

ACTIVITY 1

Going on a Bear Hunt



INTENT:

Engage participant interest in the workshop content by modeling and involving them in a typical classroom activity using musical instruments.



OUTCOME:

Participants will actively participate in the day's workshop, become familiar with key musical vocabulary, and successfully implement the modeled strategy to engage all learners in the classroom.



MATERIALS REQUIRED:

- “Going on a Bear Hunt” recording from *Kids in Action* by Greg and Steve
- Musical Instruments: Drum, pair of sand blocks, wooden percussion block with mallet, triangle, and either a shell rattle, egg shaker, or gourd rattle
- Photos of instruments
- Class list with 10 participant names and a clothespin
- Clothespin



Time: 5-7 minutes

PROCESS:

- Before the workshop begins, make a “class list” with 10 participant names using the template. Place the clothespin on one of the names.
- Introduce the activity; then have the group listen to “Going on a Bear Hunt” by Greg and Steve and use their bodies as instruments or the photos of instruments to “play” along.
- Model and engage participants in the activity as if you, the presenter, are the teacher and they are the children. See the following sample “teacher” script:

Teacher: We’re going on a bear hunt! Today I brought some special instruments that we can use to make the sounds we hear as we go on our bear hunt adventure. We’ll need some musicians! Musicians are people who make music! Did you know we can all be musicians? We can make music with instruments like these (Teacher shows and plays one of the instruments.) Or, with our bodies, like this (Teacher drums rhythmically on chest, making ahhh sound with voice.) You can do it with me.

Teacher: We need five musicians to tell our story today. Let's see whose turn it is (Use the “class list” to model for participants this classroom management strategy; show who is next by moving the clothespin as you select each musician. As each name is called, the “child” participant comes to the front of the room and chooses an instrument.)



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Teacher: Let's rehearse our story. Rehearse means we'll practice with our instruments before we play along with the story on the CD:

1. Everyone stand up. Let's all make the sounds of walking together like this (Start a rhythmic march with a steady walking tempo beat, tapping one hand at a time on thigh coordinated with marching leg. Participants do this with the teacher.)
2. Drummer, you help us keep the beat as we use our walking feet. Come stand by me (Show the photo of the drum and prompt the drummer to follow the beat using the drum.) Can everyone feel the beat? (Continue the walking beat as you preview the parts of the story as follows.)
3. First, we'll walk through the wheat field; that sounds like this (Hold up the photo of the sand blocks; prompt the "musician" to stand next to the drummer and play while the other participants make the movement and sounds with hands/voices as they continue the walking beat.)
4. Next, we'll walk over the bridge; that sounds like this (Hold up the photo of the wood percussion block/mallet; prompt the "musician" to stand next in line and play while the other participants to make a clicking sound with their tongue/mouth.)
5. Then, we'll climb up the tree; when we get to the top, it sounds like this (Hold up the photo of the triangle; prompt the "musician" to stand next in line and play the "ding" while the other participants make a "ting" sound with their voices.)
6. Now, we get in the boat and row across the water; it sounds like this (Hold up the photo of the rattle/egg shaker; prompt the "musician" to stand next in line and play while the other participants make a "shuuuuuu" sound with their mouths.)
7. After we see the bear, we are soooo scared, so we take his picture and run, run, run home. Let's make a running beat! (Speed up the walking beat to a running beat tempo; prompt participants to make appropriate sounds as you encounter each place on the path on the way home.) We'll go back over the water! Climb up the tree! Walk over the bridge! And walk through the wheat field! Until whew! We're home!

Teacher: Now we're ready to go on a bear hunt! (Play "Going on a Bear Hunt" from the *Kids in Action* CD and lead the group to participate as they listen to the prompts in the story.)

Debrief with participants by saying, "The musical concepts demonstrated in this activity include: being a musician, rehearsing (practicing), beat, tempo, dynamics (soft/loud), and rhythm."