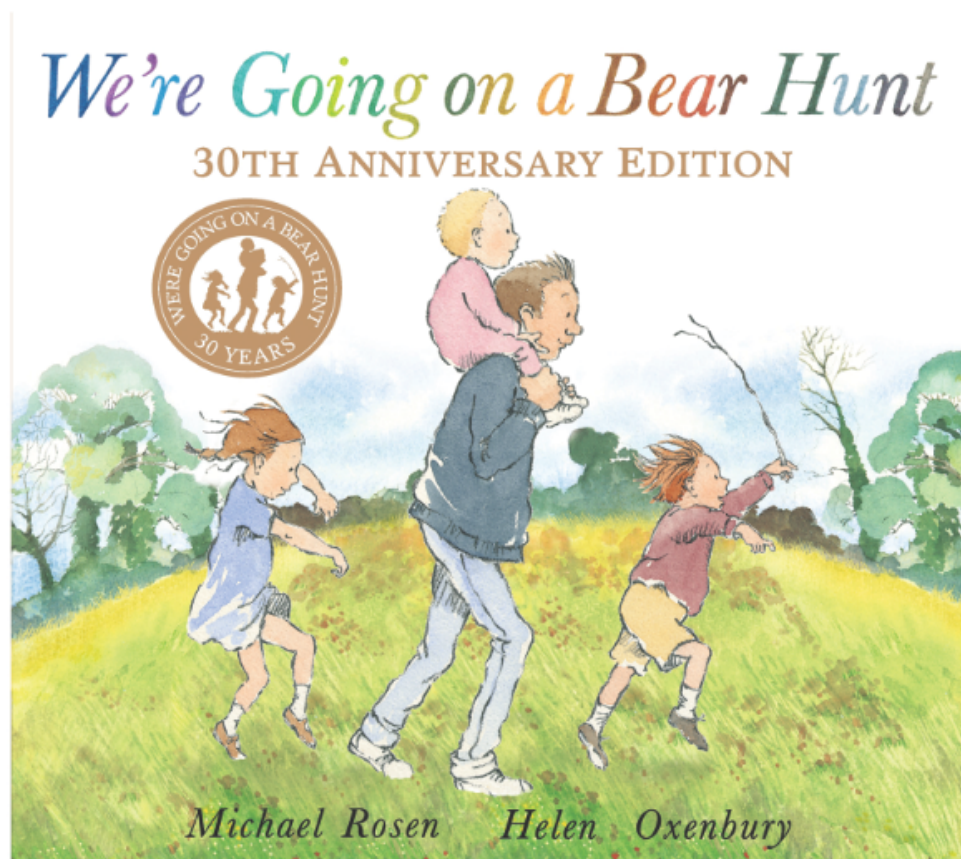


'WE'RE GOING ON A BEAR HUNT' BY MICHAEL ROSEN AND HELEN OXENBURY ACTIVITY PACK

For students aged 5+

PERFECT FOR: An exciting, imaginative adventure, perfect for exploring rhythm and pattern, performance and drama, considering different points of view and studying how an illustrator brings a story to life.

ACTIVITIES INCLUDE: Writing in role, writing a non-chronological report on a bear, drama and role-play, adapting and writing your own story, comparing texts using Venn Diagrams, thinking about the use of emotions, colour and sounds, adding actions to a story, planning your own bear hunt, freeze-framing scenes, Conscience Alleys, discussing obstacles in stories, creating 3D dioramas and more.





DISCUSSION QUESTIONS

For students aged 5+

1. Spend some time looking at the **front cover**. What can you see? How many people on the front cover? Where do you think they are? Do they look like they're having fun? Now, look at the back of the book. Who can you see? Who do you think this character is? What are they doing?
2. What do you think a **Bear Hunt** is? Why might the family be going on a Bear Hunt? What might it involve? Would you like to go on one?
3. As a class, read and enjoy the story. Now talk about what you **liked** about it and what you **didn't like** about it. Do you have a favourite illustration? Why is it your favourite? Is there anything you found puzzling or confusing? Does the story remind you of any other stories, films, songs or poems you show? Why?
4. Read through the story in small groups and think about what **actions** and **sounds** you could add to it. How can you show the 'long, wavy grass' and the 'swirling, whirling snowstorm'? What sorts of sounds might you hear along the way? Rehearse the story and then perform it, with actions and sounds, to the rest of the class. You might even wish to act out the story with puppets!
5. Look carefully at the family's **body language** and **facial expressions** throughout the story. Are they all enjoying the Bear Hunt all of the time? Are there any points in the story where a character might be feeling worried, anxious, fed up or scared? Why might they be feeling like this? What has happened to make them feel like this? How do you know?



DISCUSSION QUESTIONS

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6. How does the illustrator and author make the **cave** seem frightening? Which words and phrases are effective? How do the illustrations make the cave seem scary? Can you think of a list of words to describe the cave?

7. What might the family be **thinking** and **feeling** when they see the bear? Now, think about what the children might be thinking? Would it be the same as what the parents are thinking? Do you think they expected to find a bear? What would you do in their situation?

8. What do you notice about the **layout** of the illustrations and text when the family are running away from the bear? Why do you think they are set out like this? What effect do they have? How do they make you want to read the story?

9. Why do you think some of the pages in this book are in **black and white** and some are in **colour**? At what points in the story does the illustrator use black and white? How are the family feeling at these points?

10. Do you think the bear is **real** or is it something the family is **imagining**? Explain your ideas to a partner.



DISCUSSION QUESTIONS

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11. How do you think the bear feels at the end of the story? How do you know? What sort of colours are used by the illustrator? Why might this be? Where do you think the bear is going? **Do you think the bear will return?**

12. Spend some time reading and exploring 'The Tiger Who Came to Tea' by Judith Kerr. How is this story similar to 'We're Going on a Bear Hunt'? How is it different? Use a **Venn Diagram** to compare the two stories. Would you rather have tea with the tiger or join the family on their bear hunt? Why?

13. Look at some photographs and maps of **Suffolk**. Helen Oxenbury revisited the Suffolk landscapes of her childhood, including the fields and beaches she played on, as inspiration for her illustrations in 'We're Going on a Bear Hunt'. Can you recognise any of the places, settings and landscapes featured in the book?

14. What else can you find out about **Michael Rosen** and **Helen Oxenbury**? You might like to read some more of their other books, perform some poems written by Michael Rosen, or explore Michael's videos on Authorfy / his own YouTube channel, 'Kids' Poems and Stories with Michael Rosen'.



We're Going on a Bear Hunt





SUGGESTED ACTIVITY 1

For students aged 5+

BEFORE READING: READY, STEADY...GO!

1) What would you take with you on a Bear Hunt? (Have a class discussion).

2) Draw or write a list of equipment you might take with you.

Helpful Hint: You might like to think about what shoes you'll wear, what sort of coat would be best and even what colour clothes you could wear to blend in and camouflage.

3) Record your ideas in a table like this:

What I'd Take On My Bear Hunt	Why I'd Take it

4) Now think about **who you would take with you** on your Bear Hunt and why. Is one of your friends very brave? Do you have a pet that could join you or a family member that's good at solving tricky problems?

5) **Draw a picture** of them and write a sentence explaining why you'd take them on your Bear Hunt.

SUGGESTED ACTIVITY 2

For students aged 5+

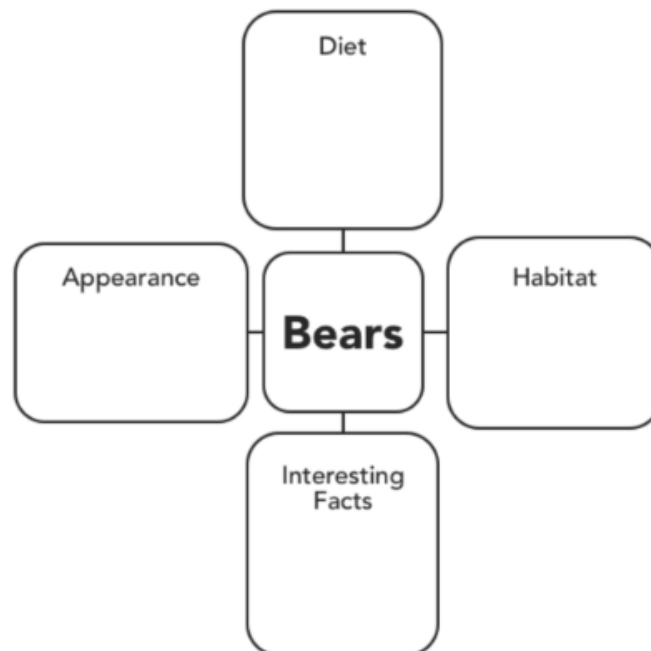
BEFORE READING: WHAT DO WE KNOW ABOUT BEARS?

1) What do you already think you know about bears? Do you know any other stories that have bears in them? **How are bears usually presented** in children's stories – are they friendly or scary?

2) **What does a bear look like?** The author describes the bear as 'one shiny wet nose', 'two big furry ears' and 'two big goggly eyes'. Can you use this information to draw and describe one?

3) What do you think bears **eat**? Where do they live?

4) **Research** bears around the world and make notes, using the below template.



5) Use your research and notes to **write a report** about a bear. Try to include a title, sub-titles, pictures and diagrams, a simple food chain to show what a bear eats, interesting facts and a quiz at the end to test your reader!



SUGGESTED ACTIVITY 3

For students aged 5+

DURING READING: WHAT SHOULD WE DO?

- 1) Stop at the part in the story where the family are about to enter the gloomy cave. **Do you think they should go in?** What might they find in there?
- 2) Continue and now stop reading at the part where the big bear jumps out at the family. **Freeze-frame** this scene in small groups and think about what the family's body language and facial expressions might look like. How can you make the bear seem frightening and menacing?
- 3) What should the family do? Should they run away, hide or stay? As a class, create a **Conscience Alley**. One side of the class should be voices persuading the family to run. The other side of the class should persuade them to stay. Take it in turns to play a member of the family walking through the alley of voices. How do you feel? When you reach the end of the alley, what will you do? Run? Hide? Stay?
- 4) Once you've completed the Conscience Alley activity, try writing a **paragraph** exploring your feelings and decision.



SUGGESTED ACTIVITY 4

For students aged 5+

AFTER READING: THE BEAR

- 1) Describe in **three words** how the bear feels at the end of the story and explain your word choices to a partner.
- 2) Write down some questions for the bear and carry out a **role-play activity**, where one of you answers as the bear.
- 3) What might the bear be thinking and feeling at the end of the story? Draw a big speech bubble and record its thoughts inside.
- 4) Now, imagine you are the bear and **write a diary**, describing your experiences of meeting the family. Think about:
 - How did they react to you?
 - Were you trying to frighten them and chase them away?
 - What was it like running through the snowstorm?
 - How did the snow feel on your paws?
 - Were you afraid in the dark forest? How did you feel when the family slammed the door on you?
 - Will you wait for the family or return to your cave?
 - Do you understand why the family ran away or do you think they're mean?
- 5) You could even **write your own version** of 'We're Going on a Bear Hunt', but from the bear's point of view, called 'I'm Going on a Human Hunt'!



We're Going on a Bear Hunt



SUGGESTED ACTIVITY 5

For students aged 5+

AFTER READING: WHERE SHALL WE GO NEXT?

- 1) Spend some time exploring the **structure** of the story. You could create a comic strip, story map or a series of freeze frames to order the events in the story.
- 2) Which words or phrases are **repeated**? Why might this be?
- 3) Think about how the story might **change** if the settings were altered – what might happen, for example, if the family lived in a busy, bustling city?
- 4) Spend some time as a small group or in pairs thinking about **another adventurous hunt** you might like to go on. Perhaps you might like to set off on a woolly mammoth hunt, or a hunt for an ancient Egyptian mummy, a flamingo, a mythical creature or even a creature you'd like to design yourself!
- 5) Now think about what **obstacles** you might face along the way – it could be an icy avalanche or the scorching desert sand or a raging river. What sounds might each of these obstacles make?
- 6) Use a shoebox to create a 3D diorama showing some of the settings in your book and use models or puppets to act out your new story. You might wish to **perform your story to the class** or write and illustrate your own version of 'We're Going on a Bear Hunt'! Finally, can you teach your new story to the class and perform it together?