

WE'RE GOING ON A BEAR HUNT



EDUCATION PACK
Suitable for Early Years Foundation Stage
and Key Stage 1

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ABOUT THE THEATRE



This well loved book has been transformed into a live theatre show with music. So how does theatre work? What has to change, and who does what?

How the book becomes a play

A **writer** (sometimes the author, sometimes a writer who specialises in working in the theatre) has to change the book from an imagined world to a 3-dimensional world which we can watch together. We call this 'adapting the book for the stage'. In the case of '**We're Going On A Bearhunt**', the book is quite short, and so the writer has had to make the piece we watch a little longer, without spoiling the story by adding too much. In this play it is The Director who has adapted Michael Rosen's book for the stage. She has added elements of clowning, songs, dances and movement.

The Director – is responsible for making the story come to life. The director leads the rehearsal process, is the person who decides where the actors are onstage, helps the actors to make the main themes of the play very clear to the audience, and has the overall vision of what the play will look like.

The Designer – is responsible for interpreting the Director's ideas in art. The Designer decides what the play will look like, the set, the props and the costumes, and is involved with the building and creating of the articles and backdrops seen on stage.

The Composer/Musical Director – is responsible for interpreting the Director's ideas in music. The Composer will write background music to help the scenes come to life, reinforcing the environments and feelings, and will often write songs to help make the action clearer and give the audience an opportunity to join in.

The Stage Manager is responsible for everything being in the right place onstage and backstage, and looks after all the items used onstage. The **Stage Manager** also makes sure the actors are ready on time and organises the rehearsals. Sometimes the **Stage Manager** also has to take on the role of **Understudy**, which means that they have to take over from the actors if they are ill or injured.



The Actors – are the people that you see onstage in the play. They have been working with the Director and Musical Director in rehearsal for a few weeks before you see the show. It is important that they do the same thing in every performance and so they spend a lot of time practising to get all the songs, movement and words just right.

PRE-SHOW EXERCISES

DRAMA

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The Environment Game

You Will Need: A large floor space, preferably a hall
A tambourine

This is a version of 'Captain's coming' but using the environments of the play to explore different actions, sensations, sense of weather and place.

1. Set up 5 places in the room where the children can move to.

Give each wall a name (**Snowy Mountain, Grassy Meadow, Forest, Mud**) and make the centre of the room the **Bear Cave**.

Call out an environment and get the children used to finding the correct place to go.

2. Next teach the children the following actions:

Snowy mountain – children stand and shiver, rubbing their arms, and say "Brrrrrrrr".

Grassy meadow – have a stretch and then slowly get down to the floor and lie on their backs imagining they are looking up at the sky on a warm sunny day.

Forest – standing up using arms and fingers, make a twisted tree shape.

Mud – bend down to place your hands in imaginary mud then slap your muddy hands on your thighs and say "Urghhh!"

Bear Cave – take 4 tiptoe steps then cover your face with your hands, peeping through your fingers and say (unconvincingly) "We're Not Scared", then say "Arghhhhh!"

Bang a tambourine and call out the environments.

Now play the game again and when the children arrive at the designated place, bang the tambourine to signal the action. The game can be extended to include ways of moving between the environments, e.g.

To the Mud – imagine your are squelching through thick mud in your boots

To the Snow – very slow big steps being careful not to slip.

To the Grassy Meadow – simple skipping steps.

RESEARCH – FINDING OUT ABOUT BEARS

Bear Facts

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- Bears are large mammals, very strong and powerful. Most of them are omnivores (they eat everything!) except for Polar Bears which are Carnivores (they only eat meat).
- There are 8 species of bears in the world. **Polar** Bears, **Black** bears, **Brown** Bears (or Grizzlies), **Asiatic** Bears (also called Moon Bears), **Spectacled** Bears, **Sloth** Bears, **Panda** Bears and **Sun** Bears.
- **Koala** Bears are not really bears – they are marsupials (their young are born immature and develop in their pouches).
- 6 of the 8 bear species are listed as 'Endangered – at risk of extinction' and the most endangered of all is the Panda.

The following websites have wonderful learning resources for children:

www.enchantedlearning.com/subjects/mammals/bear
www.wwf.org.uk
www.panda.org/what_we_do/where_we_work/arctic/area/species/polarbear
www.bears.org/animals

And the following videos can be viewed on the internet:

www.nationalgeographic.com/video/player/specials/in-the-field-specials/wildcam-bears-in-berries-spc.html
www.nationalgeographic.com/video/player/animals/mammals-animals/bears-and-pandas/environment/polar-bears.html

Also, try searching on YouTube for:

- The sneezing baby Panda
- Grizzly Bear Catches Salmon in Mid-Air
- Bear Salmon fishing – Bear Whisperer – BBC Wildlife
- Grizzly Bear Fight
- Twin Polar Bear Cubs – Moscow Zoo
- HD.Grizzly Bears' Fancy Footwork – Nature's Great Events
-

Also on YouTube – Michael Rosen performing 'We're Going On A Bear Hunt' and 'Bear Hunt – live on stage' trailer!

POST-SHOW

THINGS TO TALK ABOUT

“Why I love We're Going On A Bearhunt!”



We asked the cast and creative team behind We're Going On A Bearhunt why they love it:

Sally (The Director) "It's a lovely piece of simple poetry – and it visits so many interesting environments. When I turned it into a play I wanted to add as little as possible to the words because what I love is the simplicity of the piece"

Katie (The Designer) " I love this play because it's MESSY! There's water and paint and paper and we just spend an hour playing!"



Benji (The Composer) "This is such a great play to do music for because so many different things happen, and we have fun!"

After you've seen the show you might like to lead a discussion with the children about their favourite moment in the play. To get them started, we asked the actors what their favourite moments were.

Duncan (Dad) " My favourite moment in the play is definitely throwing the buckets – we have to watch out because it's always a bit different".

Bob (Dog/Musician) "What's my favourite bit? Rolling in the poo!"

Vicky (Girl) "I like the forest because it feels quite scary – the lighting and the soundscape make it very real"

Gareth (Boy) "The book was my all-time favourite children's book – I love the image in the book of the boy jumping in the air with a stick when he's in the grass, so when I do the scene in the long grass I think of that".

Richard (Stage Manager/Understudy) "I love watching the snow scene, the swirling sticks and the beautiful lighting which makes it look like it's really snowing".

DRAMA GAME

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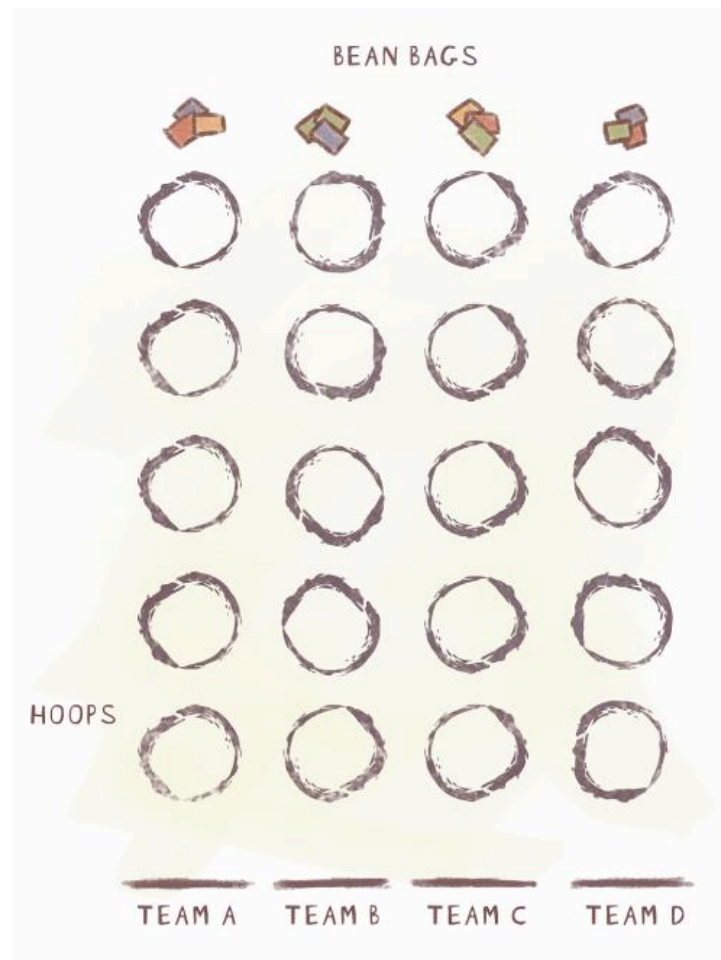
Through The River

This game replicates the idea of the river, as seen in the play. The hoops represent stepping stones to keep them safe in deep water.

You will need:

a large space (hall or playground)

one hoop for every child, and one beanbag per team



Teach the children the chant '**SPLISH SPLASH SPLOSH JUMP**' and practise walking round the room taking 3 steps and jumping on the word **JUMP**. Imagine the steps are in shallow, but very cold, water, and on the word '**Jump**' the children are jumping on to a safe stepping stone so that they don't fall into deep water

Divide your class into 4 equal teams and set out the hoops in a line in front of the

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children, (you will need one for each child) making sure there is a gap between each one with enough space to make 3 small steps. Line the children in front of the first hoop and place the beanbag just outside the final hoop.

On a signal make the children chant Splish Splash Splosh Jump and begin to move through the hoops one following the next, so that the leader of the group will have jumped in all the hoops, and the person at the back will only have jumped into the first one.

As soon as the leader reaches the last hoop everyone stops, and the leader has to reach out to get the **bean bag** without getting out of the hoop and then throw it one by one back down the line. When it reaches the back of the line it has to be thrown back one by one to the front of the line. Nobody can leave their hoop, so if they drop the beanbag they must reach out to retrieve the beanbag. The winners are the team who throw the bean bag up and back down the line first.

(To give the people at the back a chance to do more jumping in the hoops reverse the teams.)

DRAMA EXERCISE

The Bear's Honeypot

Exploring listening and movement during sensory deprivation.

You will need: a
blindfold

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a small pot or jar

All children sit in a circle and one child sits in the middle pretending to be a Bear, blindfolded and guarding the pot of honey. It is important that everyone is silent during this game. The teacher points to a child who has to creep quietly towards the Bear and attempt to steal the Honey pot.

As soon the Bear hears any sound he/she must point to where they think it is coming from. If the Bear has pointed towards the child who is creeping towards the Honey then that child must sit down and it becomes the turn of another child.

If the Bear has identified another sound then the child may continue towards the Honey pot. If the child reaches the Honey pot and takes it before the Bear notices then the child can swap places and become the Bear.

REVERSE THE GAME

Still sitting in a **large** circle, blindfold the child who is seeking the Honey and then select a Bear. Ask the Bear to stand up and hold the Honey pot out in front of them. The Bear must make intermittent growling sounds, and the child seeker must follow the sounds to get to the Honey Pot.

Talk to the children about how they felt when they were blindfolded in both of the games. Ask the children who were watching what difference in movement they noticed between the seekers in the two games. **Talk to them about how this might relate to how you would hunt for a bear in a dark cave.**

MUSIC EXERCISE

Brainstorm as many different sounds that are heard in **We're Going On Bear Hunt** as you can. Invent as many new sounds as you can, thinking about the Forest sounds, the river sounds, the echoes in a cave and so on. Ask the children to choose one of the sounds they have tried out.

- a. Begin a simple clapping rhythm – clap clap clap silent clap clap clap silent.
Practice with the children so that they are confident about the silent beat.



- b.** Ask the children to insert their favourite sound in the silent beat altogether (lots of different sounds is fantastic, as long as they do relate to the play).
- c.** Alternate clap clap clap silent with clap clap clap sound until the children are really confident and all manage the silent beat.
- d.** Progress the exercise by asking each child to insert their own sound one by one, going round in a circle, but keeping the rhythm going.
- e.** Turn the exercise into a Call and Response by repeating the exercise, but this time getting the whole group to copy each child, so that effectively each sound is performed twice, once as solo, and once as a group, but always keeping the rhythm steady.
- f.** Ask the children to think of an action to go with their sound. Then play **b – e** again but this time with the movement.
- g.** Go back to the silent beat and play the game using the 3 claps followed by the actions in the silent beat but with no sound.

THINGS TO MAKE

Make a Snow Stick

You will need: **Ribbons or ribbons of white Crepe Paper (resembling streamers)**

White masking tape

Small sticks (plant supports or bamboo)

First cover your stick to make it white (use masking tape). Then attach between 4 – 6 1m lengths of crepe paper to one end of the stick, securing with sticky tape. Practise swirling with circles and figures of 8.



To make the snow storm look really professional set children in groups of 8, 4 in front and 4 behind but slightly offset so that the groups can move forwards and backwards without bumping into each other.

Make a Tree of Boxes

You will need: 4 or more boxes (shoe box size for smaller children)

Seal the boxes and make them rigid with sticky tape. Glue the boxes together, but adjust the angle of each box so that the shape is uneven and resembles a tree or a bush. Secure with packing tape.

When dry, paint or cover with green and brown tissue paper and glue.

Ask the children to try to carry the pile of boxes – they will wobble and have to move very carefully. Place in the hall space, and rehearse hiding behind and popping their heads out from the sides or above as in the show.

BEAR HUNT POST-SHOW QUIZ

Questions

1. Which character played most of the music in the show?
2. Lots of instruments were used in the show – how many can you remember?
3. Who played the baby?
4. How did the actors make a snowy mountain?



5. What were the trees made of?
6. How did the actors create a river?
7. In the Mud scene, what did they paint with?
8. There was one thing which all of the characters wore – what was it?
9. Each character had something special for hunting the bear? What did they take with them?
10. At the end all of the actors take a bow but the bear comes on too! How do they do that?

BEAR HUNT POST-SHOW QUIZ

Answers

1. Dog
2. Accordion, Guitar, Xylophone/Glockenspiel, Seed Shaker, Castanets, Woodblock, Cymbal, Windchimes, Egg Shaker, Car Horn, Whistle, Swanee Whistle, Bells, Triangle, Kazoo, Harmonica, Melodica, Zither, Violin.
3. The baby was a puppet. The Dad, the Boy and the Girl all helped to bring the puppet to life.
4. They hung a big white sheet over the boards at the back, and they swirled

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sticks with white streamers.

5. Cardboard boxes piled up.
6. They spread towels on the ground, then used blue buckets and filled them up with water.
7. They used their hands.
8. They all wore glasses.
9. Dad had a telescope, the Girl had a magnifying glass, the Boy had a net.
10. The Stage Manager wears the Bear costume for the final bow!

FURTHER IDEAS FOR THE CLASSROOM

A Teddy Bear's Picnic
NC DT

Build a Bear Den
NC Art, DT, Role Play, Science (Light & Dark)

Make a Map for your own Bear Hunt
NC Geography – Enquiring & Skills

Make a list of all the books you know with bears in
NPS

Watch Michael Rosen perform We're Going On A Bear Hunt (search **YouTube** Michael Rosen's – We're Going On A Bear Hunt) then make your own performance and record it using video software.



NPS – Using Multi Model Texts NC – ICT

Bear Songs

When Goldilocks Went to the House of the Bears

Once upon a Time in a Nursery Rhyme There Were 3 Bears

Teddy Bear Teddy Bear Touch Your Toes

The Bear Went Over the Mountain

Teddy Bear's Picnic

Grizzly Bear

Winnie The Pooh

Paddington Bear

The Bare Necessities

