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.
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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Introduction

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 Mobile Home**: Discover Sunflower Valley and find out about Bob’s big plan.
- **Bob’s Workshop**: Cut, hammer and build together.
- **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.

Lesson 1 — Teamwork
Students learn about Bob the Builder’s Can-Do Crew and how to work together as a team.

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.

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


- 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.

Tip 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.

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.

I Am a Team Player!
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

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

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

Team Talk

<table>
<thead>
<tr>
<th>nature</th>
<th>reduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsible</td>
<td>reuse</td>
</tr>
<tr>
<td>citizen</td>
<td>recycle</td>
</tr>
<tr>
<td>3 Rs</td>
<td></td>
</tr>
</tbody>
</table>

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?
**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

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

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!”
Benny

Catch phrase: “Unreal Banana Peel!”
Scrambler
Catch phrase: “Let’s scram!”
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