

BobTM the Builder

**PROJECT:
BUILD IT**



**The Children's Museum
of Indianapolis**

A traveling exhibit for
young children developed
by The Children's Museum
of Indianapolis in conjunction
with HIT Entertainment
and with support by
Delta Faucet Company.



HIT entertainment



Acknowledgements

The Children's Museum of Indianapolis is a nonprofit institution dedicated to providing extraordinary learning experiences for children and families. It is one of the largest children's museums in the world and serves people across Indiana as well as visitors from other states and nations. The museum provides special programs and guided experiences for students as well as teaching materials and professional development opportunities for teachers. Field trips to the museum can be arranged by calling (317) 334-4000 or (800) 820-6214. Visit the Teacher page at **The Children's Museum** Web site, www.childrensmuseum.org



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Exhibit Overview

Bob the Builder™ — Project: Build It is based on the themes of building and construction. The exhibit encourages children to “construct” their own knowledge through open-ended, discovery-based learning and play. An immersive environment rich in objects, shapes, sounds, colors and hands-on activities allows preschool and young children to manipulate tools, build, explore, role-play and interact socially with others.

All exhibit components are child-size interactive environments. A few of the highlights include:

- Bob’s Workshop: Cut, hammer and build together.



- Bob’s Mobile Home: Discover Sunflower Valley and find out about Bob’s big plan.



- Wendy’s Caravan: Decorate and plant flowers outside Wendy’s mobile home.

- Machine Shelter: Help finish the rock and wood walls. Climb on and slide down the shelter.



- Water pump: Using rubber balls to represent water, help Farmer Pickles pump water and collect it in buckets.
- Life-size three-dimensional show characters: Meet Bob, Wendy and their team of lovable machines — Scoop, Muck, Lofty, Roley, Dizzy, Benny and Scrambler.



Unit of Study

Enduring Idea

Being responsible, we can work together as a team.



What's Ahead

In this unit, preschool and young students work and play together using Bob the Builder's™ Can-Do Crew as role models. The first lesson focuses on building together, and the second lesson on caring together. The first experience in each lesson introduces the main concepts to the students. Each lesson ends with an experience that uses developmentally appropriate activity stations. The unit culminates with a class or family visit to the *Bob the Builder™ — Project: Build It!* exhibit at the museum.

1

Lesson 1 — Teamwork

Students learn about Bob the Builder's Can-Do Crew and how to work together as a team.

2

Lesson 2 — Responsible Citizens and the 3 Rs

Young students appreciate and take care of their surroundings as they learn how to reduce, reuse and recycle together.

Culminating Experience — Visiting Together

A field trip to the *Bob the Builder™ — Project: Build It!* exhibit at the museum.





What Will Students Learn?

This unit will help young preschool students achieve National PreK Foundational Standards in Social Studies skills, including citizenship; individual development and identity; individuals, groups and institutions; and science, technology and society. For a complete description see page 29.



Muck to the rescue!

What Will Students Be Able to Do?

Unit Goals

Students will:

- share information about Bob the Builder's™ Can-Do Crew by naming the main characters and repeating their catchphrases
- gain understanding of what teamwork means by demonstrating cooperation with and respect for others
- demonstrate an awareness of the 3 Rs — reduce, reuse, recycle — while participating in a variety of activity stations
- behave appropriately in the *Bob the Builder™ — Project: Build It!* exhibit
- explain elements in the exhibit that help protect the environment



Getting Started

Family Connections

Inform the families of your students about the topics covered in this unit, including teamwork, being a responsible citizen and the 3Rs — reduce, reuse and recycle. Ask parents to provide clean recyclable items to use in the activity stations, such as plastic bottles, margarine tubs, magazines and newspapers.

Encourage parents to join the class on a field trip to visit the *Bob the Builder™ — Project: Build It!* exhibit at the museum.





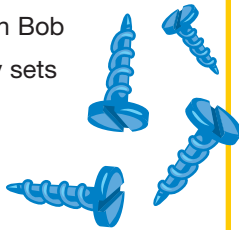
Lesson 1: Teamwork

Objectives

- Introduce students to the Can-Do Crew.
- Share the characteristics of good teamwork.
- Demonstrate good teamwork while building together.

You will need ...

Unit blocks, Bob the Builder LEGO® play materials or other small manipulatives; hammers, nails, wood; a water table with PVC plumbing pipe pieces, funnels and tubing; a sand table with Bob the Builder toy sets or other construction machines



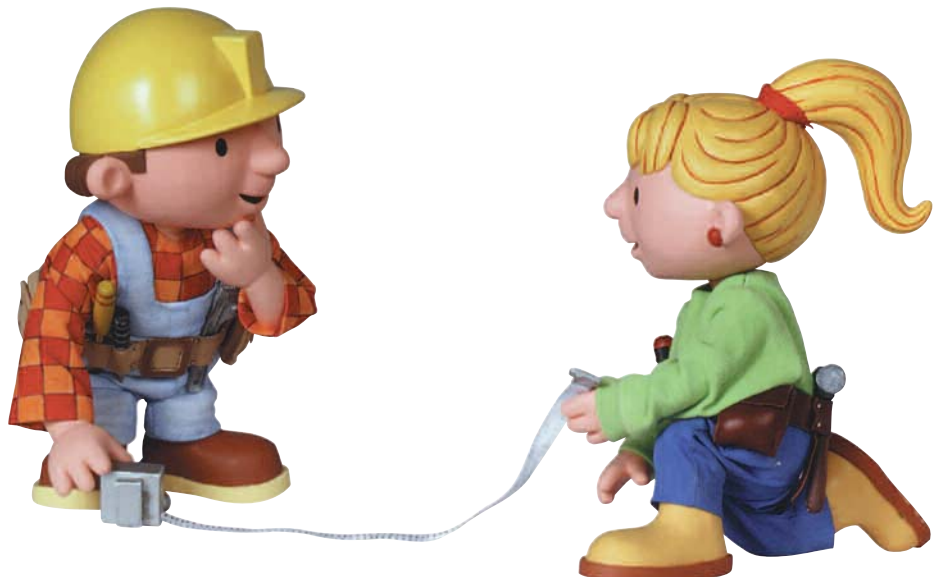
Time: Four to six 30-minute sessions

Focus Questions

- Can we build it?
- Have you ever been on a team?
- What is good teamwork?
- What happens when you play well together?
- How can we cooperate when we build something?

Team Talk

team	builder
teamwork	cooperation
build	sharing
together	





Experience 1 — The Can-Do Crew

Meet Bob The Builder's™ Can-Do Crew featured in **The Children's Museum** traveling exhibit. Then develop a team player profile for each student.

Procedures

- Introduce the students to Bob's Can-Do Crew — Bob, Wendy, Scoop, Muck, Lofty, Roley, Dizzy, Benny and Scrambler. — using **The Children's Museum** Web site or the information cards in the resources section on pages 18 – 26.
- Emphasize how important each person on the **team** is and what makes each one unique.
- Discuss characteristics that will help the students develop good **teamwork**. Working **together** a team can do many things.



- Talk about the **team** words **cooperation** and **sharing**.
- Role-play some examples of **cooperation** and **sharing** that your students have demonstrated or could demonstrate.
- Pass out copies of the "I Am a Team Player" sheet from the resource section on page 27.



Tips for Teachers

Role-playing can be difficult for very young students. In many instances the teacher and an assistant will need to act out the scenario for the students. Repeating such role-playing helps students to remember the concepts. Possible role-playing ideas are:

- Argue over a toy or snack and then decide how to share it
- Ask for help using building blocks and decide how to cooperate on the tasks of carrying and stacking.

- Have each student draw a picture of himself or herself.
- Fill in the Team Player trait that each student selects to represent himself or herself.
- Make a bulletin board and post all of the team player sheets to share with the class.





Experience 2 — Building Together

Repeat the phrase “Can We Build It?™ Yes We Can!” with the children until they can chant it together as a team. Then repeat the chant at each activity station:

Activity Stations

- Building with blocks
- Building with LEGO® bricks or other small manipulatives
- Building with a hammer, nails and wood pieces or a large stump
- Pumping water — connecting the plumbing using PVC pieces and tubing under the sink
- Constructing a building site by moving sand with toy trucks



Procedures

- Review the characteristics of a good team player.
- Divide the student into teams of four or five members.
- Let the students know that you will be looking for examples of good teamwork. Tell them that when you see good teamwork you will say, “Can We Build It?”™ and they should respond, “Yes We Can!” Practice this several times.
- Assign each team to one of the activity stations and begin play.
- When you witness good teamwork, stop the activity and ask, “Can We Build It?” They should answer, “Yes We Can!” Describe the desirable behavior and then let them resume play.
- Rotate through the stations as your schedule allows.

Assessment

Characteristic	Partial	Essential	Exceptional
Sharing	The student demonstrates an understanding of sharing but is not yet willing to give another student an object.	The student demonstrates sharing by giving an object to another student when asked.	The student demonstrates sharing by offering an object to another student without being asked.
Cooperation	The student acknowledges other students playing next to him or her.	The student invites others to play and sometimes introduces ideas for play.	The student always interacts with others and often introduces ideas for playing together.
Team Player Representation	The drawing is a basic representation of the student.	The drawing clearly represents the student.	The drawing clearly represents the student and the student clearly articulates his or her ability to assist as a team player.



Lesson 2: Being Responsible and the 3 Rs

Children learn how and why to turn off lights, televisions and water when they are not being used. Children also learn how to recycle newspapers, cans and bottles, and how to dispose of trash properly so they don't litter.

Objectives

- Develop an understanding of what **responsibility** means.
- Be observant of things in the natural world using the senses
- Recite the 3 Rs — reduce, reuse, recycle
- Recognize the recycling symbol

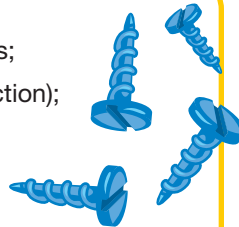
Team Talk

nature	reduce
responsible	reuse
citizen	recycle
3 Rs	

You will need ...

Nature stickers; tree cutouts; construction paper; scissors; glue; recycling symbol (see page 28 in the Resources section); large cutout of the letter R from poster board; magazines

Time: Three to four 30-minute sessions



Focus Questions

- What do you like to do outside and why?
- What does responsibility mean?
- What would happen if your yard was full of trash?
- How can you reduce and reuse at home and school?





Experience 1 — Our Beautiful World

Procedures

- Go outside for a **nature** walk.
- Ask the students to describe what they see, feel, hear and touch.
- Talk about how beautiful our world is and that everyone is **responsible** for taking care of it.
- Return to the classroom and pass out paper, glue and scissors.
- Show the students a variety of stickers and nature cutouts.
- Have the students select items that they sensed outside, such as wind, sun, flowers, rocks, trees, squirrels or birds.
- Glue or stick the items on the paper.



Extending Activity

While on the nature walk, have the students collect small items for a nature collage. Glue the real items on a poster board and add animal stickers.



Experience 2 — The 3 Rs: Reduce, Reuse, Recycle Together

Procedures

- Discuss what it means to be **responsible**.
- Show the students a large letter R cut out of poster board.
- Discuss the 3 Rs: Reduce, Reuse, Recycle.



Tips for Teachers

- **Reduce:** Students can learn to be responsible by using less paper, water and electricity.
- **Reuse:** Students can learn to reuse what they already have. Wearing clothes that a sister or cousin outgrew, refilling bottles or containers and sharing magazines and books are examples of ways to reuse items.
- **Recycle:** Students can learn to separate recyclable cans, bottles and newspapers from other trash. These items can be recycled at many public locations.



Experience 3 — Caring Together

Activity Stations

Being responsible means caring together — taking care of each other and caring for our beautiful world. Activity stations might include:

- Packing a lunch in reusable containers
- Sorting recyclable cans, plastic containers and newspaper
- Playing with water in recycled containers and toys
- Making a collage by reusing magazine pictures
- Drawing on both sides of the paper

Procedures

- Review the 3Rs.
- Divide the students into teams of four or five members.
- Assign each team to one of the activity stations and begin play.
- Rotate through the stations as your schedule allows.
- Monitor the play and remind the students how each activity is an example of one of the 3Rs.

Tips for Teachers

Point out ways to reduce the use of resources at school. For example:

- Turn off lights or other items that use electricity when not in use.
- Demonstrate how to reduce water use when washing hands or brushing teeth.
- Close exterior doors and windows to reduce use of heating and air conditioning.

HOW TO BE A RESPONSIBLE PERSON

- Be reliable and dependable. When you agree to do something, do it.
- Take care of your own business. Don't make others do what you are supposed to do.
- Take responsibility for your actions. Don't make excuses or blame others.
- Think before you act. Imagine the consequences.



Assessment

Characteristic	Partial	Essential	Exceptional
Our Beautiful World Nature Paper	The paper demonstrates a basic connection to the nature walk.	The paper demonstrates up to three connections to the nature walk.	The paper demonstrates three or more concepts from the nature walk.
3 Rs Symbol	The student states a basic understanding of the symbol.	The student states one or two of the 3 Rs represented by the symbol.	The student states all three of the 3 Rs represented by the symbol.
Activity Stations	The student interacts appropriately with others and the materials some of the time.	The student interacts appropriately with others and the materials most of the time.	The student interacts appropriately with others and the materials all of the time.

Culminating Experience



Culminating Experience Visiting Together

Students visit the *Bob The Builder™ — Project: Build It!* exhibit at the museum. During their visit, teachers and parents will emphasize concepts found in the exhibit that were presented in this unit of study.

Procedures Before the Visit

- Prepare students for a museum visit by talking about the exhibit. See the Exhibit Overview on page 4.
- Remind the students to cooperate and share while playing in the exhibit.
- Review the Can-Do Crew by talking about each character and listening to each one's catch-phrase.



During the Visit

- Remind the students of the following exhibit concepts:
 - **Cooperation**
 - Pumping water
 - Building the walls in the machine shelter
 - Fitting pipes together under the sink



- **Sharing**

Taking turns on the machines
Playing together at play tables

- **Being Responsible and the 3 Rs**

Review:

- Solar panels on Wendy's caravan
- Recycle bins in Bob's workshop
- Hillside shelter for machines
- Reused and recycled water in the pump

Glossary

Build — to make something by combining materials or parts

Builder — a person who builds something

Citizen — a member of a community who shares the rights and responsibilities of that community

Cooperation — working together to achieve a goal

Nature — trees, plants and animals in the world outdoors

Recycle — to make a used object into something new or to use an object in a new way

Reduce — to use less of something, such as water or electricity

Responsible — trustworthy or dependable

Reuse — to use again

Sharing — to participate in an activity with others or to divide something and share so that others can have some too

Team — a group organized to work together

Teamwork — a cooperative effort by the members of a group or team to achieve a common goal

3 Rs — Reduce, Reuse, Recycle





Bob

Catch phrase: "Can We Build It?™ Yes We Can!"



Wendy

Catch phrase: "Well, we'd better get started team!"



Scoop

Catch phrase: "No prob, Bob."



Muck

Catch phrase: "Muck to the rescue."



Lofty

Catch phrase: "Yes we can — er. Well, I think so."



Roley

Catch phrase: "Let's rock and roll!"



Dizzy

Catch phrase: "Brilliant!"

Bob the Builder™ — Project: Build It



Benny

Catch phrase: "Unreal Banana Peel!"

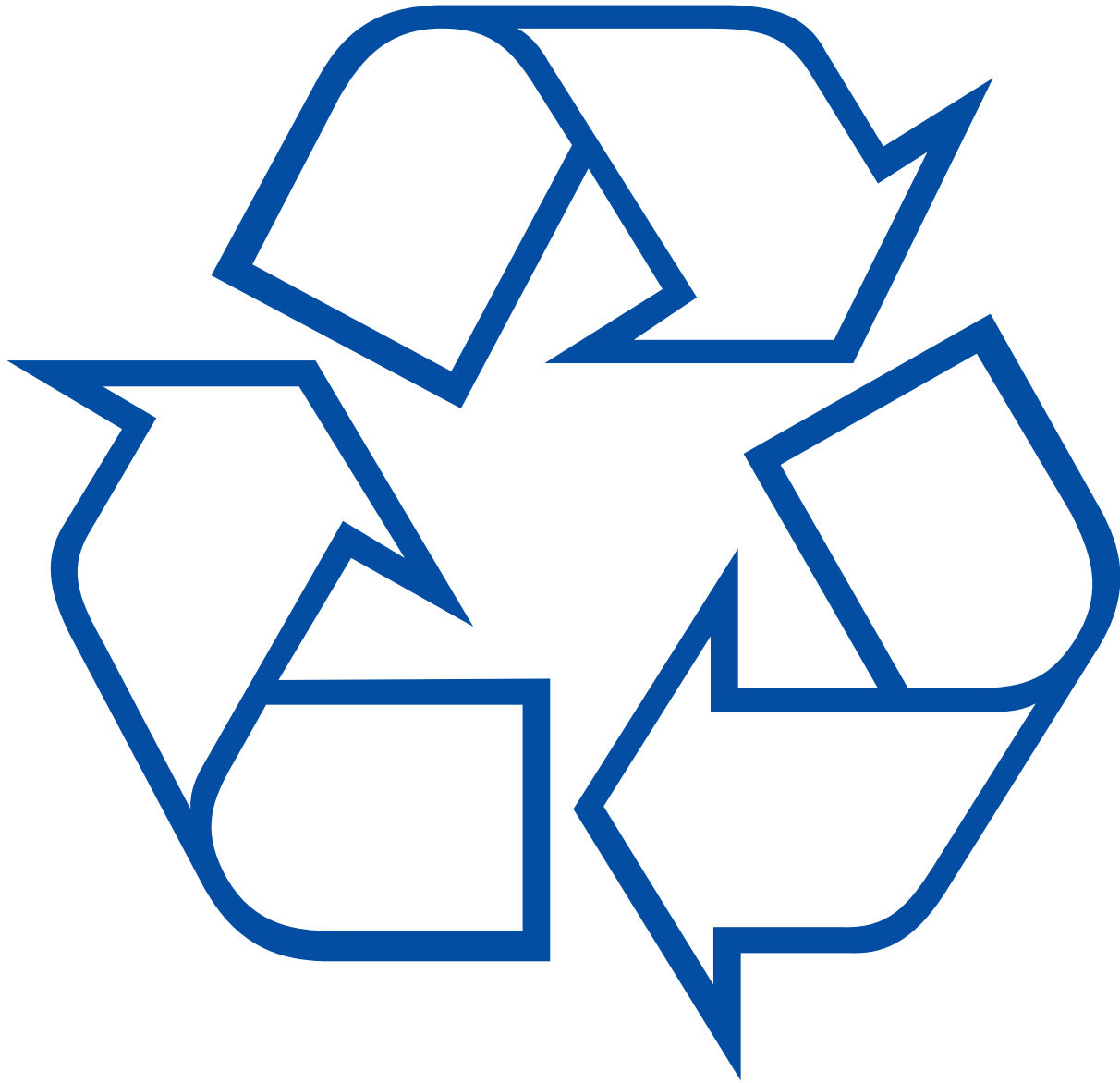


Scrambler

Catch phrase: "Let's scam!"

I am a Team Player

Because I am _____.



Recycle Symbol

Web Sites

Bob the Builder Official Web Site
www.bobthebuilder.com

The Children's Museum of
Indianapolis
www.childrensmuseum.org

Preschool Recycling Games
www.everythingpreschool.com/
themes/recycling/games.htm

Earth Day – Reduce, Reuse, Recycle
Collage
www.first-school.ws/activities/
occasions/earth1.htm

Preschool Education Music & Songs:
Earth Day
www.preschooleducation.com/
searth.shtml

PreK Foundational Standards (www.dodea.edu)

SK Skills The Social Studies program promotes essential skills to increase the students' ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge and participate in groups. Each skill is dependent upon and enriched by all other skills.

- Follow directions
- Acquire information through listening and observing

SS1 Citizenship: Social Studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic, so that the learner can:

- Identify examples of good citizenship
- Work with a partner
- Participate in a sharing experience
- Use compromise as one way to cooperate
- Recognize the flag as a symbol of the United States

SS5 Individual development and identity: Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Exhibit friendliness, thoughtfulness and helpfulness
- Demonstrate self-control
- Show respect and concern for the rights of others

SS6 Individuals, groups, and institutions: Social studies programs should provide for the study of interaction among individuals, groups and institutions, so that the learner can:

- Participate in walks or trips to places in the community and relate what has been seen

SS9 Science, technology, and society: Social studies programs should include experiences that provide for the study of the relationships among science, technology and society, so that the learner can:

- Recycle, reduce and reuse

