



**WHERE'S  
THE BEAR?**



The following activities are linked to the Early Start Discovery Space **'Where's the Bear?'** excursion program.

The activities within this guide are designed to further engage children in learning through play and enhance the knowledge and skills developed during their Early Start Discovery Space visit.

## Excursion Support Materials

# PRESCHOOL EXCURSIONS



## Contact Us

Our Education Coordinators are available from 9.00am - 4.00pm, Monday - Friday via email [discovery-ed@uow.edu.au](mailto:discovery-ed@uow.edu.au) or telephone 02 4221 3777 to discuss your requirements.

## OUR LOCATION

University of Wollongong, Main Campus  
Ground Floor, Building 21  
Northfields Ave, Wollongong, NSW, 2522

## Bear features

EYLF LINKS	MATERIALS
<p><b>OUTCOME 2:</b> Children are connected to and contribute to their world</p> <p><b>OUTCOME 4:</b> Children are confident and involved learners</p> <p><b>OUTCOME 5:</b> Children are effective communicators</p>	<ul style="list-style-type: none"> <li>• Bear images /figures</li> <li>• Clay/plasticine</li> <li>• Images from excursion</li> </ul>
RISKS ASSOCIATED	
N/A	

## INSTRUCTIONS

1. Remind children of their visit to the Early Start Discovery Space where they participated in a bear hunt. Ask children to name/discuss their favourite part of the bear hunt i.e. did they like following the foot prints? Did they like finding the bear in the cave? Images of the excursion can be used as prompts.
2. Explain children will be making bears.
3. Present children with images and/or bear figures. Allow children time to explore the bear images/figures. Prompt children with questions such as i.e. how do we know these images are of bears? What features does an animal need to have to be a bear?
4. Provide children with clay or plasticine. Educators and children work alongside each other to construct their bear.
5. Children can share their bears with the group. Encourage children to share the name of their bear, what their bear likes to eat and where their bear lives.

## EXTENSION

Ask children to create a home for their bear. Explore where bears live i.e. caves, forests, snow etc. by using reference books and Internet videos and images. Provide children with materials to create their bears a home. Materials can include cardboard boxes, fabric, sticks, leaves etc.

## Let's make music

EYLF LINKS	MATERIALS
<p><b>OUTCOME 4:</b> Children are confident and involved learners</p> <p><b>OUTCOME 5:</b> Children are effective communicators</p>	<ul style="list-style-type: none"> <li>• Book, Michael Rosen's 'We're Going on a Bear Hunt'</li> <li>• Materials to make instruments               <ul style="list-style-type: none"> <li>• Drum (scissors, balloons, rubber bands &amp; tins i.e. coffee tins)</li> <li>• Rain stick (scissors, cardboard rolls, balloons, rice &amp; masking tape)</li> </ul> </li> <li>• Images from the excursion</li> </ul>
RISKS ASSOCIATED	
<ul style="list-style-type: none"> <li>• Choking hazards on balloons and rubber bands</li> <li>• Injury caused by scissor use</li> <li>• Latex allergy to balloons</li> </ul>	

## INSTRUCTIONS

1. Remind children of their visit to the Early Start Discovery Space where they participated in a musical reading of Michael Rosen's 'We're Going on a Bear Hunt'. Ask children to describe how they created the sounds in the book during their excursion i.e. bells made the sound of the snow storm etc. Images of the excursion can be used as prompts.
2. Explain that children will be making instruments to help make the sounds in the book.
3. Provide children with resources and instructions to make instruments.

### Example 1: Rain sticks

- Cut the top off two balloons.
- Stretch balloon over one end of cardboard roll. Secure with masking tape.
- Funnel rice into cardboard roll.
- Stretch balloon over exposed end of cardboard roll. Secure with masking tape.
- Decorate with drawings, stickers and scrap paper.

### Example 2: Drum

- Cut the top off balloons. Make sure it is big enough to stretch over the top of the coffee tin.
- Stretch the top of the balloon over the top of the tin, and secure with a rubber band.
- Decorate with stickers and scrap paper.

4. Provide children with time to explore instrument sounds.
5. Read Michael Rosen's 'We're Going on a Bear Hunt'. Encourage children to play instruments during reading i.e. rain sticks for the 'swishing' sounds of the grass and drum for the 'stumble trip' sounds in the forest.

## EXTENSION

Explore other sounds made by instruments or objects in the classroom. Educators and children can work together to create their own story about the musical instruments.

## Over, under and through

EYLF LINKS	MATERIALS
<p><b>OUTCOME 3:</b> Children have a strong sense of wellbeing</p> <p><b>OUTCOME 4:</b> Children are confident and involved learners</p> <p><b>OUTCOME 5:</b> Children are effective communicators</p>	<ul style="list-style-type: none"> <li>• Book, Michael Rosen's 'We're Going on a Bear Hunt'</li> <li>• Obstacle course props example:               <ul style="list-style-type: none"> <li>• Chair/Table</li> <li>• Pillow</li> <li>• Witches hats</li> <li>• Hoops</li> </ul> </li> </ul>
RISKS ASSOCIATED	
<ul style="list-style-type: none"> <li>• Slip, trip or fall while completing obstacle course</li> </ul>	

### INSTRUCTIONS

1. Read Michael Rosen's 'We're Going on a Bear Hunt'
2. Remind children of their visit to the Early Start Discovery Space where they participated in a bear hunt. Discuss the family's movements in Michael Rosen's 'We're Going on a Bear Hunt' i.e. over, under and through the different environments.
3. Explain that children will be practising these movements in an obstacle course.
4. Children and educators complete obstacle course together; explaining how they move through the different obstacles.

Example obstacle course:

- Pillow (**over**)
  - Chair or table (**under**)
  - Witches hats (**walk through**)
  - Sandpit (**over**)
  - Tree (**under**)
  - Doorway (**walk through**)
5. Repeat obstacles, naming/discussing specific movements.

### EXTENSION

Introduce new obstacles and ask children to name the specific movements required for each. New terms such as moving 'around', 'in' and 'out' can be introduced.

## Exploring different materials

EYLF LINKS	MATERIALS
<p><b>OUTCOME 1:</b> Children have a strong sense of identity</p> <p><b>OUTCOME 4:</b> Children are confident and involved learners</p> <p><b>OUTCOME 5:</b> Children are effective communicators</p>	<ul style="list-style-type: none"> <li>• Book, Michael Rosen's 'We're Going on a Bear Hunt'</li> <li>• Paper</li> <li>• Materials:               <ul style="list-style-type: none"> <li>• Grass clippings/blades</li> <li>• Mud</li> <li>• Water (with blue food colouring)</li> <li>• Sticks and twigs</li> <li>• Cotton balls</li> <li>• Sand</li> </ul> </li> </ul>
RISKS ASSOCIATED	
<ul style="list-style-type: none"> <li>• Allergies to natural materials i.e. grass</li> </ul>	

## INSTRUCTIONS

1. Read Michael Rosen's 'We're Going on a Bear Hunt'
2. Remind children of their visit to the Early Start Discovery Space where they participated in a bear hunt. Discuss the different environments the family explored in the book i.e. river, snowstorm, cave etc.
3. Explain that children will explore a range of materials from the different environments in the story.
4. Provide children with time to explore different environmental materials. Prompt children to use their senses to explore how these materials look, feel and smell.
5. Ask children to use the different materials to create an artwork. Encourage children to use their imaginations to see what they can create using the materials. Examples of artwork ideas could include landscapes, a bear, a cave etc.
6. Encourage children to share their artworks with the group naming/describing what they created.

## EXTENSION

Explore mathematical concepts such as weight and measurement by filling cups with each material (i.e. grass clippings, mud etc.) and weighing them using scales. Find out which materials are heavy and which are light Record findings or place materials in order from lightest to heaviest and ask various questions such as, 'Why does sand weigh more than cotton balls?'