“Going On A Bear Hunt” Unplugged Coding

**DESCRIPTION:** Using a story that children enjoy repeating, students will use arrows to navigate through a grid as they retell the story.

**AMOUNT OF TIME:** 10-15 minutes

**MATERIALS NEEDED:**

“Going on a Bear Hunt Book/Song” and tablet if needed. Suggested video is <https://www.youtube.com/watch?v=5_ShP3fiEhU>

Masking Tape – use tape to block off a 5 by 5 grid

Cut out pictures of the events the children will encounter (such as long wavy grass, a river, mud swamp, forest, cave, and bear, or other events depending on the version of song or book you use)

Arrow cards - 25

**OBJECTIVE(S):**

1. The student will be able to retell the beginning, one destination, and the end of the story through dramatic representation of the “Going on a Bear Hunt” story.
2. The student will be able to create a pattern to have a classmate move from one event in the story to the next event.

**STEPS TO COMPLETE THE ACTIVITY:**

1. Prepare: Have the 5x5 grid taped down in your desired activity location
2. Introduce the objectives:
	1. Do you know the way that you come to school? What do you see during your journey? (talk about planning the trip, directions to turn)
	2. When your parents decide to bring you to school, they follow a set of directions that they plan to get here. There is a problem, “how to get to school from your house?” and your parents make a plan to get to school safely.
3. Introduce the story
	1. Explain that today we are going to help each other go on a bear hunt like in our story.
	2. Begin by watching/reading Going on a Bear Hunt.
	3. Using the picture cutouts, review the order of the bear hunt events.
	4. Explain that we are going to place the locations on our grid and make a plan to get all the way to the bear. When you arrive at the location, the hunter must make the sounds to get through that location.
4. The Activity:
	1. Have 3 students each place a location (2 locations and the bear) on squares on the grid. (for example, grass, mud, bear)
	2. Group students into 3 groups to plan what direction their arrows need to point for the hunter to get between their two locations. (for example, start to grass, grass to mud, mud to bear)
	3. Have the students lay out their code (pattern) in order.
	4. Have 1 student from another group be the hunter for each section.
	5. When the hunter get to the grass, s/he must “swish, swish, swish” acting out the story, and so on till they get to the bear.
5. The Recap:
	1. Discuss if their code got the hunter to the location.
	2. Discuss what they would need to do if the hunter returned by the same code.
	3. Draw comparisons to the vocabulary code, plan, and algorithm which have approximately the same definition. “a set of steps/symbols to guide someone to a goal/destination”
	4. Are there different codes that would get the hunter to the same location?
	5. If the locations stay the same, can another hunter get to the bear?

**VOCABULARY:**

Plan - A step-by-step conception or proposal for accomplishing an objective (Step-by-step way to accomplish a task)

Grid - A pattern of regularly spaced horizontal and vertical lines forming squares (a pattern of lines to make squares)

Algorithm - A finite set of efficient instructions that can be performed in a prescribed sequence to achieve a certain goal (set of instructions that help us achieve a goal)

Direction - The course along which a person or thing is moving or must move to reach a destination (set of instructions to reach a destination)

Coding - A system of signals used to represent letters or numbers in transmitting messages. (a set of signs or symbols to convey a message)

Unplugged Coding – coding activities that can be performed without digital technology using tangible objects

**EXTENSION ACTIVITIES:**

**MATERIALS NEEDED:** no additional materials

**OBJECTIVE(S):**

1. The student will be able to increase the complexity of the code to navigate through a longer story or around barriers.

**STEPS TO COMPLETE THE ACTIVITY:**

1. Put out different locations to hunt through
2. Put out a different number of locations to hunt through
3. Make a bigger grid and reenact the entire story
4. Make a bigger grid and place obstacles in certain squares to have to navigate around.