

EXPLORING *The* CHAFFEY TRAIL

PREP (FOUNDATION)

PEOPLE'S STORIES

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Teddy's Visit to the Old Mildura Station Homestead

A Unit of Work for VELS Level 1 (Prep)

Acknowledgements

- Written by the Sovereign Hill Museums Association (used with permission)
- Trialled by Amanda Griffiths, Prep teacher, Henderson College, in 2009
- Revised by Lynda Robertson, July 2011.
- ACARA: Australian Curriculum, Assessment and Reporting Authority. Australian Curriculum: History. Located at <http://www.australiancurriculum.edu.au/History/Curriculum/F-10>. Accessed July 2011.
- VCAA: Victorian Curriculum and Assessment Authority



VELS and National Curriculum (Draft) Learning Focus Links

Level 1 VCAA Victorian Curriculum

Physical, Personal and Social Learning

Interpersonal Development

- Building positive social relationships
- Working and learning in teams
- Managing and resolving conflicts
- Personal Learning
- Acquire self knowledge and dispositions which support learning
- Can learn with peers, including by seeking and responding appropriately to feedback
- Increasingly manage their own learning and growth including by setting goals and managing resources to achieve these
- Recognise and enact appropriate values within and beyond the school context.

Discipline-based Learning

English

- Compose simple texts about teddies/bears
- Listen to brief spoken texts
- Ask and answer simple questions
- Humanities - History
- Compare teddies from different times and the present
- Explore the story of the first teddy
- Mathematics
- Manipulate and move objects to develop understanding of fundamental concepts
- Model addition and subtraction by grouping and moving apart
- The Arts
- Make and share art works that communicate ideas
- Explore a variety of art elements, media and materials

Interdisciplinary Learning

Design, Creativity and Technology

- Generate ideas for the design of a set of clothes for a teddy bear
- Information and Communications Technology
- Work with text and images to create a simple slide show/story of their teddy.

Victorian Curriculum: History (Foundation-Prep)

Key Inquiry Questions

- Personal and family histories
- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Historical Knowledge and Understanding

- How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums (ACHHK004)

Historical Skills

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Pre-Excursion Activities

Activity 1: Different bears

Teachers introduce the theme by reading “Dougal the Garbage Dump Bear” or another appropriate picture book, listening to a song, poem or displaying a picture of teddies or bears. Discussion takes place about bears. Students, with teacher’s help, list all the different sorts of bears they can think of, they can be real and story characters, this will be displayed in the classroom throughout the theme and added to. Examples; polar, brown, grizzly, panda, teddy, Winnie the Pooh, Paddington, Humphrey, Yogi, Goldilocks and the 3 Bears, Berenstain Bears. Discuss the differences between real bears and teddy bears/story make –believe bears, record information as a Venn Diagram.

Teacher has a collection of bear picture books from the library.

Student Activity No 1: “Famous bears”

Student Activity No 5: “I’ve read lots of books”

Student Activity No 6: “Action bears”

Activity 2: My teddy at school

Students will naturally ask, can they bring their bears into school. Make a decision together about which bears should come. Will you include cuddly toys of any kind, model bears, pottery ones etc. Once the students have brought their teddies to school, they could be displayed together in the “Bear Corner”.

Other possible activities:

1. Different photos could be taken of students with and without their teddy, discussion would take place about some of the possibilities and stories could be written:
 - The student with their teddy in a particular pose or area of the classroom/school
 - Teddy playing on the play equipment
 - Teddy with his school bag
 - Teddy in the school library reading a book

The photos could be displayed in the ‘Portrait Gallery’, each photo labelled with the name of student and bear and a description about what is happening.

Student Activity No 2: “Me and My Teddy”

2. Teacher could have ‘Tiny Teddy’s in a jar. Have the students estimate how many there are, count them to see which student is closest.
3. Investigate the class bears mathematically; how many, sort into fierce and friendly ones , smooth and furry, group in sets; small, middle size and large, furry, fuzzy, with and without clothes on, different colours, weigh them, sort

into lightest and heaviest. Measure the bears. Find a bigger/ smaller bear than your own. Make up a class graph, Venn Diagram or write out mathematical stories to record your findings. Students could make life size pictures of their bears by drawing around them and colouring them in, or gluing on material over the outline.

4. Create a class photo of the bears and use this to explore such concepts as next to, in front of, behind, above, below etc. Students move the teddies according to the instruction. Eg. Put your teddy behind your friend's teddy.
5. Teacher could use a 'bear' stamp cut-out to press out various colours of bears, give 12 different coloured bears to students to graph. Discuss as a group or in pairs: What coloured bears do you have most of? What coloured bears do you have the least of? Who has the most yellow bears etc? How many red and green bears do you have? What is greater the number of blue bears or the number of red bears?

Student Activity No 3: "My Bear Graph"

Activity 3: Teddy Bears Picnic

Discuss: What is a picnic? Discuss the student's own experiences on picnics – where they went, what food they took etc. Talk about picnic baskets, eskys, flasks, blankets, rugs, chairs. How did you get to your picnic? Talk about the places where you go for picnics – beach, bush, hills, park, gardens etc. Talk about the food you ate, BBQ, sandwiches, cakes etc. What did you do? - Play games, go walking, swimming.

Organise a class Teddy bears picnic, discuss: Who to invite, Where to go, When, What kind of entertainment?

Teacher/Students design and make invitations

Design and create a place mat for teddy to eat off

Make some sandwiches, cakes for the picnic.

Decorate teddy bear biscuits with icing, sprinkles, smarties etc

List the food that teddies might like to eat, things beginning with 'b' eg. Bananas, bun, beans, BBQ sausages, biscuits.

Dress your teddy up for the picnic eg. Add a belt, tie, waistcoat, hat

Read "Dougal the Garbage Dump Bear" for ideas about dressing teddy, picnics, things to do, photos etc.

Take photos of the class picnic and make a teacher modelled story book.

Learn and sing the song "Teddy Bear's Picnic" and other teddy/bear songs.

Activity 4: "Goldilocks and the Three Bears"

Teacher reads or tells the story of "Goldilocks and the Three Bears". In discussion the focus could be on the number and size of bears bowls, chairs and beds.

- Ask the students to get into groups of 3. Does each group have a small, middle size and big child? If not what do they have?
- Ask the whole class to put themselves in order of size. Take a digital picture for display and record observations in story form under the picture.
- In small groups ask students to draw pictures of events from the story and put them in order. The students must explain their choice of event and order.

Student Activity No 4: "Goldilocks and the Three Bears"

Activity 5: Teddy bear art and craft

Some activities for art and craft include:

1. Create 3D teddy bears from cardboard boxes and cylinders. Paint the bears once construction is complete.
2. Make teddy bear placemats by colouring in pictures from the internet.
3. Student activity No 7: Colouring pages for teddy bear placemats.
4. Write invitations to Grade 5/6 buddies, parents or teachers to attend a "Teddy Bear's Picnic."
5. Make a display for the wall of teddy bears dressed up as a doctor, Elvis, teacher, fireman, picnic bears, Paddington, Pooh Bear and others.

Activity 6: Teddy prepares to visit Mildura Station Homestead

Following are some possible student activities that could be completed before an excursion to the Old Mildura Station Homestead:

1. As a class, brainstorm what you think you will see and do at the Mildura Station Homestead. Make up a chart to record all the suggestions. First decide as a group how best to record this in a table and display this in the room. There are some images which may assist with this discussion at http://www.milduraarts.net.au/Page/Page.asp?Page_Id=45.
2. Take some pictures of a teddy at various buildings and places in the Mildura Station Homestead and show them to your class. In pairs get the students talking about what teddy is doing and make up a story about him (this could be recorded verbally onto a recorder, teacher or student written). Make up a PowerPoint slide show with the students stories.
3. Read "Diary of a Wombat". Discuss; wombat activities, time of day, days of week etc. Discuss possible teddy activities. Students then write and draw their own; "Diary of my Teddy" starting with Monday, including morning, afternoon, evening and night activities and concluding on the Sunday. A variety of different art mediums could be explored; crayons, pastels, collage (material and natural bits and pieces), printing, famous bears cut outs and magazine pictures. Make a simple A4 book of seven pages, with each page divided into fourths (for morning, afternoon, evening and night).

Excursion

Activity 7: Teddy at the Mildura Station Homestead

Students need to decide before the visit what they want their teddy to do whilst at the Old Mildura Station Homestead. Teachers need to decide if it is feasible for each student to bring their teddy or rather use the class or teacher's teddy. Students could complete the following suggestions in small teacher/parent led groups, taking photos of students and teddies in various places.

Some possible activities are:

- Teddy has to look for a place to live, in a hut or cottage. Teddy checks out each dwelling for comfort, size, furniture, easy to get to etc.
- Teddy wants to get a job. Go for a walk up amongst the Homestead buildings and check out the various occupations (shearer, blacksmith, farmer, wine maker, stable hand, boat builder and engineer). Which one will he choose and why, record events photographically.
- Teddy wants to explore the town. What are the different ways in which he can travel? (eg. by boat, foot, horse)
- Teddy wants to be a tourist and have a good sight-seeing day at the Mildura Station Homestead and see and do as much as he can. Record photographically all the places that teddy visits. (perhaps limit the number of photos for each student to 5).
- During the lunch break, a film recording could be made of the students with their teddies at the rose garden having lunch.
- Visit the "Mallee Roller or the boring machine– have teddy guess an imaginative way in which it could be used today.
- Hold a "Teddy Bear's Picnic" in the Homestead rose garden.
- Volunteers from the Mildura & District Historical Society and Mildura Station Homestead team, pending availability may be available to assist small groups. Email: mildurahistorical@gmail.com

Post Excursion Activity

Activity 8: Teddy's Adventure at the Mildura Station Homestead

The teacher models writing a story using the 5 photos of his/her teddy on the Mildura Station Homestead visit. Make a book. Teacher could use an overhead projector to ensure that the students are part of the writing process.

Have the students' digital photos printed off, to use for discussion. Get students into their 'excursion' groupings to discuss. (if possible have the parent helpers available to assist)

Students make up a story about their teddy at the Mildura Station Homestead. Using the photos, place the photos in sequence order. Stories could be teacher/parent or student written or recorded. Teacher could develop a PowerPoint slide show using one photo from each student, to show the rest of the school community.

Student activity No 1

Famous Bears



Student activity No 2

Me and My Teddy



My teddy's name is _____

likes to play _____

Student activity No 3

My Bear Graph

Your Teacher will give you a bag with 12 cut out coloured Bears in it. Draw and colour the bears on the graph to match the bears in your bag.

Red	Green	Yellow	Blue	

Count the different coloured bears and write the number below;

Red	Green	Yellow	Blue	

Student activity No 4

Goldilocks and the Three Bears

Cut out the following and place them in order. Glue them in your books.

The Bears came home and found Goldilocks.

She sat on a bear's chair and broke it.

Goldilocks ran away and never came back again.

Goldilocks opened the door and went into bear's house.

She went upstairs and fell asleep in a bear's bed.

Goldilocks tasted the porridge. She ate baby bear's all up.

One day the three bears went for a walk in the woods while their porridge cooled.



Student activity No 5

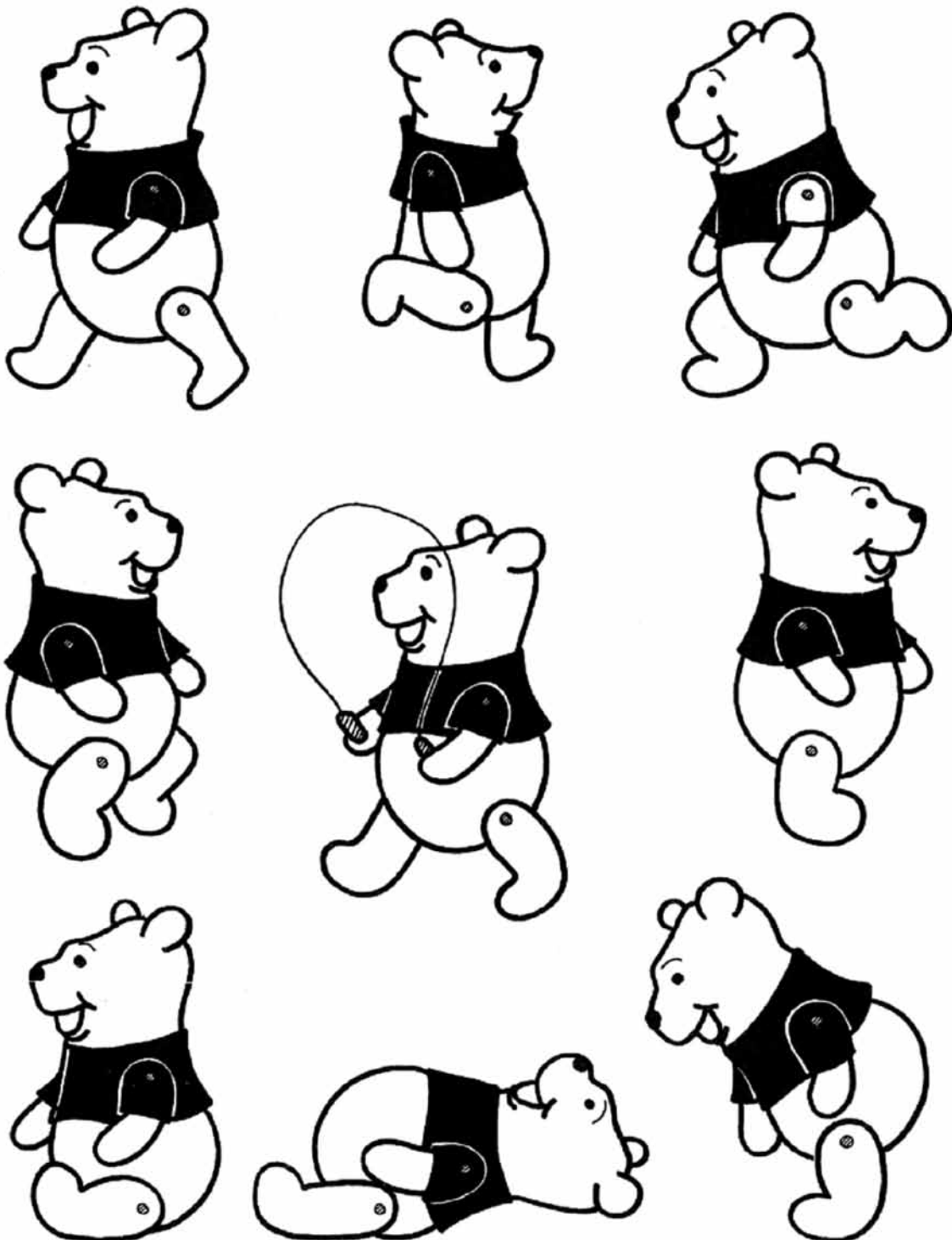
I've read lots of books

**I've read
lots of books.....
Have you?**



Student activity No 6

Action Bears



Student activity No 7

Colouring pages for teddy bear placemats

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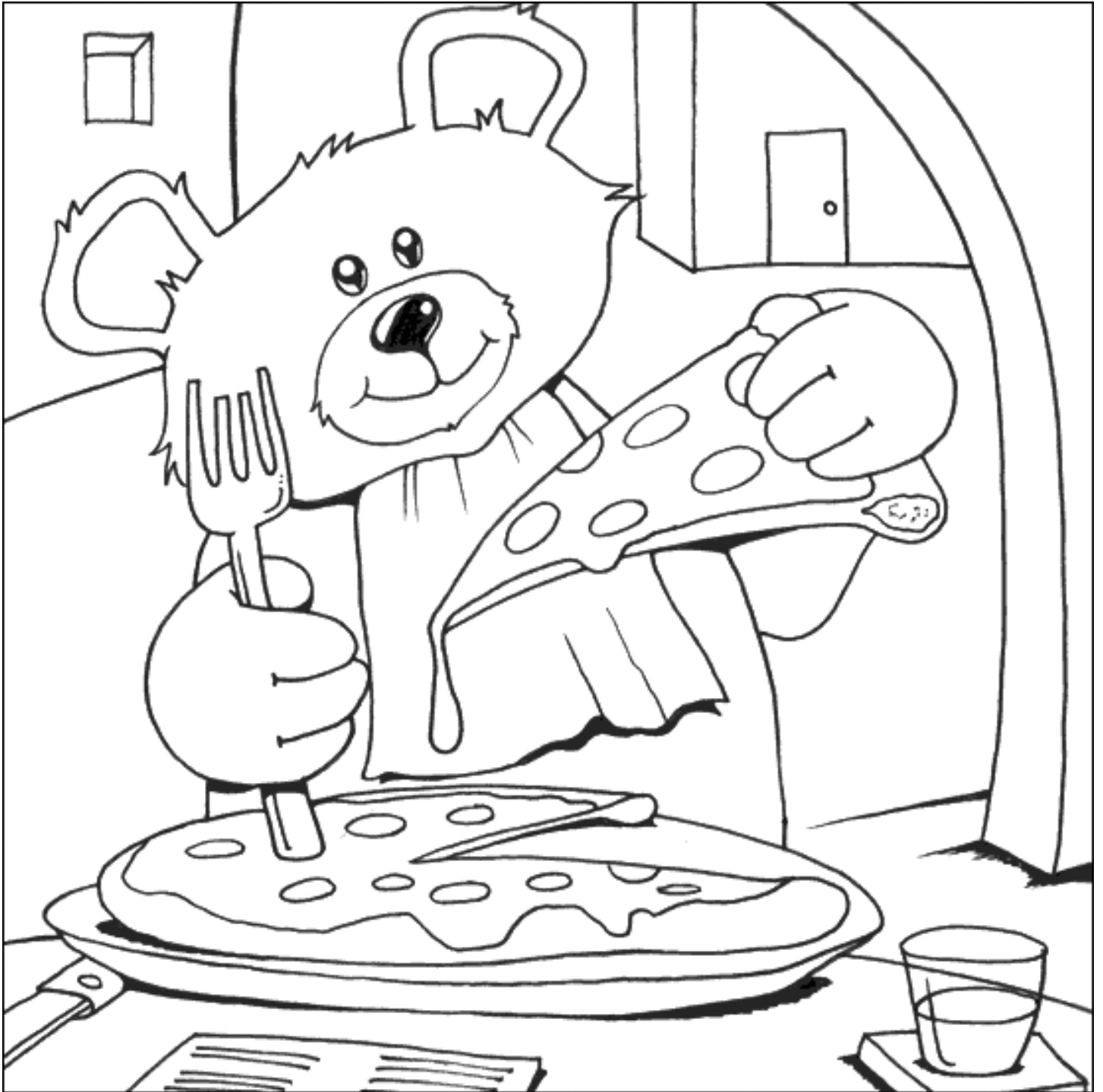
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Teacher Resource No 1

Books on bears

"Teddy Bear's Picnic" by Bruce Whatley

"Little Red Bear" by Penny Matthews

"This is the Bear" by Sarah Hayes

"My Bear and Me" by Barbara Maitland

"Bertie and the Bear" by Pamela Allen

"Two Tough Teddies" by Kilmeny Niland

"Peter and the Polar Bear" by Elizabeth Best

"Where's my bear?" by Jaz Alborough

"Goldilocks and the Three Bears" retold and illustrated by Valeri Gorbacky

"Old Bear" by Jane Hissey

"The Bike Lesson" by Stan and Jan Berenstain

"Daniel's Train" by Angela McAllister and Allan Curless

"Wilberforce Goes on a Picnic" by Margaret Gordon

Teacher Resource No 2

Teddy bear's picnic song



If you go out in the woods today
You're sure of a big surprise.
If you go out in the woods today
You'd better go in disguise.
For every bear that ever there was
Will gather there for certain, because
Today's the day the teddy bears have their picnic.

Picnic time for teddy bears,
The little teddy bears are having a lovely time today.
Watch them, catch them unawares,
And see them picnic on their holiday.
See them gaily dance about.
They love to play and shout.
And never have any cares.
At six o'clock their mummies and daddies
Will take them home to bed
Because they're tired little teddy bears.

If you go out in the woods today,
You'd better not go alone.
It's lovely out in the woods today,
But safer to stay at home.
For every bear that ever there was
Will gather there for certain, because
Today's the day the teddy bears have their picnic

CHORUS

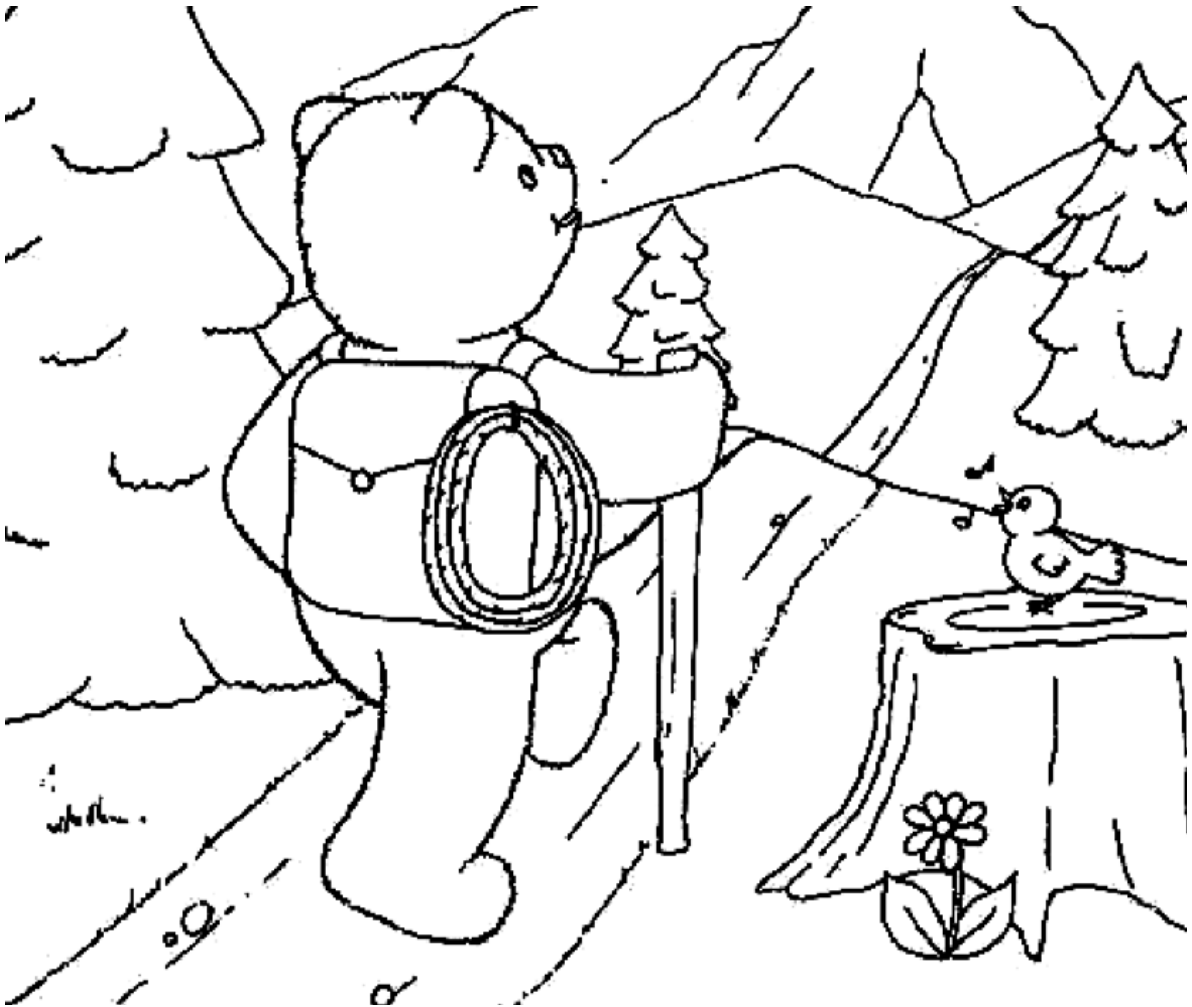
Every teddy bear, that's been good
Is sure of a treat today
There's lots of wonderful things to eat
And wonderful games to play
Beneath the trees, where nobody sees
They'll hide and seek as long as they please
Today's the day the teddy bears have their picnic

CHORUS



Teacher Resource No 3

The Bear went over the Mountain



The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.

CHORUS

And all that he could see,
And all that he could see,

Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

Teacher Resource No 4

Teddy Bear Turn Around

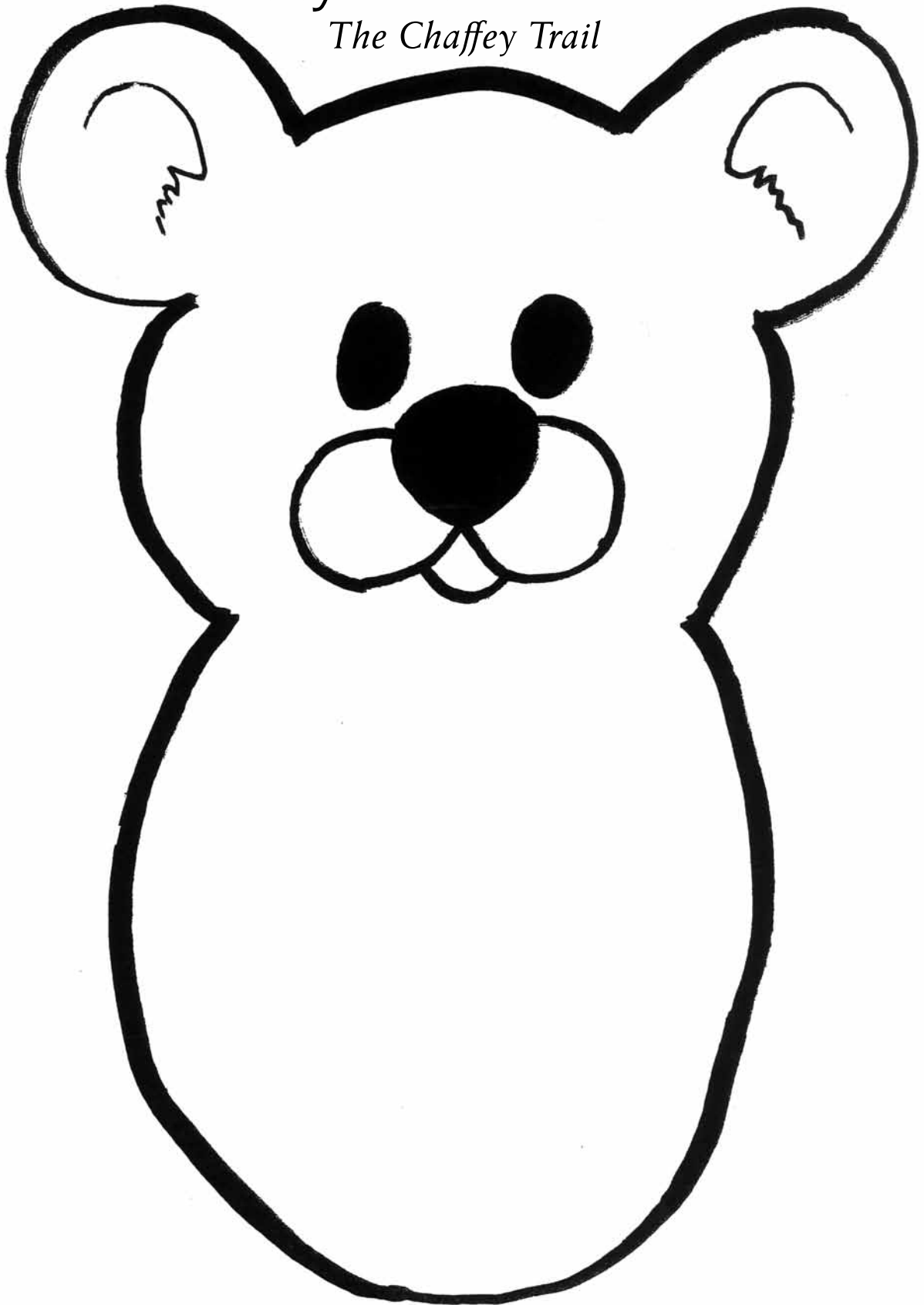


Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground,
Teddy Bear, Teddy Bear, show your shoe.
Teddy Bear, Teddy Bear, that will do!

Teddy Bear, Teddy Bear, go upstairs,
Teddy Bear, Teddy Bear, say your prayers,
Teddy Bear, Teddy Bear, switch off the light
Teddy Bear, Teddy Bear, say good-night.

Teddy Bear Art/Craft

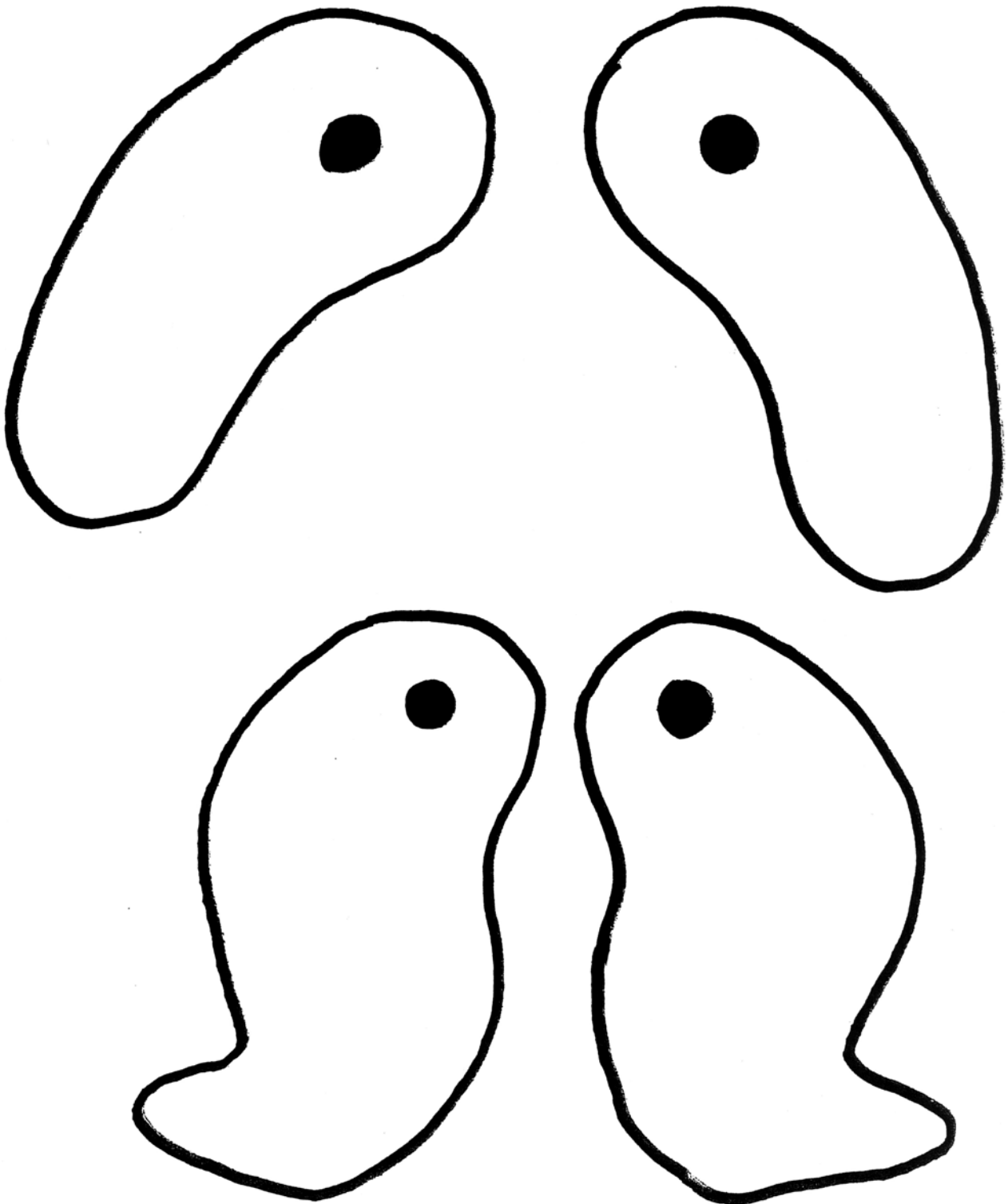
The Chaffey Trail



Teddy Bear Art/Craft

The Chaffey Trail

(split pins required)



The books I've read on bears this term are...



"Teddy Bears Picnic" Illustrated by Bruce Whatley

"Little Red Bear" Written by Penny Matthews

"This is the Bear" Written by Sarah Hayes

"My Bear and Me" Written by Barbara Maitland

"Bertie and the Bear" Written by Pamela Allen

"Two Tough Teddies" Written by Kilmeny Niland

"Peter and the Polar Bear" Written by Elizabeth Best

"Where's My Bear?" Jaz Alborough

"Ask an Animal, find out about how animals live. What do bears like to eat?"

"Goldilocks and the Three Bears" Retold and Illustrated by Valeri Gorbachev

"Old Bear" Written by Jane Hissey

"The Bike Lesson" Written by Stan and Jan Berenstain

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