**KS1 Aviation Adventure: The Conga Line Flight!**

**Learning Objectives:**

* Develop observational skills.
* Enhance motor coordination through pretend play.
* Foster teamwork and cooperation.

**Materials Needed:**

* *Today I Will Fly* by Mo Willems (book)
* Sound clips of conga music
* Model airplane (optional)

**Music:**

* **King Conga** (play the audio clip)

**Activity Plan:**

**Part 1: Read-Aloud**

1. Begin by reading *Today I Will Fly* by Mo Willems. Discuss the story’s themes related to flight and adventure.

**Part 2: Discussion**

1. Engage the students in a conversation about airplane movements.
2. Show them a model airplane (if available) and introduce terminology such as pitch, yaw, and roll.

Roll: This is the rotation of the aircraft along its longitudinal axis, tilting the wings from level flight to a banked position. This banking motion allows an aircraft to turn while maintaining lift. The control surfaces responsible for roll are the ailerons.

Pitch: This is when the airplane moves around the lateral axis. The elevator, mounted to the horizontal stabilizer on the empennage of an airplane, controls pitch. Pushing the stick forward moves the elevator downward, which in turn pitches the nose of the plane down. Pulling the stick back moves the elevator upward, which moves the nose of the plane up in relation to the horizon.

Yaw: This is when the plane moves around the vertical axis, and the rudder controls that. Yaw is probably the hardest motion to visualize because planes are seldom seen yawing.



1. Explain that they will work together to practice these movements and learn more about airplanes.

**Part 3: Conga Line Flight**

1. Have students stand and form a line.
2. Play lively conga music.
3. Instruct the “airplanes” (students) to move in line formation, following your lead:
	* **Roll left**: Lean to the left.
	* **Roll right**: Lean to the right.
	* **Yaw left**: Turn left.
	* **Yaw right**: Turn right.
	* **Pitch up**: Reach upward.
	* **Pitch down**: Bend forward.
4. Encourage creativity and exaggeration in their movements.
5. After practicing, have everyone “fly” back to their seats while continuing to demonstrate pitch, yaw, and roll.

**Part 4: Summary**

1. Recap what the students learned:
	* Airplane movements (pitch, yaw, roll).
	* The parts of a plane responsible for these movements.
2. Emphasize that they can continue pretending to be airplanes and explore the exciting world of flight.