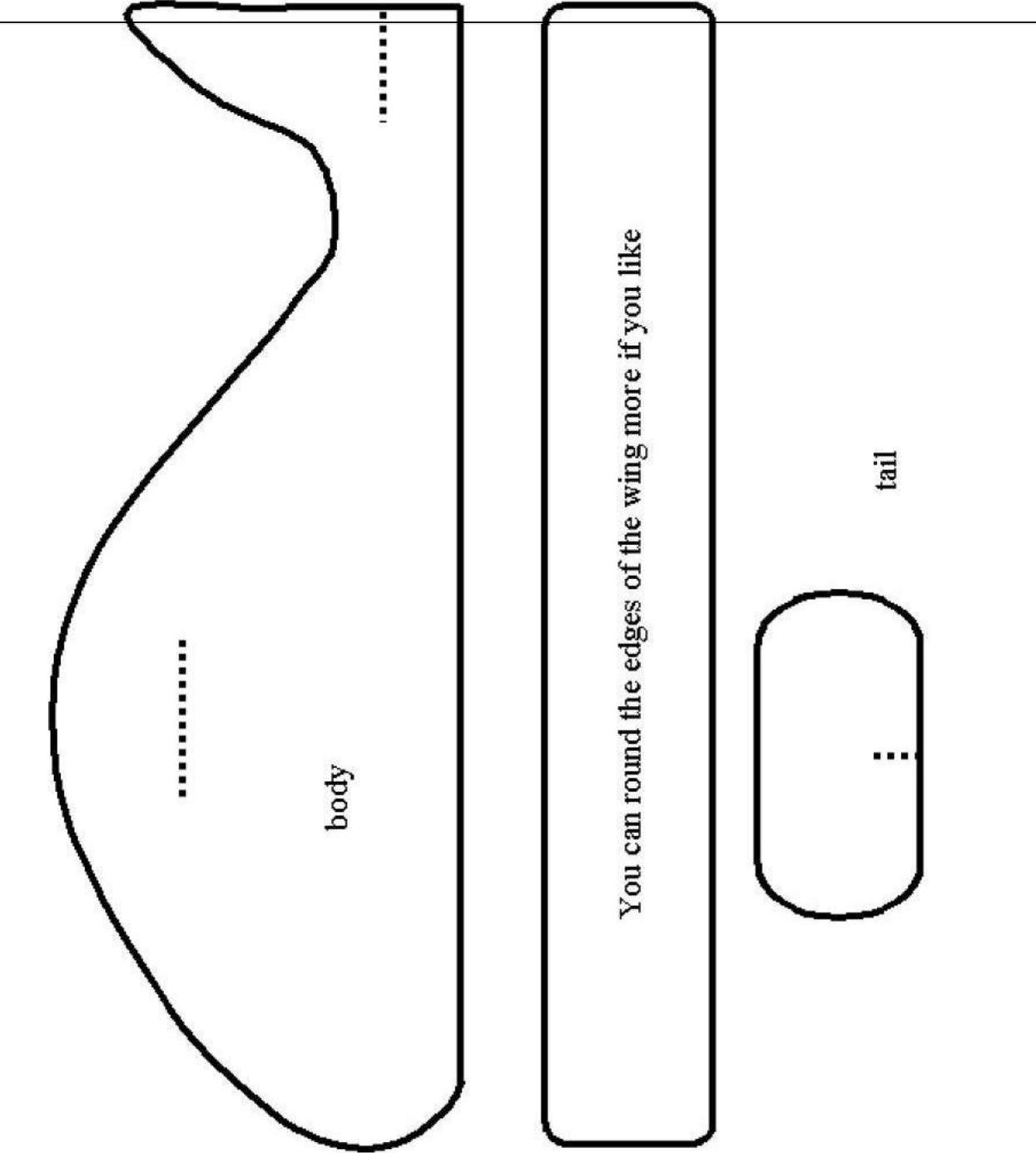
- Ask the students what they know about museums. Have they ever been to one? What did it have? Was it fun to visit?
- Read the book: *Maisy goes to the Museum* by Lucy Cousins (Maisy and friends visit a museum on a rainy day. They view several exhibits. Dinosaurs, antique transportation and toys, bugs and birds are in the big building. The five friends have so much fun as they move from room to room. Maisy reads books, draws pictures, plays with puppets and makes music. She dresses up as an Egyptian. Cyril Squirrel dresses up as a knight. The perfect day ends with the five friends having a delicious snack in the museum café. Ages 2 and up)
- What type of rules would there be at a museum? No running, no food, no wandering off, etc.
- Have students discuss the book and what kind of museums would they like to see, dinosaur, animal, aircraft, etc.
- Let the group know that they will be going to an aircraft museum soon.
- Recap: What is an aircraft? What does it do? Who has been on an aircraft? (Use Aircraft and Aircraft Parts diagrams to refresh memories of aircraft. Have students say in unison what the different parts are)

Art Activity:

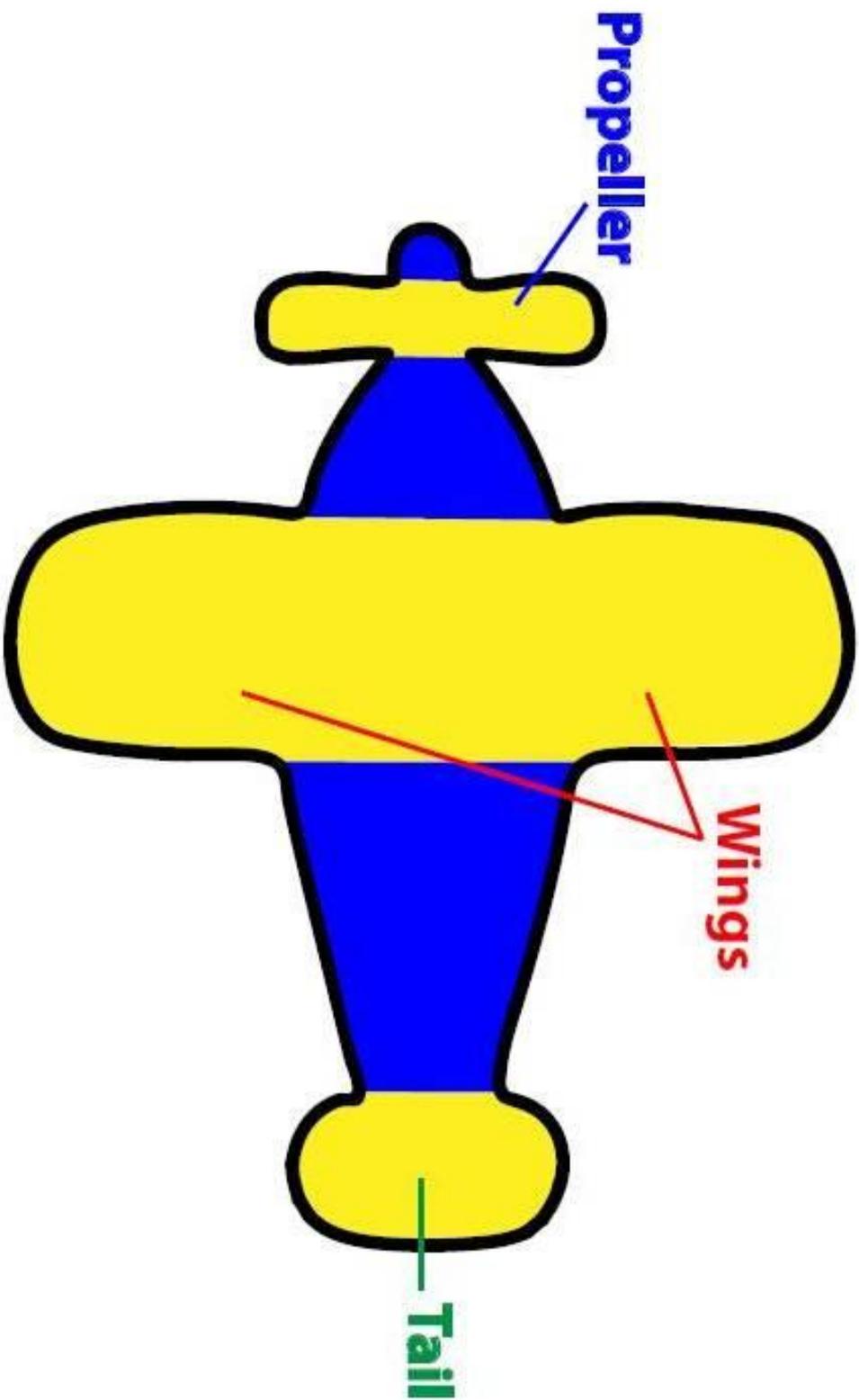
- Students will be creating and painting/colouring aircraft.
- Show students an example before they begin
- Print the template and either trace it onto a clean Styrofoam meat tray or the top of a Styrofoam egg carton or card stalk, cardboard etc.
- Have students color their aircraft and add designs like windows, airline insignias, etc with paint or markers.

- Cut a slit in the body of the aircraft near the middle for the wings
- Cut a slit in the body of the aircraft at the back for the tail
- Attach string to aircraft and hang them from the classroom ceiling for display.

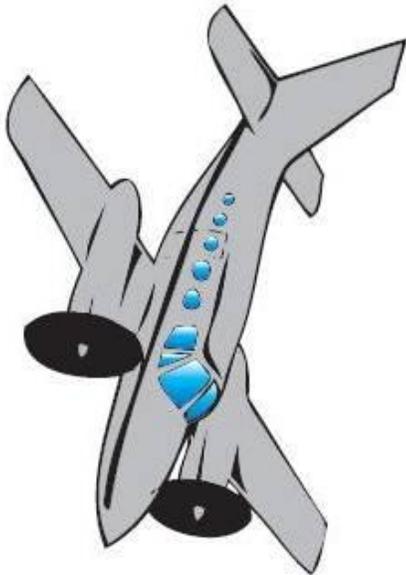
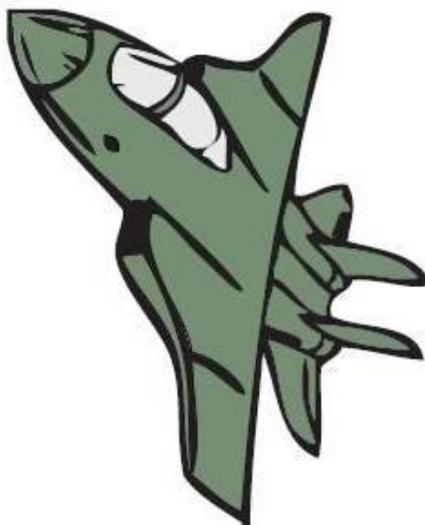
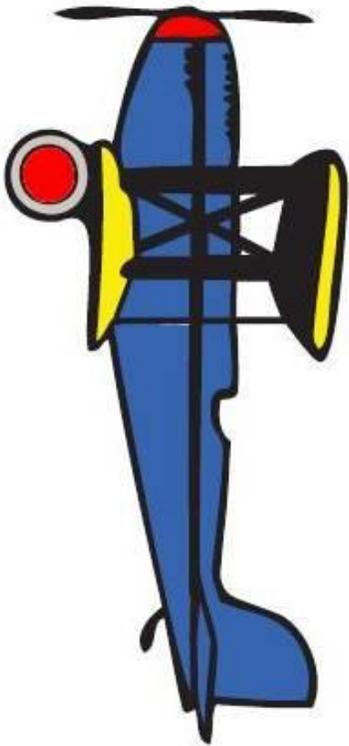
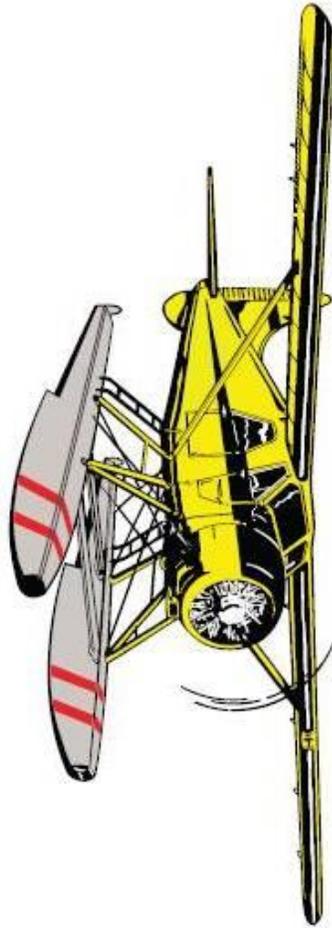
Aircraft Template



AIRPLANE PARTS



AIRPLANES



Suggested Reading:

Franklin's Class Trip

Paulette Bourgeois & Brenda Clark
Kids Can Press, 1999.

- ❖ This time, Franklin is going to a museum with his classmates. He can't wait to go, until he hears from Beaver that, "There are real dinosaurs inside." Terrified, Franklin and his friend Snail worry throughout the entire visit, until they find themselves face to face with a Tyrannosaurus Rex and learn that all that's left of the dinosaurs are their bones. This book will make a good read-aloud in a story time setting. Children who have been to museums will see plenty of familiar things and those who haven't may find themselves eager to take a trip to a museum.

Maisy Goes to the Museum

Lucy Cousins, Candlewick
Press, 2008.

- ❖ Maisy Goes to the Museum is fun and informative. Children are apprehensive of new experiences. Maisy Goes to the Museum gives children a glimpse of the types of exhibits and activities in the big building adults call a museum. The story book helps to alleviate their fears of the unknown.

How to take your Grandmother to the Museum

Lois Wyse, Molly Rose Goldman, Marie-Louise Gay
Workman Publishing in Association with the American Museum of Natural History, 1998.

- ❖ The narrator takes her grandmother through a natural history museum while acting as a knowledgeable guide. At pauses in front of dinosaurs, animal dioramas, the Hall of Ocean Life, a meteorite and other exhibits, the girl provides facts while the grandmother is appropriately impressed and unhurried. A friendly introduction to natural-history museums.

Young Amelia Earhart: A Dream to Fly.

Sarah Alcott and James Anton
Troll Communications, 1992.

- ❖ Amelia Earhart grew up in a time when girls were not treated the same as boys. But through her courage, persistence and her dream to fly, she became the greatest woman pilot in the world. Amelia Earhart's story is a wonderful way to start presenting biographies to young children because both boys and girls will identify with her adventurous spirit and planes are fun!