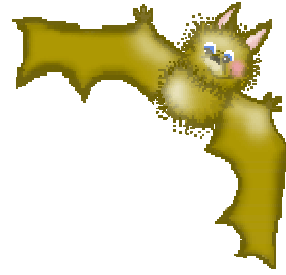


Batty Balloon



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This basic craft has been extended into a mini topic. Many ideas have been included under specific learning areas for you to pick and choose from; this is to enable you to include them in your planning requirements.



You will need

Balloons (one per bat)

Photocopies of the bat head and wings

An empty clean glass bottle (with an opening about 1" diameter)

100gm flour

Coloring pencils (or other)

Double sided sticky pads

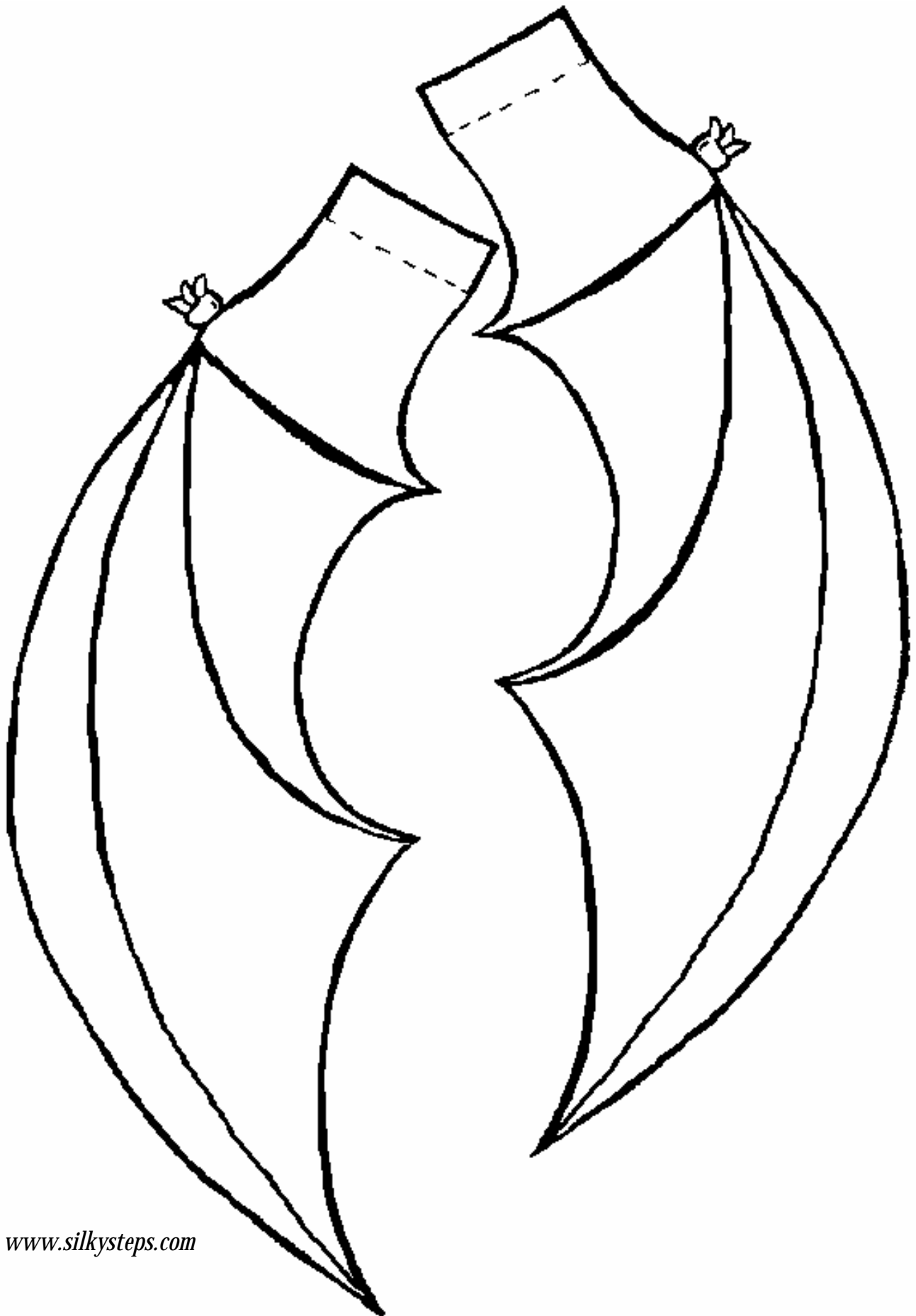


1. Photocopy the wings and head templates.
2. Place the flour into an empty bottle.
3. Inflate the balloon to half its size.
4. Twist the neck a few times to make sure the air stays there.
5. Slide the neck of the balloon over the top of the bottle (diag. 1).
6. Untwist the balloon, hopefully it should stay inflated.
7. Turn the bottle and balloon upside down and manipulate the balloon so that the flour filters down into it.
8. Gently release the balloon from the bottle and slowly allow it to deflate until the flour stops it.
9. Knot the balloon in the normal way.
10. Use the knot area and tie a length of string to it. So that the bat can hang.
11. Color in and cut out the paper accessories and attach them to the balloon body.



Wing templates.

Cut and color both, then glue or tape the end tabs to the side of the balloon.



ADDITIONAL IDEAS

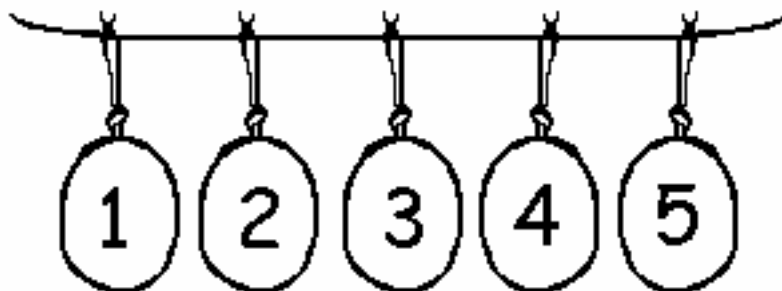
Listed below are activities that cover all 6 learning areas of the UK foundation stage curriculum. Choose which activities you want to include within your planning.

Physical

- 1 Extend into a physical play activity where many balloons are blown up (by adults if necessary) and passed to the children to release together. Knot the balloons for a continual game of catch.
- 2 Let one child release a single balloon and have another child ready to chase after it and, if possible, catch it (hand and eye coordination for fine motor skills are included here).
- 3 See how long balloons can be kept in the air by playing a group circle game. You could also use a large sheet and help the children to hold the corners. Place a few balloons in the centre of the sheet and then lift and lower the corners so that the sheet billows and tosses the balloons into the air.
4. Use coloring implements and scissors (for fine motor skills) when finishing the bat paper accessories.

Mathematical

- 1 Use measuring sticks, rulers and lengths of string (depending on the age of children) as a demonstration of distance.
- 2 See whose balloon flies the highest, furthest, shortest, etc. If it flew behind an object, over the top of, or underneath something. Use mathematical language to describe where the balloons finally ended up.
- 3 Count out the distance a balloon flew by placing one foot in front of the other.
- 4 Time how long it takes for one of the released balloons to hit the ground.
- 5 Hang numbered balloons (1 - 10) from the ceiling in a line. From a bag ask a child to take a balloon shaped number (template below) and allow them to fix it to the appropriately numbered balloon. The movement of the balloon whilst trying to attach the number will make this a fun game helium filled balloons anchored from the floor would be a great comparison to air filled ones. Maybe if funds allowed, 5 of each could be used in the game.



Personal, social, emotional and moral development

- 1 Encourage sharing and turn taking as you complete some of the group activities.
- 2 The balloons filled with flour, make great 'stress' balls, maybe they could be made around a holiday time and given out as presents.
- 3 Personal choice and preferences can be encouraged by using alternative fillings in the balloons:-

Have trays of different mediums eg. rice, water, flour, hay. Feel the textures in the raw state describe how they feel, cold, sharp, hard etc. and then fill the balloons with them. Which do the children prefer? Use the Venn diagram poster included as a chart to show which children liked which textured filling.

Creative development

- 1 Music - See who can get the balloons to 'sing' by stretching the neck of the balloon whilst releasing air, see who can make the highest pitched noise.
- 2 Music Fill balloons with lentils or dried peas (as directed in the main method). Keep the balloon fully inflated and knot. Use as noise makers similar to the instruments maracas.
- 3 Let the children make their own versions of the bat wings and head from paper or junk modelling resources. Color with any medium and assemble in the child's own fashion.

Communication, language and literacy

- 1 Talk and discuss what activities you have all been doing within your session. Have a show and tell session where the children can explain to everyone how they made their batty balloon.
- 2 If you operate a diary or home/school communications system then include the children in what you have written. Allow them to add their own comments about how they feel their own time had been spent that day.
- 3 Using the items you are going to fill the balloons with - ask the children questions about them. Do they know where they come from? or what other uses they have - eg. flour for bread and cakes?

Knowledge and understanding of the world

- 1 To examine air as a force:- first blow up the balloon - not too large! Show the children how the balloon deflates as soon as the air is released. Use the empty bottle as an example of how air is a positive force that can make the blown up balloon stay inflated once trapped over the opening of the bottle. Explain that it is the air already in the open bottle that makes the air in the balloon stay where it is and so the balloon stays blown up.
- 2 Decorate and assemble the paper parts of the bat. For older children have a

variety of fixings eg - sticky tape, sticky tac, glue, double sided foam pads etc and allow experimentation to see which works the best.

3 Static electricity could be examined with older children by rubbing an air blown up balloon on a persons head and then 'sticking' it to their clothes. This could be explained as 'magic' to younger children who will enjoy the trick!

4 Depending on what other mediums you decide to use to fill the balloons, have pictorial resources available to show their origins eg - ears of corn in a field - to indicate the origins of flour.

5 Focusing on the bat - talk about the living habitat of bats, the fact they are nocturnal and what they eat.

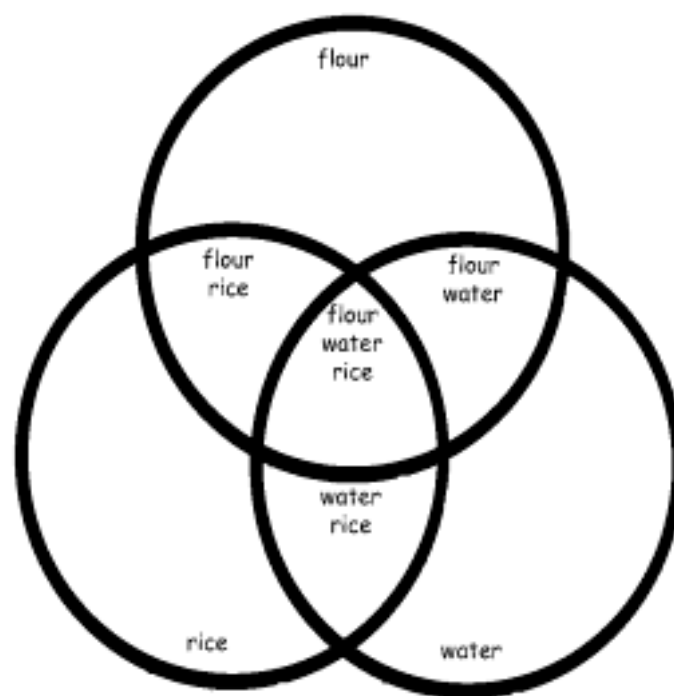
6 For older children the wing structure could be used as an opportunity to look at joint movement:-

Use metal wire ties and tape them from the top point.

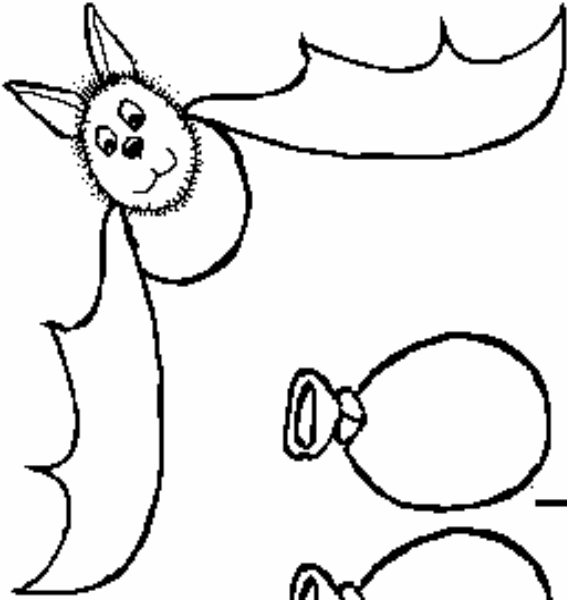
Tape three more ties from this point, down to the bottom of the wing.

Compare a wired wing to that of a paper one and examine strengths and movement of the two.

This is an example on how to fill out the Venn diagram in the poster.

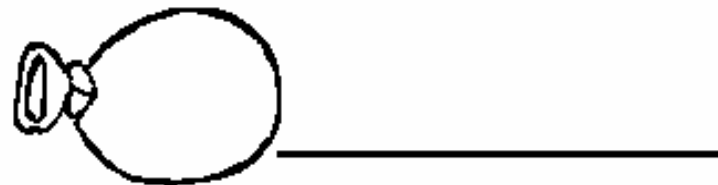


Use each section to cover all choices of the 3 balloon fillings.
Write each individual child's name in the section that best suits their preference of texture.



Batty Balloon

We filled three balloons with :-



This is to show who liked which balloon filling.

