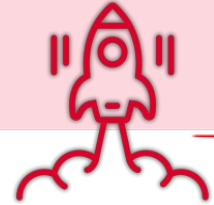


## Title: On a bear hunt

**Educational level:** 2nd grade, 2nd cycle of Early Childhood Education (4 years old).

**Curricular areas:** cross-curricular.

**Timing:** 2 lessons (in any term).



## Summary

In these two sessions, we will use the story "We're Going on a Bear Hunt" by Michael Rosen as our thread.

In the first session, we will introduce the story and work on essential elements of computer science, such as the sequencing of elements.

In the second session, we will explore the use of the conditional IF and IF NOT through motor skills stations, using the bear as our triggering event.

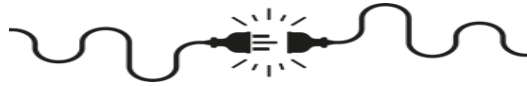


## Aims

- Identify and order a sequence related to a storybook.
- Experiencing conditions in real life as seen in programming.
- Improving balance, coordination, muscular tone and movement.
- Knowing different landscapes and movements.
- Adjust their own movement to the given space in the circuit.
- Develop their love for storybooks.

**Key competencies to develop:** linguistic competence, mathematical and science and technology competence, social and civic competence.





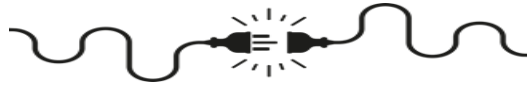
## How do we do it?

### First session:

1. In a circle or in a space of your choice, present the story to your students. If you do not have it available, you can find it on YouTube. In the "More information" section, you will find a suggested video.
2. Tell the story, making the most of its sounds and movements and emphasising the sequence of landscapes. Use the end of the story to have the students help you recall the landscapes the family goes through.
3. Retell the story, inviting students to help you dramatise the movements. You can divide the whole group into smaller groups, assigning each one a landscape using a card. This way, when their page appears in the story, they will know to stand up and act it out.
4. At the end of the story, collect the cards from the students and mix them up. Now ask for their help in placing them back in order with you. Use the story if necessary.

### Second session:

1. Prepare the motor skills stations in the designated area. In the "Resources" section, you will find a suggested setting.
2. Recall the story "We're Going on a Bear Hunt" with the students. Explain that today we are going to become the family that goes on a bear hunt and that we will explore the different landscapes they encounter.
3. Take them to the stations and explain the route, demonstrating it yourself and giving the pupils several opportunities to familiarise themselves with the course.
4. After a few rounds, it is time to introduce and explain the condition. Explain that a problem has come up: the bear (the teacher) has come out of its cave and it can find us at any point on our journey. **IF** the bear (teacher) appears in front of us during our journey, we must exit the circuit and return to our home (go back to the line) not having to undo all the stations again. **IF ELSE** (the bear does not appear in front of us) we continue to navigate the circuit as usual
5. Make a couple of trials with a few pupils to familiarise them with the conditions and address any potential questions. While the pupils navigate the circuit, appear in the gap between two of the landscapes/stations and "scare them" as if you were a bear. The pupils must exit the circuit and run back to the start.
6. To wrap up the lesson, talk to your students about how they reacted when the bear appeared.



## Suggestions

### First session:

To simplify sequencing of the cards in a large group, you can reduce the number of landscapes while keeping the cave as the final landscape.

### Second session:

If you have any bear-themed costume elements (a mask, a headband with ears, etc.), it would be a great addition to the theme of the circuit.

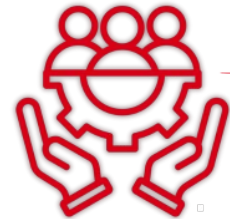
You can change the condition of the bear appearing to the option of stopping the music. **IF** we hear music, we navigate the circuit; **IF ELSE**, we return home.

A very motivating option would be to choose a student to be the bear, who can appear at different gaps along the stations.



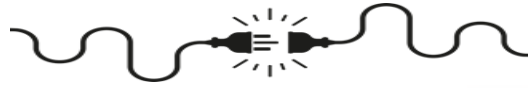
## Resources

- **Human:** teacher and students.
- **Material:** sticks, hoops, strings, blocks... to build the circuit. Optional: any bear props such as a costume



**Spaces:** sports gym, playground

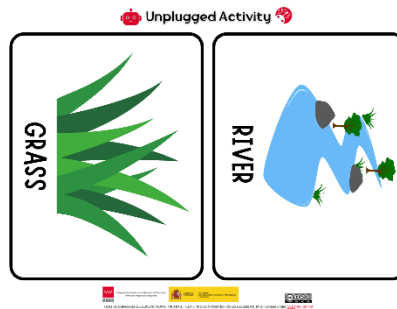
**Type of activity:** whole class, individual



## First session:

This is the necessary material for the first session. Use the link to download it.

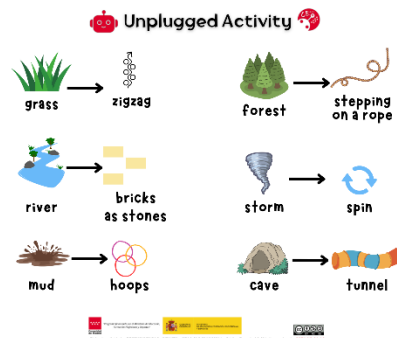
### LANDSCAPE CARDS

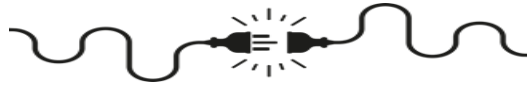


## Second session:

This is an example of the motor skills stations and the correspondence of the tasks and the landscapes. Use the link to download it.




### STATIONS AND CORRESPONDENCE



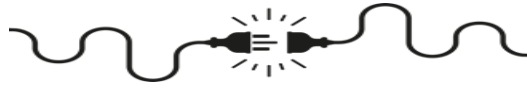


## What have we learned?

This is an example of a rubric:

Assessment Criteria			
The student shows interest in children's literature.			
The student actively participates in the sequencing of landscapes.			
The student can do all the tasks in the circuit.			
The student participates in the circuit respecting turns and following the rules.			
The student connects the bear with exiting the circuit.			





## Computational Thinking

**Logic (prediction and analysis):** thinking to make predictions, solve problems and make decisions based on available information.

**Algorithms (steps and rules):** it is a step-by-step process that solves a problem or completes a task.



## More information

To find more information about what conditions are in programming, watch [this video](#).

Here is a [suggested video](#) for the story.

These are the QR codes to the activity resources.



Landscape cards



Stations and correspondence