

Activity Guide #8 – Tiptoeing, Traveling Through an Obstacle Course

Book: *We're Going on a Bear Hunt* by Michael Rosen,
Illustrated by Helen Oxenbury

Introduction

A child's mind and body develop together in an interrelated way. From the time they are born, children use their bodies to learn, making physical development vitally important in all areas of development and learning.

However, today, there are a number of challenges to supporting a child's physical development, including gross motor skills. Children have easy access to screens and many live in areas where there may not be space and/or safe opportunities for them to engage in physical activities. Therefore it is important that children enrolled in child care programs have daily opportunities to develop their gross motor skills.

Although gross motor skills will largely develop on their own, there are ways in which early childhood professionals can encourage these skills to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood. This includes both opportunities for children's free exploration and practice of gross motor skills and through planned experiences that are featured in the guides included in the supplemental curriculum, **B.A.M.M.M.!**

Begin by providing time each day for outside play, weather permitting. Make sure there is sufficient indoor and outdoor space for children to safely practice and refine their gross motor skills.

In this B.A.M.M.M.! guide children are introduced to moving through obstacle courses and walking on tiptoe when they hear the story, *We're Going on a Bear Hunt*, followed by teacher-guided activities that support the **Physical Development and Health Domain**, plus additional activities that support the **Language Development** and **Emergent Literacy Domain** as well as other Domains.

Teacher Note: *Information for this introduction was adapted from the introduction to the **Physical Development and Health Domain** in the Arkansas Child Development and Early Learning Standards: Birth through 60 months (April 2016). The developers of **B.A.M.M.M.!** recommend that everyone using these guides review the entire introduction.*

Arkansas Child Development and Early Learning Standards: Birth through 60 Months

Domain: Physical Development and Health
Domain Component: Gross Motor

Learning Goals (with Strands and Skill or Indicators)

PH1.1 Demonstrates locomotor skills

- Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces, stops at intended location when running)
- Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)

Materials to Collect and Make

- ✓ Book: *We're Going on a Bear Hunt* by Michael Rosen, illustrated by Helen Oxenbury
- ✓ Obstacle course that includes some of the following: balance beam or taped line on floor, rope to jump over, table to crawl under, chair to walk around, box to move through on stomach, hula hoop or circle of yarn to hop into and out of, cones or two liter bottles weighted with sand or rocks for children to zigzag through.

Introduce the Activity

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

- Introduce "Teddy Bear, Teddy Bear"
- Teacher and children stand and follow the words.

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, touch your shoe.

Teddy bear, teddy bear, that will do.

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, sit right down.

Present the Story

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and story (*story comprehension*)

EL3.1 Responds to features of books and print (*book knowledge*)

Book: *We're Going on a Bear Hunt* by Michael Rosen, illustrated by Helen Oxenbury

- Prepare to read the story, *We're Going on a Bear Hunt*.
- Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read book with children sitting so all can see the pictures.
- Follow up with questions such as: "*Were your predictions about the story correct?*" "*What were some of the obstacles they had to go through on their bear hunt?*" If necessary, help children understand that an obstacle is something that gets in the way of where you want to go.

Extend the Story

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling, complex movement*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

Directions:

- Create an obstacle course in your classroom with hoops, boxes, and cones, or use existing furnishings as an obstacle course. For example, a storage shelf to walk around, a rug to tiptoe across, a table to crawl under.
- Explain to children that you have created an obstacle course that they will have to travel through to get back to their home (carpet square or personal space marker).
- Give directions to children as to how they are to travel. For example, "Walk around the book shelf." "Crawl under the round table." "Walk on tiptoes back to your space."
- Children travel through the obstacle course and return home.

Conclude the Session

Directions:

- Lead the children in "The Bear Went Over the Mountain"

The Bear Went Over the Mountain

The bear went over the mountain,
(walk in place, then fingertips together)

The bear went over the mountain,
The bear went over the mountain
To see what he could see! (hand over eyes)

To see what he could see,
To see what he could see.

The other side of the mountain
(walk in place, then fingertips together)

The other side of the mountain,
The other side of the mountain
Was all that he could see! (hands out, palms up)

Try these additional activities

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling, climbing, complex movement*)

PH1.2 Shows stability and balance (*core stability*)

Outdoor Obstacle Course

- Create an outdoor obstacle course for children to travel through: climb up and down the stairs on the climbing structure, walk around the climbing structure, crawl through a box or large snap together cube, walk on a balance beam or sandbox edge, zigzag around cones or two-liter bottles weighted with sand or rocks.
- Create an obstacle course for children to steer tricycles through. Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Invite children to navigate the obstacle courses, observing to determine their ability to:
 - walk smoothly
 - move with control, avoiding obstacles
 - climb up and down stairs using alternating feet
 - sits on, pedals and steers a tricycle or other ride-on toy
 - balance on balance beam or sandbox edge

Learning Goals:

SE2.2 Interprets and responds to feelings of others (*emotion understanding*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

Reread *We're Going on a Bear Hunt*

- Reread the book, *We're Going on a Bear Hunt*. Show the cover and ask children how they think the people on the cover are feeling as they start out on their bear hunt.
- Follow up with questions such as "*How did they feel when they saw the bear?*" "*How did they feel when they got into bed under the covers?*" "*Why do you think they said 'We're never going on a bear hunt again?'*"

Participate in an Action Story

Directions:

- Lead the children in the Action Story:

We're Going on a Bear Hunt (Action Story)

Let's go on a bear hunt.
(Tap hands on thighs like walking)
All right, let's go.

Oh-oh, there's long, wavy grass.
Can't go over it,
Can't go under it.
Let's go through it.
Swishy swashy!
(Rub hands together like swishing through grass)
Swishy swashy! Swishy swashy!

Oh-oh, there's a deep, cold river.
Can't go over it,
Can't go under it.
Let's go through it.
Splash, splosh, splash splosh, splash splosh!
(Pretend to swim)

Oh – oh, there's thick, oozy mud.
Can't go over it.
Can't go under it.
Let's go through it.
Squelch, squerch!
(Move hands up and down as though walking through mud)
Squelch, squerch! Squelch, squerch!

Oh –oh, there's a big, dark forest.
Can't go over it.
Can't go under it.
Let's go through it.
Stumble trip! Stumble trip! Stumble trip!

Oh, oh, there's a swirling, whirling snowstorm.
Can't go over it.
Can't go under it.
Let's go through it.
Hooo wooo! (Pretend to shiver)
Hooo wooo!
Hooo wooo!

Oh, oh, there's a narrow, gloomy cave.
Can't go over it.
Can't go under it.
Let's go through it.
Tip toe! Tip toe! Tip toe! (Tip toe fingers)

Oh, oh, I feel a shiny wet nose!
I feel two furry ears!
I see two big, big eyes.
It's a bear!

(Retrace steps)

Whew! We made it.
Under the covers, safe in bed!

Additional Books

- ❑ *Ask Mr. Bear* by Majorie Flack
- ❑ *Blueberries for Sal* by Robert McCloskey

Resources

- ✓ *The Cooking Book* by Laura J. Colker (2005), published by National Association for the Education of Young Children, contains a number of art recipes.

Teacher Notes:

- *Children need to hear the same story read to them several times.*
- *Children also need frequent opportunities to repeat and practice movement activities.*
- *Plan to reread the book, *We're Going on a Bear Hunt* by Michael Rosen and include a variety of movement activities.*
- *It is important that stories and activities be repeated with children at different times throughout the year.*