

# The Black Bear Shuffle

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**Grade Level Range:** 1<sup>st</sup> – 5<sup>th</sup> grade

## Standard:

### Minnesota Academic Standards in Science Codes

1.1.1.1.1, 1.1.1.1.2 – Scientists work as individuals and in groups to investigate the natural world, emphasizing evidence and communicating with others

5.1.1.1.1, 5.1.1.1.2, 5.1.1.1.3 – Science is a way of knowing about the natural world, is done by individuals and groups, and is characterized by empirical criteria, logical argument, and skeptical review

1.4.2.1.1, 1.4.2.1.2 – Natural systems have many components that interact to maintain the living system

## Link Resources:

[www.bear.org](http://www.bear.org)

[www.bearstudy.org](http://www.bearstudy.org)

Black Bear Basics:

[http://www.bear.org/website/images/stories/Documents/Black\\_Bear\\_Basics.pdf](http://www.bear.org/website/images/stories/Documents/Black_Bear_Basics.pdf)

## Goal:

Students will gain an understanding of the basic needs black bears require to survive and thrive in their environment. The basic needs of all animals are food, water, air, shelter and space. If these needs are not met the animal may die or not thrive.

## Curriculum Focus:

Science

## Lesson:

**Getting Started:** Set up the learning area with a circle of chairs, one for each student with seats facing the inside of the circle. Each chair needs to have a sign taped to the back so students can clearly read each sign. The signs represent basic needs black bears have in order to survive and thrive in their environment. Each chair needs to have a sign, so some will have to be repeated. Duplicate signs in relation to actual needs. For example, the animal protein sign should only be used once because it is only 10 percent of a bear's diet. The playing area will need to have access to music.

**\*Note:** *The game is a model and there are limitations in models. In real life, a bear would not die if it did not receive water one time, but this is a game and a model. What we are showing is if there is a very limited amount of water available for a species (such as a drought) there is an impact on wildlife. Realizing limitations of a model is a standard embedded in all state science standards. When teaching, teachers should always go over the limitations in the game or model they are using with the class before playing.*

**To Play:** This game is played with the rules of musical chairs. The choice of music is up to the teacher. Musical chairs is a game of skill and survival. If students can correctly read environmental cues and anticipate the music stopping, they get a seat. Students not paying close attention to the game are easily eliminated. The first round every child will have a resource and 'survive' for the round. Each round a resource (chair) is removed from the circle. This will help students realize the impact limited resources have on a species. One bear (student) will be eliminated on each round. At the end of the game the bear with the most skill and competitive behaviors will survive and win the game. Follow up discussions should be held with students to help them understand why competition for resources is important for a bear's survival. It should be noted that bears adapt to changing or limited resources by temporarily traveling to or permanently moving (dispersing) to another area.

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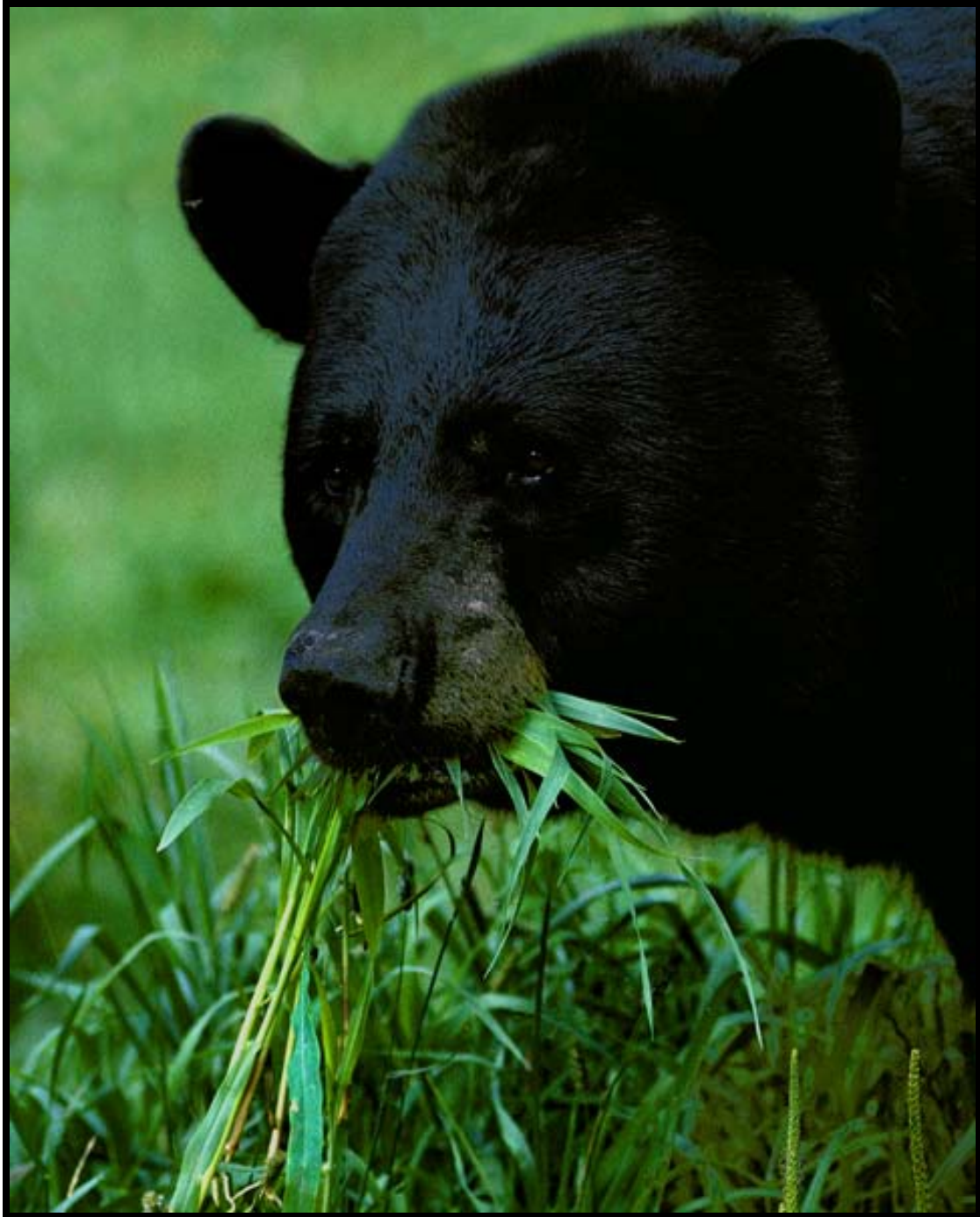
# Berries

## Food



# Vegetation

## Food



# Ant Pupae

Food



# Nuts

Food



# Protected Forest

Space



# Den

## Shelter





# Bear Beds

## Shelter



# Stream

Water



# Wetland

## Water



# River

Water



# Air

