Centre of Excellence ENTREPRENEURSHIP

Eggs Away!

A Learning Activity for K-2

In collaboration with Anglophone South School District

Overview

Prepare to get messy! This inquiry-based learning activity tests students' entrepreneurial spirit as they create, construct, re-adjust, and develop a solution to an age-old problem for Humpty Dumpty and his love of walls.

What You'll Need

- 2 dozen eggs (*hard boiled or plastic ones, if preferred*)
- After the Fall (By: Dan Santat)
- Maker Space materials: pieces of cardboard, cardstock, tape, scissors, pipe cleaners, popsicle sticks, cotton balls, tissue paper, etc.
- Spray bottle
- Fan
- Small Paper Plates
- Black sharpies
- Tarp/Garbage Bag (*for the drop zone*)
- Printable design sheet (*see below*)
- PowerPoint Presentation (*included*)

Instructions

1. POEM: Using slide 2 of the PowerPoint Presentation, read the poem, *Humpty Dumpty*. Have the students read it with you the second time. Discuss: *Why was Humpty Dumpty on a wall?* Invite students to offer responses and then view slide 3. Talk about the importance of walls in the past and the security and safety that they provided to the cities and peoples behind them. As well, they provided incredible views – no wonder Humpty Dumpty was a huge fan of them!

2. SHARING: Have students turn to a partner beside them and share a time when they fell (from a bike, stairs, hill, etc.). Have a few students share with the whole group. Discuss: *Did you try the activity again? How did you feel when you got back up?*

3. READ ALOUD – *After the Fall*: Read a copy of the book if you have it or simply choose to view the electronic copy on Slide 4. (https://youtu.be/dUKt1a6I3yw) Have students share something that they took away from this incredible book.

4. BUILDING CHALLENGE: It turns out Humpty Dumpty CAN face his fears and get back on the beloved wall! Our challenge (Slide 5) is to create a safe **chair** for Humpty Dumpty to be able to sit on top of the wall, so he won't have to worry about falling again. Choose a bookshelf or high table as your class WALL. Students will design a chair that must have legs, a seat, and must be able to withstand wind and rain (fan & spray bottle). Divide students into groups as you see fit. Provide each group with the design sheet to first sketch their idea, as they browse through the maker materials. Once groups have a plan, place an egg (with black sharpie eyes and face on it) on a paper plate at their working area, so they can have an egg to work with during the building phase. Feel free to set a time limit and encourage students to test their chair on the wall multiple times during the building process (set a tarp or garbage bag around the area if using real eggs!)

5. DROP ZONE: Once students have completed their design and have had time to test/adjust, etc., it's TEST TIME! Gather students near your class WALL and have groups, 1 at a time, present their design to their classmates with Humpty Dumpty sitting in the new chair. Then, have volunteers do the wind and rain (fan & spray bottle) to ensure the chair remains intact. Congratulate and celebrate each group's chair! (regardless of the outcome)

6. REFLECTION & NEXT STEPS: Have students reflect on the challenge and their teamwork by asking them to think and respond to the following questions: *"Were there any obstacles or challenges that you faced making your chair? What would you change if you had to start over? How did it feel to find a solution to a problem? How did it feel knowing that we actually helped someone, like Humpty Dumpty?"*

7. CAREER MINDFULNESS: Using slide 6, invite students to think about the career of an entrepreneur. Discuss: *"Do you know any entrepreneurs? Are there any new businesses in our community that have just started? How must it feel to solve problems for people as a living?"*

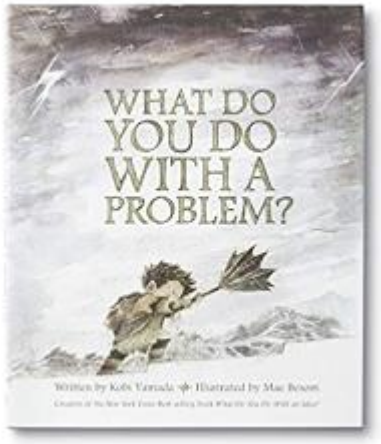
8. SHARE: Feel free to send your class picture of your completed CHAIRS, along with photos of completing this learning activity to us via Twitter @NBCOE.

Possible Extensions:

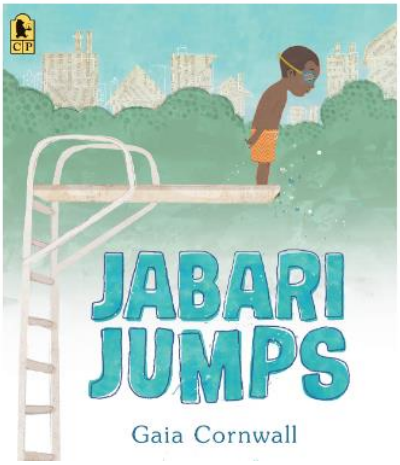
- Discuss 3D objects and where does the egg fit in? How many 3D objects and 2D shapes did we use in our design?

- Create a chart – tallying up successful chairs and unsuccessful chairs. Brainstorm how we can make all chairs successful against the elements.
- Discuss: How did the water and wind effect your design? Are there some materials that are more water-proof and wind-proof than others? What if Humpty Dumpty's community got snow? Would that change our design?
- Make a Humpty Dumpty Chair Display – have students write on cue cards beside their creations a chair name, members of the group, and 1 sentence on its design and/or cool features.
- Take another nursery rhyme and solve a problem! (Jack & Jill, Little Miss Muffet, Hickory Dickory Dock, etc.)

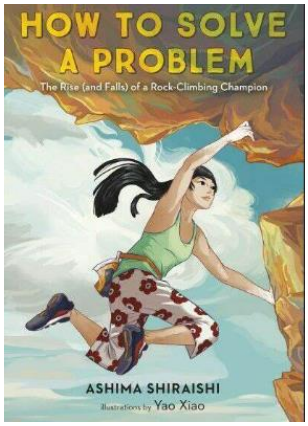
Additional Read Aloud Suggestions



What Do You Do With A Problem?
By: Kobi Yamada
Illustrated by: Mae Besom



Jabari Jumps
By: Gaia Cornwall



How to Solve a Problem
By: Ashima Shiraishi
Illustrated by: Yao Xiao

Curriculum Outcomes

You and Your World	**K 1.7** communicate effectively, solve problems and demonstrate conflict-resolution skills **K 3.2** use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated; and **K 3.3** develop vocabulary about sensory experiences that permits meaningful communication of ideas **K 4.3** demonstrate an awareness of the need for personal safety in the home, school and community and be able to act accordingly; and **K 4.4** identify connections between their community and other communities (local, national, and global) **1.3.3** identify habits and products that are harmful to our health; and **1.3.4** understand and practice safety skills **1.4.1** demonstrate an understanding that the way people live in their community evolves over time; **1.4.4** explain how interactions between communities (local, national, and global) have changed over time; **2.2.1** describe how people contribute to making change in communities; **2.3.1** appreciate the changing nature of work **2.4.2** appreciate the need for safety and self-protection in the home, school and in the community

	2.5.1 describe how air and water interact in the environment and how these elements impact people and places;
Literacy	**GCO 1:** Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. **GCO 2:** Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically. **GCO 3**: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts **GCO 6:** Students will be expected to respond personally to a range of texts **GCO 8**: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
Math	Kindergarten: **SS3** Build and describe 3-D objects Grade 1: **SS3** Replicate composite 2-D shapes and 3-D objects. Grade 2: **SS7**: Describe, compare and construct 3-D objects, including: cubes, spheres, cones, cylinders, pyramids. **SS9**: Identify 2-D shapes as parts of 3-D objects in the environment

Global Competencies

Collaboration

Communication

Critical Thinking & Problem-Solving

Innovation, Creativity & Entrepreneurship

Fostering and Teaching Self-Awareness and Self-Management

Acknowledgements:

Fancy Pokket - https://fancypokket.com/en/about-us

Humpty Dumpty Poem - http://clipart-library.com/humpty-dumpty.html

Centre of Excellence
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Our Chair Design

Name(s):

_____

It MUST have:  legs,  a seat and it can take  wind and  rain.

Cool Features: _____

_____

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