

## *The Everywhere Bear*

by Julia Donaldson and Rebecca Cobb  
Adapted and directed by Peter Glanville

## Schools Activity Pack

Produced by Polka Theatre's  
Creative Learning Department



Dear Teacher/Parent

We do hope you enjoyed the show! Here are a few activities for you to do with your children after you have seen the performance. Most of these exercises are drama based and are good for developing speaking and listening skills.

Key  
Stage  
1

Polka and Little Angel Theatre's production of *The Everywhere Bear* was adapted for stage by Pete Glanville and is for children aged 3-6 years. The exercises in this pack are for Key Stage 1

## Notes from the Director

The Everywhere Where is a gentle story about a class of children who take home a toy bear each weekend and share photos of their fun times together. The new boy at school, Matt, accidentally loses the bear and the majority of the story focusses on the bear's journey and adventures. Finally, at a local library, they are reunited.

On reading the story, I was drawn by the theatrical possibilities of using puppetry and song, to guide us through the different environments and emotions. I also felt that this tale, which explores caring and loss, would resonate with younger children.

The illustrations by Rebecca Cobb, have been the main stimulus for the design of our production. In terms of adapting the story, I felt it was necessary to build a much stronger connection between Matt and the Bear. We see him ice skating and playing in the park with the bear. We also see how upset he becomes when he realises he has lost the bear. He is new to the school and has moved home, so his friendship with the bear represents finding a new friend. The story is gently told with memorable songs, film projection and lovely puppetry. It is a companion piece to Polka's adaptation of *The Paper Dolls*, also by Julia Donaldson and Rebecca Cobb.

## WARM UP GAMES AND ICEBREAKERS

The following Everywhere Bear themed games can help develop a range of skills with your class such as speaking and listening, turn-taking and teamwork.

### Getting to Know You Games

Matt is new to Class 1. It can be difficult when you are new to a place and haven't made any friends yet. The following games are very effective in encouraging children to work together, listen to each other and begin to forge friendships. If you have your own class "Bear", bring him/her into the activities as much as possible and reflect on how the Bear might be feeling or what they might be thinking throughout the sessions.

### Signal for Silence

Drama games and exercises are lots of fun and can sometimes be very noisy. It is important that we stop and listen when we need to, so tell the children that when you say "Claws for Pause" you want them to stand still like a statue of a bear, holding their hands up as bear claws. Repeat this a few times.

### Meet and Greet

Let's all move around the space and greet each other. Try your best to say "Hello" to everyone in the room. Give the children 20 seconds, counting down out loud so they know when to finish. Once you reach 0, call "Claws for Pause". Whilst the children are frozen in the bear statues, tell them you are going to give them 20 seconds to greet everyone again but this time they can't talk, they must greet each other in more creative ways. You can suggest waving as an example of this and ask them for some more suggestions which might include high fives, fist bumps, hugs, hand shake, smiling. Encourage the children to use as many of these greetings as possible and to try and make eye contact this time.

### Knowing Names

When we meet people for the first time, it is important to learn each other's names. Sitting in a circle pass the Bear around and when you are holding the Bear it is your turn to say your name. Say "Hello Bear, hello everyone. My name is..."

### Big Bear

It can sometimes take a little while for children to get into this game as it requires fast thinking, but they do improve quickly if you keep trying it with them. Ask the children to stand in a circle and explain the rules of the game (as below). Make sure that you are being very clear and precise and that you move around as you speak to demonstrate to the children how it works. One person starts by saying the name of the person they are going to ('JOE') and then moving towards them like a big scary bear! (encourage slow, exaggerated actions and loud sound effects) Before the bear reaches 'Joe', Joe must say someone else's name and move towards that person like a big scary bear. If you don't say the next name quick enough, the bear will eat you up! If eaten, you must then take the place in the circle so that there is constant movement.

## Fruit Bowl

Children begin in a circle. Label the children with a type of fruit. Choose 4 or 5 types– banana, apple, cherry, strawberry, pineapple. Repeat the sequence until every child is labelled with a fruit. To check they remember and as a practice call out each fruit and get the students to raise their hand when their fruit is called. Now explain that you will call out a fruit and those who are that fruit must switch places. If you call out "fruit bowl" everyone moves.

## The Sun Shines On

This is an extension of Fruit Bowl. You may wish to start by thinking of some statements before playing the game so children do not feel embarrassed/ exposed. You could ask everyone to think of their favourite colour, book, things to do for fun. Sit on chairs in a circle. There is one person who does not have a chair. This person stands in the middle and says "The sun shines on people who (choose an attribute that more than one person, including the person saying it, in the room has, e.g. have blue eyes; are wearing red; have a sibling etc).

## Tongue Twisters

Tongue twisters are a great way to warm up the voice, practice speaking clearly and develop language. Break the sentence down and ask the children to repeat it after you slowly and clearly. Once the children are comfortable with the whole sentence you can practice saying it in with different emotions and expressions ie; happy, sad, slow motion, fast forward. "The Big Black Bear Wears Big Brown Boots"

## Pass the Emotion

Sitting in a circle explain that we are going to send a feeling around to the person sitting next to us. Start by sending a smile. You can then send some of the other emotions that the characters in the play experience:  
Happy, Sad, Excited, Scared.

## Bear Steps

Choose one volunteer to stand at the opposite end of the classroom. This person is the Bear. The rest of the group stands in a straight line as if about to compete in a race. The person playing Bear stands with their back to the rest of the group who must slowly creep towards Bear and when they get close enough, they should touch the Bear gently on the shoulder. Whenever the Bear turns round (approximately every 3-5 seconds) the rest of the group must freeze. If the Bear sees them move at all, the children must go back to the start line. Once someone has touched the Bear on the shoulder, they become the Bear taking the place at the end of the room.

## EXERCISES

### Buzzy Bees

Ask the group to buzz around the room like bees. After a few seconds, shout 'FREEZE'. Ask the children to freeze as different characters from the play i.e. Everywhere Bear, Matt, Solomon Shriek, Mrs Bishop, cat, mouse. This will encourage pupils to use their imaginations and deepen their understanding of the characters from the performance. Ask each statue to tell you who they are and why they are standing in the chosen pose eg "Why would Mrs Bishop stand with her hands on her hips?"

### Frozen Pictures

Freeze frames are a quick and effective way to start a drama session. Participants create an image using their bodies – with no movement. Freeze frames can be made by individuals, small groups or even the whole group. A good way to explain a freeze frame (also known as still image) is that it is like pressing the pause button on a remote control, taking a photo or making a statue. It is a good idea to practice doing a whole group freeze frame first i.e. The Beach. Suggest things we might see at the beach such as someone swimming, playing catch, eating ice cream, sunbathing. Once everyone has created their part of the freeze frame, split the class into groups of 4 and ask them to create freeze frames for 3 moments in the story. Do this one freeze frame at a time. For example, Matt dropping the Everywhere Bear, Everywhere Bear in the sea, Class 1 finding Everywhere Bear.

### Group Environment

In a group you decide on an environment (i.e. the sea), then one by one the children dive into the sea and create one object/ character that might be there. Each subsequent child that enters must add to the picture so it is filled with characters or objects from this part of the story. Examples include fish, fishermen, Everywhere Bear, seaweed.

### Soundscapes

First, ask everyone in the group to close their eyes and imagine what it's like to be flying through the sky like Everywhere Bear and Solomon Shriek. In particular, ask them to think about what sounds they might hear there. Tell them that, in a moment, you would like them to make one of these sounds; this could be vocal, or made using the body or the floor. When you give the cue, ask everyone to make their sound and to keep repeating it until you tell them to stop.

### Move Like Matt

Ask the children to walk silently around the space. Encourage them to be aware of their surroundings and to be careful not to bump into each other. Ask them not to walk in circles but to try and fill the whole space. Introduce the instruction "stop": children freeze their bodies in place. Then, introduce "go": children continue walking. Rehearse these instructions until they are understood. Next, introduce "jump": children make a small jump in place, as bodies are able. The final instruction is "clap" where children must try and do one clap all at the same time. Once all the vocabulary and responses are clear play the game by alternating through different instructions. Now that the children are confident with the instructions, encourage them to

think about how Matt walks to school. Using some examples from the performance, ask the children to move around the space like Matt i.e. stomping, like a zombie, hopping on one leg, careful not to step on any cracks, quickly, very slowly, like a robot.

## Cat and Mouse

Matt is distracted by a cat who is chasing a mouse. In this game the cat and mouse chase each other through an ever-changing maze. This takes a bit of time to set up and is more suited to children aged 5 and 6 years.

Two players are chosen to be the cat and mouse. Everyone else makes a maze for them to run through by standing in a grid layout. For example, if you have a group of fourteen players, two people will be the cat and mouse, leaving twelve people to make the maze. If you have uneven numbers the rows can vary slightly in length. Everyone in the maze starts by facing in the same direction. They all hold their arms up in a T-shape, thus creating several rows. Now you need to practice changing from rows to columns. When you call "Change!" everybody in the maze turns 90 degrees to their right and by doing so they create columns instead of rows. When you call "Change!" again they should turn back to their original position. They hold their arms up the whole time. The cat starts off in one row and the mouse in another and the chase begins. If the cat manages to get into the same passageway as the mouse the leader can call "Change!" so that suddenly the cat is in a different row or column. After a while you should let the cat catch the mouse, otherwise you will have two very tired players. At this point a new cat and mouse are chosen. Don't play the game for too long as everybody's arms will start to ache!

## Mrs Bishop's Fish Shop

Each child should colour in the fish template at the end of this pack. Once they have done so, encourage the children to work in pairs. One child will be Mrs Bishop working in her fish shop. The second child is a customer called Cerys. Cerys buys the 2 fish (coloured in templates) from Mrs Bishop. This is a role play exercise that will enable child to develop confidence in speaking and responding. You can develop this by including the price of the fish and using pretend money so the children have to work out how to pay and if there is any change to give. This would be suitable for slightly older children.

## The Rubbish Tip

Ask children to bring in recyclable packaging/ objects from home (bottles/egg boxes/yoghurt pot/cereal boxes). Place the objects in an interesting formation in the space. It may look like a heap of rubbish at the tip. Each child should have one object to hold. They choose their favourite from the pile and use their imaginations to bring it to life. Give it a voice, way of moving. You could draw faces on the objects which may help to bring them to life. Give them a name and see how they interact with the Everywhere Bear.

## Teddy Bear Picnic

To celebrate the Everywhere Bear being reunited with Class 1, let's throw a party! Each child can bring a bear from home, or borrow one from school. Sit on a big blanket in a circle, each child can hold their bear in their lap or can sit it down next to them. This is the perfect time to read The Everywhere Bear book again. Encourage the children to use the props that they have made in the story i.e. the fish from Mrs Bishop's Fish Shop and the objects and characters they

created from the rubbish tip. Ask the children to think about their favourite part in the story and to tell us why they enjoyed that bit.

### Everywhere Bear Adventure Diaries

Create a diary for each child. This can be a blank scrap book with Everywhere Bear Adventure Diary written on top. Invite the children to take their diary home with them and draw pictures or write about all of the adventures they have with their Bear. You can ask them to bring their diaries back after each weekend and share their work with the rest of the class. Macmillan publishing have kindly allowed us to include the art work from the book in this pack so please do encourage the children to complete the activity sheets below.

Julia Donaldson

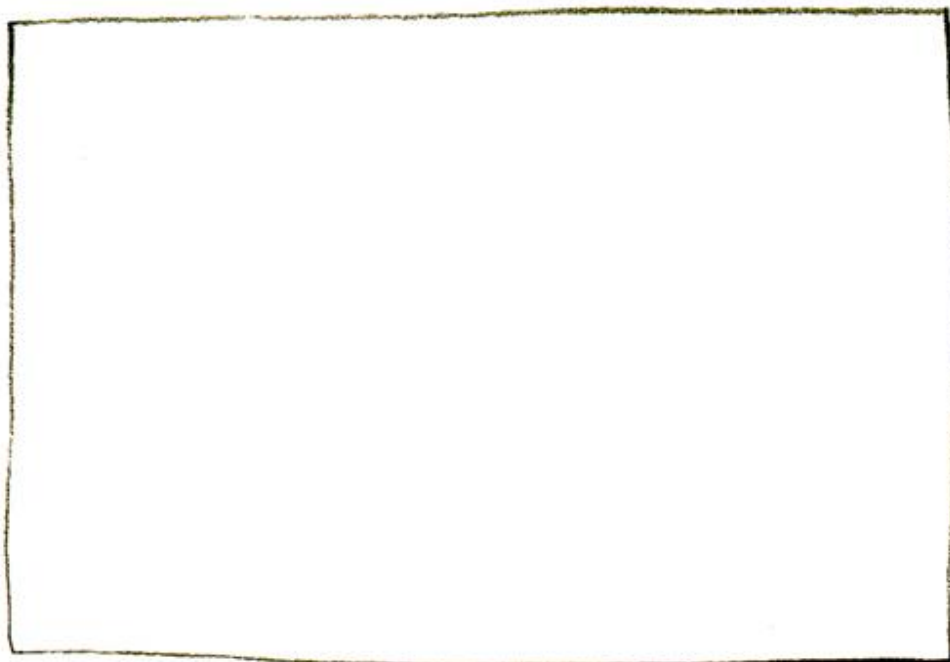
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Rebecca Cobb

# Everywhere Bear

The Everywhere Bear is about a class bear and his adventures.  
Do you have a class bear or a favourite bear?

Draw your bear beneath and write about his adventures?



What is the most exciting adventure your bear has ever had?

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Has your bear ever been in a tricky situation like the Everywhere Bear?

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Where do you think your bear's favourite place is?

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The

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# Everywhere Bear

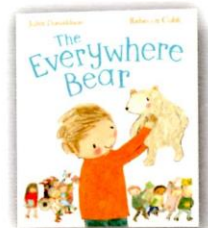
Can you colour in The Everywhere Bear?



*The Everywhere Bear has a home on a shelf  
But he doesn't spend very much time by himself,  
For each boy and girl in the class is a friend  
And he goes home with one of them every weekend.*

  
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Fish to be sold in Mrs Bishop's Fish Shop.

