



SAN DIEGO INTERNATIONAL AIRPORT

AIRPORT EXPLORERS CURRICULUM GUIDE

To reference the 2008 Activity Book
and
activity pages/Bessie Coleman book
posted on
www.airportexplorers.com

**All curriculum information and posted pages and activities from the Airport Explorers website are available as downloads at no charge.
Simply click and print!**

**We'd love to hear how you've used the Airport Explorers resources -
Write us or send some ideas, art or photos!
For more information on the Airport Explorers Program, contact:**

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The Airport Explorers Program would like to thank Roxyanne Young, for writing the curriculum to complement and supplement the 2008 Activity Book and our web pages for kids at www.airportexplorers.com

**To visit San Diego International Airport's website, visit
www.san.org**

The "Just for Kids" link will also take you to the Airport Explorers site.

The mission of the Airport Explorers Program at San Diego International Airport is to provide educational opportunities that give "children of all ages" inspiration to reach for the sky; foster understanding and appreciation for the extraordinary aviation achievements of the past; satisfy curiosity and interest in current and future airport operations, and cultivate dreams of flight that inspire future flyers to take wing.

Aviation Alphabet (p.2)

Language Arts

Grades 1 – 3

Sometimes it's hard to understand what a person on the other end of the radio is saying, especially when you're flying and there's a lot of noise from airplane engines and wind. Sometimes pilots and air traffic controllers don't even speak the same language! But when a pilot is bringing in a big jet, it's very important that he or she understand the instructions from the tower, so pilots and air craft controllers spell out important information like the airplane's flight ID to each other using a code called the Aviation Alphabet.

Explain to students that if they were listening in on the conversation, it might sound like complete nonsense, but it's really quite clever. Give them a message in code and see if they can figure it out. This one is suitable for teams or individuals. Students will have a great time memorizing the code and creating messages of their own.

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%204.pdf

Tic-Tac-Takeoff!/Spot the Difference/Pooch on the Loose/Airport Explorers Word Search (pp. 3 – 5), What’s Changed (p. 10), Find the Hidden Luggage Items (p.12), High Flying Fun & Games (p. 13), Airport Explorers Rock! (p. 20), Word Scramble (p.22), SkyWORD Puzzle (p.27)

Puzzles, Strategy, Predicting, Critical Thinking, Good Sportsmanship, Language and Vocabulary Building
Grades K – 3

Students will enjoy these classic puzzlers, games, and riddles. Younger students especially will benefit from strategizing their gameplay, working their way through the maze, and growing their vocabulary in the word search.

Activities such as these help build basic skills and allow students to work at staying focused and on task because the activities are fun.

The vocabulary in the word search (p. 5) invites class discussion, too, about what some of these things are. Explore the list and discuss the history of flight by highlighting some of the words, like “barnstormer” and “Charles Lindbergh.” Words like “elevator” and “apron” invite a discussion of homonyms, and there are plenty of technical flight terms that will engage the budding engineers and pilots in your classroom.

The word scramble (p. 22) reinforces vocabulary learned throughout the book.

Grades 4 – 6

The crossword puzzle (p. 27) encourages older students to read the book carefully for vocabulary and comprehension.

Links to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%205.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%206.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%207.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2012.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2014.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2015.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2022.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2024.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2029.pdf

How an Airplane Flies (p. 6)

Grades 3 – 6

Try the experiment and discuss the physics of flight. Air lift is easy to see when you're using a light piece of paper, but how does it work on a heavy airplane? With the help of the powerful jet engines. They push the plane forward at high speeds, forcing the air to move over the top and bottom of the teardrop-shaped wings, which creates lift.

It took many, many tries before the Wright Brothers finally figured out the right configuration of wing to aircraft and what speed it would take to get their contraption off the ground. Since then engineers and designers have tried many other designs, some more successful than others.

One of the most dangerous jobs in the world is test pilot, flying experimental aircraft. It's much safer these days because computer simulations can eliminate most design flaws before an aircraft is ever built, much less flown. But just a few decades ago, test pilots literally took their lives into their own hands to find out if the new shape of wing worked better, or if the new engine was powerful enough to fly faster than ever before. That's having a lot of faith in the physics of flight.

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%208.pdf

Help Jet Match Luggage!, Do You Know? History of the Luggage Label (p.8)

Matching, Memorization, History, Art

Grades K – 4

Discuss the history of the luggage label with your students, then using 2” x 4” mailing labels (or larger if you have them) and colored markers, let students create their own designer luggage labels.

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2010.pdf

Animal Care at SDIA (p. 9)

Social Studies, Community Roles, Careers

Grades K – 6

Discuss the various roles career animals play at the airport, focusing on service dogs and security dogs.

K – 3

Make a list of all the things a helper dog may do for someone in a wheel chair like the little girl in the photo. Brainstorm ideas about how her companion dog will help her get through the airport and travel to her destination.

4 – 6

Depending on the grade, students may do varying levels of research to discover how these animals are trained, what sort of life they lead on a daily basis, if there is any danger involved in their experience at the airport, and who is responsible for them while they are en route or on the job.

Consider inviting a Harbor Police K-9 unit to visit your classroom to allow students and up close and personal look at one of these talented dogs.

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2011.pdf

Lindbergh Legacy (p.11)

Language Arts, History

Grades 3 – 6

1. Research Lindbergh's solo flight across the Atlantic and write a class play about the event. Maybe your class is the welcoming throng in Paris, complete with city dignitaries and reporters to record the event for the local news and video reels.
2. Pretend you are Charles Lindbergh and you're several hours into your solo flight across the Atlantic. Write a journal entry about your experience; what kind of thoughts are going through your head as you look out across that endless expanse of ocean. What is nighttime like out over the water, with no land in sight?
3. Research why Lindbergh's airplane was called the Spirit of St. Louis, even though it was built here in San Diego. Write a mock news article about the building of the airplane and its future mission.
4. Pretend you're the little girl in the illustration. Lindbergh is just about ready to take off, and you're there to watch. What's going through your mind? What does his bold attempt at flying all the way across the ocean make you think about?

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2013.pdf

Spot These Planes: Can You Identify airplanes at the airport? (p. 16)/Parts of a Jet Airplane (p. 17)

Vocabulary, Compare and Contrast, Science

Grades 4 – 6

1. Following up on the activities on pages 9 and 10, these pages include more detailed descriptions of the various airplanes that students might see at the airport, and more information about the various parts of the airplanes. Discuss the reasons behind having so many different kinds of airplanes. Brainstorm ideas about why there are so many, and what they may be used for.
2. “Did You Know? While designing the 747, Boeing engineers made over 75,000 engineering drawings!” Allow students to design their own airplanes.
3. Have a paper airplane design contest. What design do you think will fly the farthest? Which one will be the most acrobatic?
4. Divide students into teams and give them paper, tape, glue, and a “passenger” – toothpicks or a wooden craft stick, or something else light and crash-hardy. Have them design a paper airplane that will carry their passenger safely. The farthest flight wins.

Links to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2018.pdf

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2019.pdf

Can You Draw Jet? (p. 18)

Art, Math/Graphing/Spatial Relationships

Grades 1 – 6

Introduce graphing concepts to students by matching the illustration mark for mark in the corresponding grid.

Expand the art samples. Cut out images from magazines and have students recreate the grid on the original image using a ruler, then copy the image onto graph paper.

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2020.pdf

Map Math Mania (p. 19)

Math, Geography

Grades 3 – 6

Pete's grandma loves to travel, but your students probably have family who live far away, too. Have your students compute the distance to the location of their own faraway relatives using a map with a distance key and a ruler.

Find a globe with the cities of San Diego and Los Angeles marked. If the distance between them is 109 miles, how many miles is it from San Diego to New York City? Paris, France? Moscow, Russia? Sydney, Australia? Tokyo, Japan? Toronto, Canada? London, England? Buenos Aires, Argentina? Johannesburg, South Africa? How many miles around is the Earth at the equator?

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2021.pdf

Art at the Airport Scavenger Hunt (p. 21)

Art, Critical Thinking

Grades K – 6

There's lots of great art at the San Diego Airport, all designed to welcome travelers to our beautiful city. The artwork reflects our relationship to the sea, the mountains, and each other. Brainstorm art projects with your class, and then create a piece of art to put on display in your school to welcome visitors. It should reflect who you are as a group — what will your art say about you and your schoolmates?

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2023.pdf

JETlibs (p.23)
Language Arts
Grades 3 – 6

Have student create a random list of words to go with the various parts of speech, then fill in those words as you read the selection aloud. See how silly it sounds!

Ex. “Dear Gertrude, I am so lonely to be surfing on an airplane today with my apple. I have packed so many important belongings, including my fastest toothbrush...”

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2025.pdf

Name Those Nonstops!/Name Those States/Search and Find/Did You Know?/Where Do You Want to Fly? (pp. 24 – 25)

Geography, Social Studies, Language Arts

Grades K - 6

Are you students well-traveled? How many of these destinations have they visited?

Who has flown the farthest?

Why is traveling a good thing to do? How does traveling make us better people?

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2026-27.pdf

Careers in Aviation (p.26)
Social Studies/Careers

Grades K – 3

Can you think of other jobs that people do at the airport?

Which of these jobs do you think you'd like to do at the airport? Why?

Grades 4 – 6

What kind of jobs do you think you might like to do at the airport?

What kind of training would you need to have in order to do those jobs?

Link to download:

http://www.san.org/documents/airport_explorers/Activity_Book/AE%20activity%20bookweb%2028.pdf

FROM THE WEBSITE

The following curriculum pages refer to interactive games, printable activities and coloring pages which can be found at the following websites:

www.airportexplorers.com

or San Diego International Airport's website, at:

http://www.san.org/airport/just_for_kids/index.asp

Bessie Coleman: The Story of an Aviation Pioneer by Judy McSweeney, illustrated by Jeseca Graves

Language Arts, History

Bessie Coleman dared to follow her dream of learning to fly, even though she had to move to another country and attend an all-male school to do it. She was the first licensed African American pilot and one of the first women to achieve that goal. Beyond that, she was a daring stunt pilot who made her living traveling around the country doing daring, dangerous tricks in the air.

Grades K – 3

Read the story aloud and discuss with your students the historical period when Bessie Coleman lived and why it was such an amazing thing for her to become a pilot. Talk about careers that once upon a time were pretty much for boys only, but now girls can do them, too, because of women like Bessie Coleman. (Astronauts, police officers, soldiers, engineers, architects, bankers, and so on.)

Grades 4 – 6

Write about one of your dreams. Is there something amazing you'd like to accomplish? What kind of obstacles do you think you'll have to overcome in order to achieve your goal?

Link to download:

http://www.san.org/documents/airport_explorers/Bessie_Coleman_Story_of_an_Aviation_Pioneer.pdf

Games: Coloring Game (interactive coloring online: www.airportexplorers.com)
Grades K – 4

Historic information accompanies fun-to-use paints that let students color in illustrations of significant points in aviation history, like Rosie the Riveter being created here in San Diego, and tidbits about aviation, like what contrails are and why there are 24 time zones.

NOTE: all images are also available as printable coloring sheets. Samples of each image are contained in curriculum “coloring” segment.

Games: Matching Game (interactive online game: www.airportexplorers.com)
Grades K – 1

Match the luggage as it comes around the baggage carousel!

This fun, fast paced game improves memory skills and computer skills at the same time, as students have to be quick on the mouse click, as well as good at remembering which images were under which pieces of luggage.

Destination Maze Game (interactive online game: www.airportexplorers.com)

Can you get your plane from San Diego to its destination?

The maze game requires fast hand-eye coordination, and will challenge young users to improve their speed, accuracy and patience!

Coloring (also available as free printables at www.airportexplorers.com)

Grades 2 – 6

Use these illustrations as the starting points for research on over 20 significant people, places and things in the history and current operations of aviation.

Have students research and write short reports on the contribution a selected subject made to our country, aviation advancement or the science or history of flight.

Included are the following topics:

- San Diego International Airport
- Passengers
- Charles Lindbergh
- Bessie Coleman
- Rosie the Riveter
- Baggage Carts
- Packing for Adventure
- In the Control Tower
- Parts of a Plane
- Inside the Cockpit
- FIDS: Flight Information Data System
- Amelia Earhart
- Contrails
- Cockpit Controls
- Airmail & Cargo
- Refueling
- The Tuskegee Airmen
- Time Zones
- Space Exploration

Facts and Fun (also available as free printables at www.airportexplorers.com)
Grades 3 – 6

For older students, these fun pages will reinforce the content of the Airport Explorers book, and offer great catalysts for further class discussions about the science behind flight, the career (training, expertise, etc.) of being a pilot, the Wright Brothers' entrepreneurial leanings, Lindbergh's amazing feat of flying alone across the Atlantic, and how it all led up to our exploration of space.

Topics addressed:

- Aviation Alphabet
- Aviation Math Challenge
- Parts of an Airplane
- How An Airplane Flies
- "Lucky Lindy"
- Inside the Cockpit
- Wright Brothers
- Space Exploration

**SAN DIEGO INTERNATIONAL AIRPORT
AIRPORT EXPLORERS CURRICULUM GUIDE**

Supplemental activities for aviation education!

K – 1

WELCOME TO SAN DIEGO!

This is an art project that requires teamwork, creative thinking, and critical thinking.

There's a lot of really great art at the San Diego airport. There are paintings and sculptures all over the place. Some are sleek and modern, some are classic and beautiful, and some are just plain funny – have you seen “At the Gate”? The art is there to welcome visitors to San Diego, and to welcome residents home.

If you and your classmates could create a welcome poster or piece of sculpture to welcome people visiting San Diego for the first time, what would you create? What kind of artwork says “Welcome to San Diego” in your own personal style? Go ahead and do it!

GUIDE US IN

This activity is all about word recognition – language arts.

The men and women who use lights and hand signals to guide planes into their gates are called Marshalls. Those signals are called the Marshalls Code. See how many words you can “guide” out of “San Diego International Airport.”

Ex: sad, rat, go, idea, in, late, air, port, lion, pit, top

PACK SMART

This exercise incorporates critical thinking, planning, math, and language arts.

You're allowed one carry-on. What are you going to put in your suitcase? Make a list of your items that you need to bring with you on a trip to _____. You will be gone for five days, so plan carefully. (The teacher will fill in a destination, depending on their geography unit or other thematically-related curriculum.)

Ex: toothbrush, teddy bear, PJs, a jacket if we're going to Maine, a bathing suit if we're going to Florida.

WHAT KIND OF AIRPLANE ARE YOU?

Incorporates comparison and contrast skills, discussion skills, and artistic expression.

Some airplanes are small and work locally, others are huge and fly around the world. There are advantages to both – the smaller aircraft will get to see their family more often, while the larger aircraft will see more of the world and other cultures.

Gather images of the various kinds of airplanes and use the activity pages from the book to have students express themselves as airplanes.

This might be as simple as crayons and paper, or as adventurous as papier maché construction.

Conversation starter: This is sort of like the world of Thomas the Tank Engine, only set in an airport. What kind of personalities do the different airplanes have? What about the other equipment that helps the airport tarmac area run?

DESIGN TRANSPORTATION OF THE FUTURE

Incorporates observation skills, discussion skills, imagination and creative thinking, history/social studies, language arts, and math.

Gather historical photos and drawings of your local airport. Discuss how the airport functioned in the community and how transportation has changed over time.

- Create a timeline indicating major changes in flight, forms of transportation
- What will the airport of the future look like? How will people travel?

Using toys brought from home, magazines, art supplies (crayons, colored pencils, etc.) and drawing paper, brainstorm and design your aircraft of the future.

CREATE A TRANSPORTATION MUSEUM

Incorporates discussion/presentation skills, language arts.

Students will bring one form of transportation from home (doesn't have to be aircraft) and share it with their class. Students will write short descriptions of their museum pieces, perhaps with the help of an adult. Describe the item, when it was used, and how. Their descriptions will be typed out on small index card-sized paper and used as labels for the museum visitors. The item will be placed in a classroom Transportation Museum.

TRANSPORTATION AROUND THE WORLD

Incorporates discussion skills, compare and contrast skills, observation, language, math, art. Gather magazines with images of a variety of transportation from around the world. Some of these might include bicycles, small cars, large cars, trains, trolleys, buses, airplanes, and maybe even donkeys, elephants, horses, boats, and so on. This could be a great brainstorming class discussion based on prior knowledge and expanding with the images presented by the teacher.

Categorize the various kinds of transportation. Wheels, Wings, Feet, Engines or No Engines, and so on. Let your students help create the categories.

Make lists of the various forms of transportation for each category for each student in the form of a multi-page "tour book." Have them go through the magazines and cut out pictures of the various forms and pasting them in their tour book.

GOING MY WAY

Create a travel brochure for visitors to your home town. San Diego International Airport is in San Diego, so if you're from San Diego, where are your favorite places that visitors should know about? What should visitors be sure to do while they're here? Include photos and descriptive paragraphs about your favorite places and activities here in San Diego.

Some ideas to get you started:

- Visit the Whaley House in Old Town. It's one of only two registered haunted houses in the whole state of California! (The other one is the Winchester Mansion up in Santa Clara.)
- Visit the seals at the Children's Pool in La Jolla – this is the closest most people can get to wild seals and sea lions.
- Go kayaking on Mission Bay.
- Take a hot air balloon ride in Del Mar.
- Go on a wildlife hike through Mission Trails State Park – how many critters can you spot?
- Visit the tide pools at the Cabrillo Monument in Pt. Loma, at low tide, of course!

If you're from another place, create your own travel brochure for that special spot.

BEYOND THE AIRPORT

Take Your Primary Students on a Virtual Field Trip

This activity incorporates geography, discussion skills, math, language arts, art, social studies, and physical science.

- I. Have students discuss where in the world they want to go. For the purposes of this lesson, we've chosen Antarctica as an example.
- II. If San Diego had a direct flight to Antarctica, how long would it take to get there?
 - a. Students can estimate how many hours they'll spend in the air, and using a globe, can plot their path from San Diego to McMurdo Station, Antarctica's largest community. McMurdo Station is a functional, modern science station and hosts lots of scientists and support personnel. It is a launching point for expeditions to the South Pole
 - b. They will need to travel to New Zealand first, then catch a C-17 supply plane at Christchurch, which will take them on to McMurdo.
- III. What size airplane will they take?
 - a. McMurdo Station has three airfields, but two of them are closed in the coldest winter months.
 - b. What kind of airplanes land at McMurdo Station?
 - i. Get photos of a C-17 supply plane – this one will get your class and all their research equipment there safely.
- IV. What should they pack?
 - a. Depending on the season, students will want to bring a sweater (it can be made of paper for their "suitcase"), and will want to bring a variety of scientific and research equipment for their study trip to the South Pole.

- i. Camera
 - ii. Notebooks and pens
 - iii. Measuring tools
 - b. What kind of research will they want to do? Assign different tasks to different teams of students.
 - i. Counting the penguins
 - ii. Measuring the depth of the ice pack
 - iii. Study the ice in a glacier to see how old it is
 - iv. Counting whales
 - v. Studying the migratory patterns of seabirds
 - vi. Finding out if a certain plant will live in the extreme cold. Will your students be the first to establish a hydroponics farm in Antarctica?
- V. What sorts of things will they see when they get there?
 - a. Everyone knows that penguins live in Antarctica, but what other kind of animals, birds, and fish are there?
 - b. What kind of rocks will they find?
 - c. What kind of land formations will they find?
- VI. Who will they meet at their destination?
 - a. Discuss some of the people who live and work at McMurdo. Are you going to visit someone special?

World travelers have to carry passports, so have your students create their own photo ID. Be sure to make pages for the customs stamps!

They'll need tickets, too. Have students design their own tickets and create a sleeve for the tickets and the baggage claim checks, just like they'd get at the airport. (An airline may even donate some sleeves for your project, which would add a touch of authenticity.)

The Day of the Trip

- Invite someone special to be the pilot, perhaps a real, live pilot who can “fly” the classroom plane to Antarctica.
- Align the classroom chairs in two rows with an aisle down the middle, two or three chairs on each side. Have a student act as ticket taker and have everyone board your classroom plane. Have student flight attendants to roll a cart down the aisle to pass out snacks and juice.

Have displays about Antarctica ready for when the student scientists land so they'll have something to study and report on. Perhaps photos of Antarctic wild life, a video presentation, and so on. If you're lucky enough to have a real pilot visit your classroom, have the pilot describe what the flight would really be like. How many hours *does* it take to fly to the bottom of the world?

AIRPORT JEOPARDY

Incorporates teamwork, memorization, critical thinking, strategizing, math, language arts, art.

Divide your class into teams and create an Airport Jeopardy game with the following categories, or make up your own. Possible Categories: Types of Aircraft (describes the types of airplanes), History of Flight (historic timeline of flight), Jobs at the Airport, Travel Rocks! (cool places to go), Destinations (general geography questions)

Create questions for each category based on your class's studies of the airport, and award points for correct answers. Be sure to make up enough questions to keep the game interesting. The team with the most points wins!

GO, EXPLORERS!

Incorporates critical thinking, creative thinking, teamwork, language, geography, biology, physical science, history, sociology.

Background discussion:

- Discuss Darwin's journey on the HMS Beagle and his discovery of the Galapagos Islands and all the creatures there, and how that discovery led him to the development of his theory of evolution.
- Discuss Jules Verne's *Lost World*, about the group of explorers who discover a South American mesa that time forgot, complete with pterodactyls and ancient humans
- Discuss Admiral Byrd's journal of his flight over the North Pole where he allegedly flew into a cavernous hole in the earth and visited an underground city
- Discuss recent news stories of so-called "lost tribes" found in the deep jungles of the Amazon River basin, and how those tribes interpreted the helicopter flying over their village (they threatened the craft with bows and arrows).

There are undiscovered, unexplored places in this world. Go find one.

Your class is a team of explorers who have just discovered a lost world. They include scientists (biologists, geologists, botanists, entomologists, anthropologists, and so on – maybe a glaciologist or a paleontologist, depending on where they're headed), explorers/adventurists/survival experts, and documentarians/historians there to create an historic record of the find.

- What sort of equipment would each group need to go on this journey?
- Brainstorm the types of creatures they will find, the types of rock formations, plant life, and so on.
- Any people in this lost world? What is their daily life like?
- Where is this lost world? Is it accessible to others, or will it remain lost and your team of explorers is lucky to have made it home at all?
- What does the future hold for this lost world, and how will its discovery affect ours?

Have students create detailed reports, complete with images and field samples, of their discoveries on this journey. Teams may create a diorama of this new world.

Consider sharing this find in an exhibition to other classes, perhaps the 4 – 6 graders who could act as reporters covering the return to civilization of your team of explorers.

DESIGN AND BUILD A CLASSROOM AIRPORT

This lesson incorporates writing/language arts, geometry, math, art/design, and critical thinking.

- I. Use the Airport Explorers Activity Book as a reference. Consider traffic flow, security, directing the airplanes, and the crews both on the ground and in the air that keep the air traffic flowing smoothly.
- II. Draw up plans for your airport.
 - a. Try finding an aerial shot of Lindbergh Field using an online map tool. Print out the image and use it as a blueprint.
 - i. Use a ruler and compass to get the measurements right. Be sure to leave room for the wide wingspans of the larger jets.
 - b. What will the terminal look like? Sleek and modern, or more traditional?
 - c. How many gates does your airport need?
 - d. How many runways?
 - e. How many people will your airport serve every day?
 - f. What jobs need to be filled?
- III. Using foam core and airplane and furnishings and plants from a craft store, create your own model airport terminal.
- IV. Create airport stations around your classroom for baggage check-in, security, a ticket counter, a jetway, and an airplane (line chairs up in two rows, two or three across, then host the 2nd – 3rd graders and let them fly your classroom plane to Antarctica (see lesson plan above in K-1 section).

IF YOU COULD...

The following lesson ideas incorporate language arts/writing and critical thinking skills.

...Imagine the Airport of the Future

Draw a picture of what you think airports will look like in the future. Write an expository essay explaining your vision and how your airport will solve some of the challenges travelers have to deal with when they go to the airport today.

...Fly Anywhere in the World, Where Would You Go and Why?

You've just won tickets for you and three family members or friends to travel anywhere in the world. You get to choose. Where are you going to go? What do you want to do when you get there?

THE SAN DIEGO INTERNATIONAL AIRPORT IN OUR COMMUNITY

Questions to Ponder (Adapt these to your own city's airport)

- How much travel in and out of the San Diego International airport is for business, and how much is for pleasure? (This might be an easy statistic to learn from an airport resource.)
- If we couldn't fly, how would the local economy be affected? How would our travel plans change?

AROUND THE WORLD IN EIGHTY DAYS

These activities incorporate math, geography, and critical thinking, the idea being to show how connected we all are and what a very small world it is in which we live.

There's a famous novel by Jules Verne where the hero makes a wager that he can circumnavigate the globe in only eighty days. Back then, that was a real feat. Today people regularly fly all the way across the country, across oceans, and to the other side of the world in less than a day. That's quite a feat, too.

- If a fully-loaded 727 flies at 400 mph, how long will it take to arrive in ____.
 - Orlando, Florida
 - Madison, Wisconsin
 - Seattle, Washington
 - Portland, Maine
 - Washington, D.C.
 - Chicago, Illinois
 - Atlanta, Georgia
 - Phoenix, Arizona
 - Nashville, Tennessee
 - New York City
- Using a globe, plot a course from the San Diego International Airport all the way around the world and home again.
 - What cities will you visit on your journey?
 - How long will it take you to fly from one city to the next?
 - How many countries will you land in?
 - In how many languages can you say hello?

CREATE A VIDEO!

Possible topics:

- Welcome to San Diego
- A Commercial for the Airport - Gateway to San Diego
- A Commercial for an Airline

Student Roles/Teams:

- Script writers
- Director
- Set decorators
- Actors
- Tech/Sound and lights, recording
- Props/costumes

Incorporates language arts/communication, writing, math, art, speech, presentation skills, creative thinking, and critical thinking

The class as a whole should discuss the focus of their video project - what kind of message do they want to send? Who is the audience? How should they target their message to best appeal to that audience? How can they make their message unique?

The students can choose which teams they'd like to be on, but each should stay focused on their own task.

Alternatively, the teacher may choose to divide students into teams and assign roles for each one.

Introduce the class to concept marketing, that is, creating a message with broad appeal that looks at both the benefits and features of the airport.

- Benefits
 - Friendly staff
 - Efficient luggage handling
 - Efficient traffic
 - Quick trips through security
 - Etc.
- Features
 - State-of-the-art security
 - State-of-the-art baggage system
 - Diverse restaurants and shops
 - Beautiful artwork representative of San Diego

Scenario One: Your marketing firm has been hired to create a multimedia message promoting the new flights available from an airline at the airport.

Scenario Two: Create a mock news story about the airport. A new terminal is opening with state-of-the-art traffic monitoring and baggage handling systems. How will this affect your next trip to the airport?

Scenario Three: A team of explorers have just returned from a trip where they discovered a lost world with a whole slew of new animals and habitats and people! You're the reporters on the scene of their arrival at the airport. Interview the explorers and describe to the things they've brought back from this new island. (Be creative and brainstorm what those things might be!)

DESIGN A MACHINE OR PROCESS TO HELP THE AIRPORT RUN MORE SMOOTHLY

Incorporates language, math, science/engineering, design skills, creative thinking, critical thinking, teamwork.

Divide students into design teams and either let them choose or assign a design project from the following categories: aircraft, baggage handling/tracking, passenger care/comfort, traffic management (people in the terminal or cars/buses in the parking lot/drop off/pickup area). You may brainstorm other categories.

- Based on what you already know about these things, generate some new ideas, products, or processes that will help the airport run more efficiently.
- Create a prototype or model of your product, or illustrate your process or new idea with a flow chart or something similar.
- Present your new idea, product, or process to your classmates.
- Use this project to identify trends and predict where you think the future of transportation is headed.