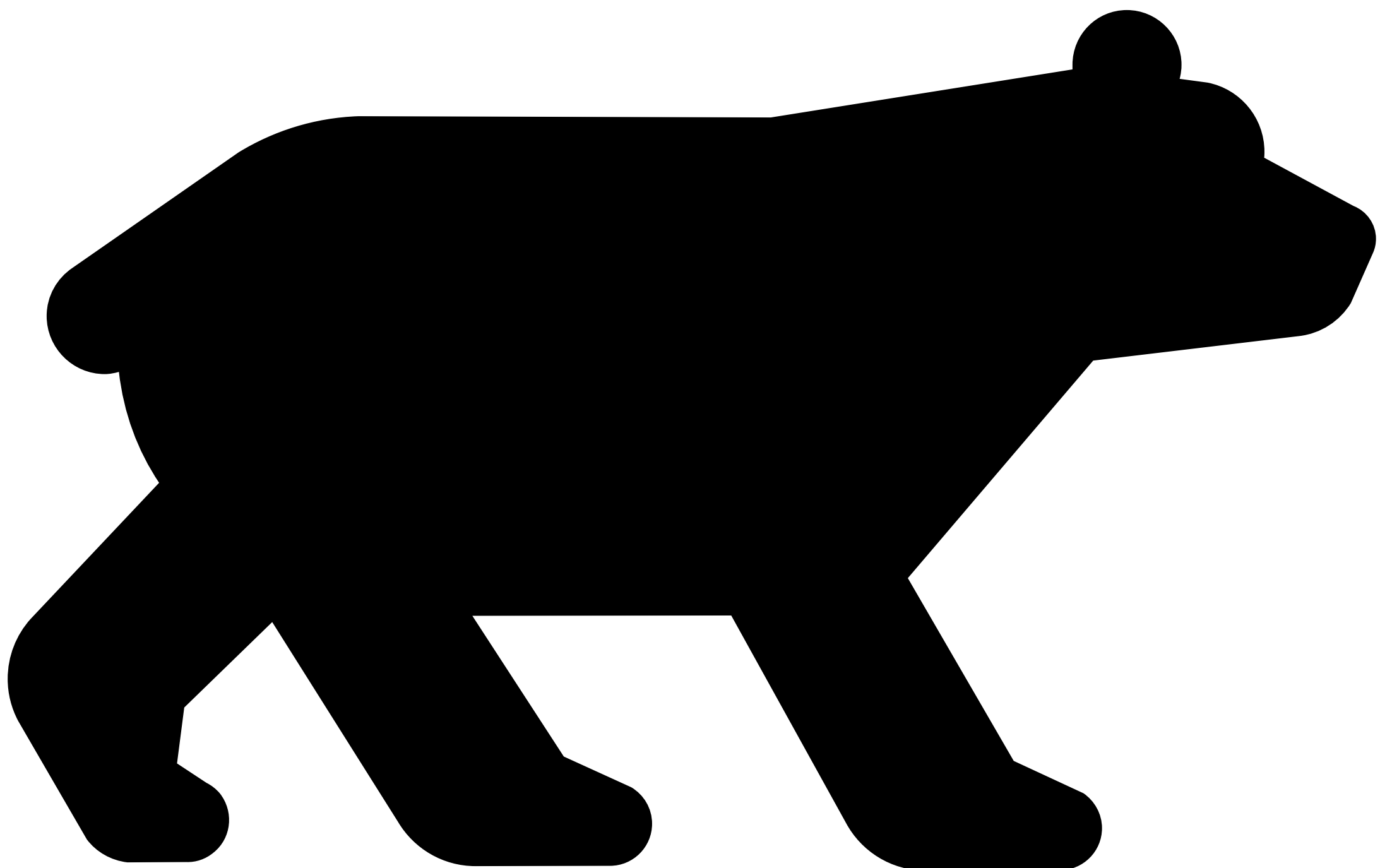


Going on a Bear Hunt

Discovering new movements and how we can
use these movements every day.

Christina Polatajko @cpola17



Inspired by Michael Rosen - Author

Purpose

Connecting students with a text allows them to visualise and give them a sense on what they can achieve.

Students can visually see the movements and learn how to complete the movements and skills.

Connecting them with a text is another way of engaging your students to make their Physed experience a memorable one.

Andy Hair @MrHairPhysEd inspired me to have a go with text connections in 2016.
Thanks mate.



Going on a Bear Hunt

Begin with your students completing an active walk (walking around your area discussing what movements they know).

As a class, watch the Bear Hunt Story or Song - get your students involved in this.

Get them to sing or read. Keep this to around 3-4 minutes. This video can be found on YouTube - there are many versions to choose from.

Once the story ends, get your students to go on an active jump (jumping around the room discussing what movements they saw or what movements they could use if they were going on their own 'bear hunt').



Going on a Bear Hunt

Once students have completed their active jump, brainstorm the movements and allow students to share and demonstrate these movements. Keep this to 2-3 minutes. As a class, break down the movements that you'll be using and demonstrate this. Get your students to practice.

Setting the scene

Before beginning your activities, set the scene with your students. Here is an example.

It's a cold and dark night in the woods. You've been asked to collect some fire wood for your house. Before going into the woods, make sure your shoelaces are tied up, you have a flashlight, a positive attitude and ready to find some fire wood.

Don't be afraid and to complete various movements along the way. Stay safe boys and girls.



Activities

Break your students into 4 - 5 groups. Each group will complete the same activity and movements. This will then allow students as a group to discuss what they found challenging or easy to complete.

Don't forget to stop and pause when needed to go through the movements again. Work with students one on one if needed. Question the students during the activities and allow them to share their learning.



Activity One

Jumping over the water

Set your groups - each group starts behind a cone. Students **run** and must **jump** over the 'water' (mats, hoops etc). Once they passed the water, they must **run** and collect one piece of fire wood (bean bag ball etc). **Run** back through the woods and drop the fire wood at 'home' next student goes.

Question time:

What was challenging about this activity?

Why do we need to use our arms during jumping?



Activity Two

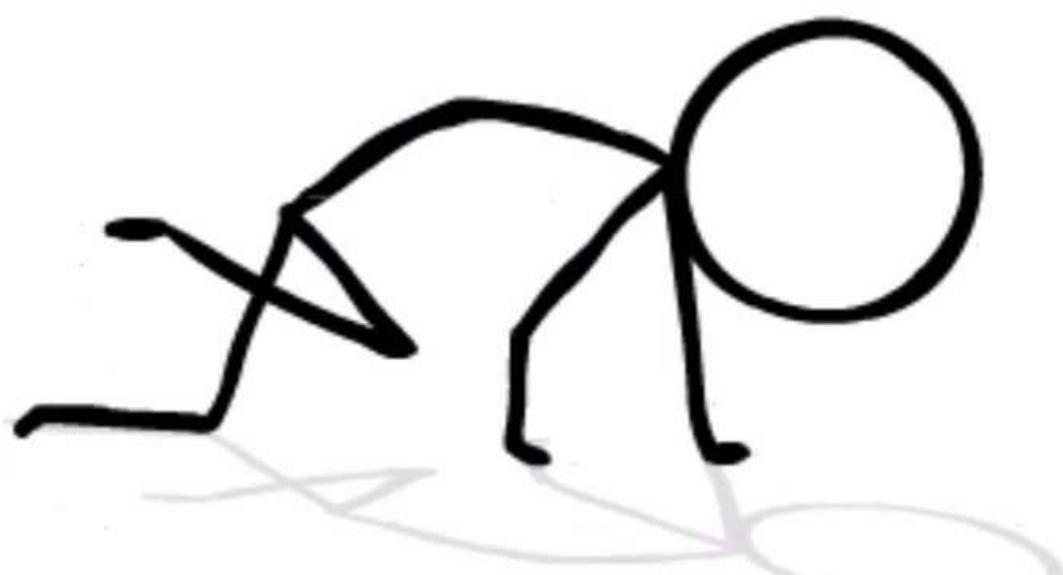
Crawling under the spider web

Same groups - Students must **run** and **crawl** under the spider webs (hurdle, hoop etc).

Once they passed the spider webs, they must **run** and collect another piece of fire wood (bean, ball etc). **Run** back through the woods, drop the fire wood at 'home' next student goes.

Question time:

What was challenging about this activity?
Why do we need to use both hands and feet when crawling under something?



Activity Three

Leaping over the holes

Same groups - Students must **run** and **leap** over the holes (tyre, hoop etc). Once passed the holes, they must **run** and collect another piece of fire wood (bean, ball etc). **Run** back through the woods, drop the fire wood at 'home' next student goes.

Question time:

What was challenging about this activity?
What is the difference between a leap and a jump?



Activity Four

Skipping around the rocks

Same groups - Students must **run** and **skip** around the rocks (cones, bean bags etc). Once passing the rocks, they must **run** and collect another piece of fire wood (bean, ball etc). **Run** back through the woods, drop the fire wood at 'home' next student goes.

Question time:

What was challenging about this activity?

What other movements were you using?



Activity Five

Hopping along a log

Same groups - Students must run and **hop** along the log (rope, beam etc). Once passing the log, they must **run** and collect another piece of fire wood (bean, ball etc). **Run** back through the woods, drop the fire wood at 'home' next student goes.

Question time:

What was challenging about this activity?
Did you keep your balance during the activity?



Activity Six

Combine all the movements.

Same groups - Students must **hop** along the log, **crawl** under the spider web, **jump** over the water, **leap** over the holes and **skip** around the rocks. Once they passed all of them, they must **run** and collect more firewood (bean, ball etc). **Run** back through the woods, drop the fire wood at 'home' next student goes.

Question time:

What was challenging about this activity?
What is your favourite movement to complete and why?



Reflection

Students discuss their discoveries.

Discuss about these movements and how these could be used in the yard, playground or at home.

Discuss on how to be safe and not injuring yourself.

Finally conclude with 'What made you happy in P.E today?' Students share their feelings and share why they are happy leaving the 'big classroom'.

