Bee-Bot Project

Session 9

Subject – Physical Education
Target group – Kinder 2 / Year 1   **Time** – 45mins

Resources
- ✓ 2 Bee-Bots
- ✓ 2 transparent plastic mats
- ✓ 2 card envelopes
- ✓ 2 sets of cards with pictures of animals and their by-products - *Cards for Bee-Bot*
- ✓ *Mat - Animal Products.pdf*
- ✓ 2 sets of pictures of animals products – *Session9 animal products.pdf*

Objectives
Children will:
- ✓ Revise the names of various products that are derived from farm animals.
- ✓ Have the opportunity to do some physical exercise.

Introduction
- ✓ The session starts off with some warming up and stretching exercises.
    1. Children will be asked to start walking around slowly in the yard. The teacher will have a whistle and as soon as they hear the first whistle, the children will start jogging around in the yard.
    2. When they hear the whistle for the second time they are to run as fast as they can around the yard. Children will have to be cautious not to bump in each other during this exercise.
    3. Children will stop running as soon as they hear the next whistle. These exercises will help children to note the pictures of various animal products that have been scattered around the perimeter of the yard.
    4. Children will then space out in the yard and do some stretching exercises (stretching of arms, legs etc.)

Development
- ✓ The children are to listen attentively to the explanation of the activity they will be involved in.
- ✓ The teacher explains to the children that whilst running around in the yard they could notice pictures of various animal products. These pictures will be needed to play today's game.
- ✓ The class is divided into groups with each group working on a Bee-Bot and its cards. One child per group will be chosen to be "the bee" and program the Bee-Bot. The child will draw a card from the envelope on which there is a picture of an animal (example: a cow). The child has to try and find out which product from the ones available on the chart in front of him/her does the cow give us (example milk). Without saying the answer, the child has to program the Bee-Bot to reach the picture of the milk. Then his team members have to pick up a basket and run around the yard to try and find the picture of that product (picture of the milk).

- ✓ When the children find the picture they have to put it in their bag and run near the 'bee' that forms part of their team.
- ✓ The activity is repeated drawing the different cards from the envelope and programming the Bee-Bot accordingly.

Conclusion
- ✓ To conclude, the class is asked to follow some stretching and cooling down exercises, including breathing in and out. This ought to help the children regain their breadth and calm down after being actively engaged during the session.