

# Bears

By Shirley Sydenham & Ron Thomas

## About bears

Bears are big, furry mammals.

There are eight different species (kinds) of bears.

Each kind of bear is found in different parts of the world, and have adaptations to suit the climate and habitat in which they live. Adaptations are special features or habits that help them survive in their habitat.

While each kind of bear is different from the others in some ways, because they are in the mammal group of animals they do have a number of things in common.

The eight species of bear are:

- American black bear
- Asian black bear
- Malayan sun bear
- Spectacled bear
- Brown bears
- Giant panda
- Polar bear
- Sloth bear

## What are mammals?

To start off, find some information about this animal group that includes bears:

**<https://www.kidcyber.com.au/mammals>**

**<https://www.ducksters.com/animals/mammals.php>**

• Make a list of the features that all mammals have. Include examples of animals that are mammals.

• What do bears have in common?

From any one of the bear pages in kidcyber, find the things that are the same in all bears.

Each of the eight species can be found in the Animals index:

**<https://www.kidcyber.com.au/animals>**

## Adaptations

Among living things within a habitat there is competition for food, water, sunlight and space. Animals and plants have, over much time, developed special features such as body parts, colouring or covering, or behaviours (the actions of an animal) in order to survive in their habitat. This is called **adaptation**. If a habitat changes drastically, species must adapt or they won't survive. Dinosaurs are an example of this.

### Find out about adaptations that each bear species has to suit their habitat.

Write your information in brief note form under each research question, using another sheet of paper. There should be 8 notes under each question.

Even though brief notes are asked for, a one word answer is generally too brief: for example, 'fur' is not enough because they all have fur, so a bit more detail is necessary.

1. *How does each kind of bear stay warm/cool?*
2. *What other adaptations help them survive in their habitat?*
3. *Do they hibernate? If so, how and where?*
4. *Where and when do females give birth?*

Some sources of information:

<https://www.kidcyber.com.au/animals> (each is listed alphabetically)

<https://study.com/academy/lesson/black-bear-adaptations-lesson-for-kids.html>

<https://study.com/academy/lesson/brown-bear-adaptations-lesson-for-kids.html>

<https://polarbearsinternational.org/polar-bears/adaptation/>

<https://www.theanimalspot.com/sunbear/>

<https://animalcorner.org/animals/spectacled-bear/>

<https://www.nathab.com/know-before-you-go/asia-the-pacific/india/wildlife-guide/sloth-bear/>

<https://study.com/academy/lesson/giant-panda-adaptations-lesson-for-kids.html>

Use the **world map** on page 14 to mark the places where each species is found in the wild. An animal's **range and distribution** is how spread out they are within a location. Use a different colour for each species.

## **Watch some videos about bears**

We get information in different ways.

Videos can give us information as well as the chance to see them move and watch some of their behaviours.

Videos with lots of information about all eight species:

**<https://www.youtube.com/watch?v=54CDgurNMSI>**

**<https://video.nationalgeographic.com/video/animals-source/101-videos/0000016c-25c1-d99d-af7c-27f3455a0000>**

It is fairly rare for a brown bear to be white. They are known as 'ghost bears', and the First Nation peoples never hunted them.

This video shows a ghost bear mother teaching her cubs how to hunt for food. Her cubs are brown because the white fur is a rarity that does not get passed on through birth.

Unusually, another ghost bear comes along and the mother bear chases him off.

**<https://www.youtube.com/watch?v=54CDgurNMSI>**



## Research... can you bear it?

Choose *one* bear species to find out about.

Write down everything you already know about this kind of bear, then write a few questions about things you don't know that you need to find out about. These are your research questions. You can group similar questions together: for example, 'what colour is the xxx bear?' can become part of a bigger question about the bear's appearance.

Your research questions might look for information about:

- Where they are found in the wild and details about habitat
- Appearance and behaviours
- Diet
- Predators
- Life cycle
- Conservation status and any conservation action

### Sorting

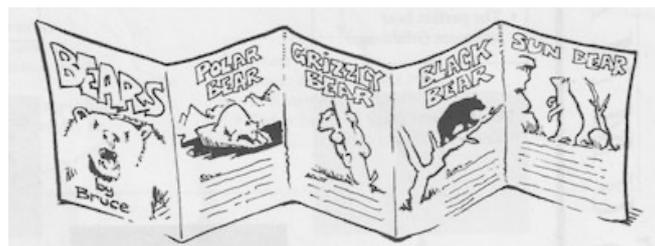
Sort information as you go: as you find information make notes under the question it relates to. Note the source of the information.

### Resources

On <https://www.kidcyber.com.au/animals> click on the kind of bear you have chosen. At the bottom of each bear page there will be more information sources. You may also use a search engine to find more information: type in 'information for kids about xxxxx bear' and search some of the results.

### Applying your knowledge

Change your notes into sentences and group them in paragraphs. Find illustrations or diagrams to go with the text. Make a book about your bear, or a concertina of information.



## Compare and Contrast (similarities and differences)

Compare the bear you researched with one other kind of bear.

BEAR: \_\_\_\_\_

BEAR: \_\_\_\_\_

**HOW ARE THEY THE SAME?**

**HOW ARE THEY DIFFERENT?**

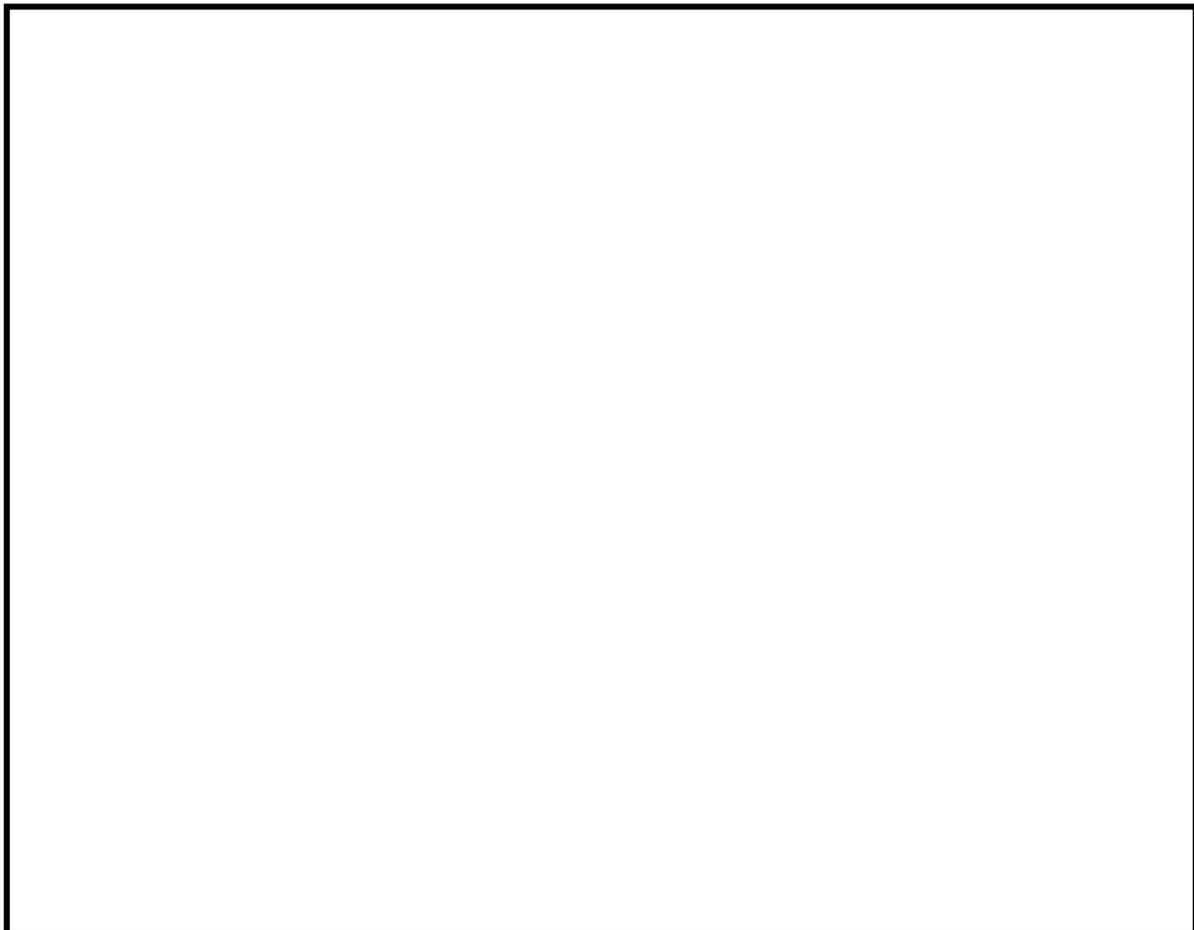
## A Bear in the Zoo

Imagine you are a designer at a major zoo. You will design a perfect zoo enclosure for the bear you researched. Use your knowledge about the bear's natural habitat and its behaviours as you make your design .

While the habitat should resemble the wild habitat, remember that you need to include zoo features such as an off-display area where the bears go while the display area is cleaned, or when food treats are hidden for them to find, or when the gardening staff go in to trim branches or plant plants. Animals often go into the this area for the night. The off display area needs to be very secure so the bears don't escape or endanger keepers and others.

What features does the display area need? While the bears need quiet places to rest or shelter, zoo visitors do want to see the bears some of the time. Is there a special viewing area?

**Draw your labelled design here:**



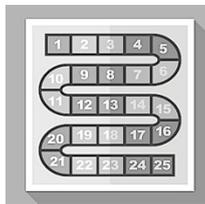
## Bear Games

Make some games about bears.

### Board Games

Make a board game about bears, for example, a hike through the woods with bear encounters or being chased by a bear. Alternatively, you could develop the story of the three bears into a board game.

Your game must include all parts needed (pieces, cards, dice, board) and written instructions on how to play the game so that others can play it. Play the game with your family but they should follow the written instructions so you can see how well you explained.



### Card Games for 2,3 or 4 players

*Rabbit* : Make 49 cards: all are in pairs except for one odd one (a rabbit). Each pair will have something to do with, for example: 2 polar bears, 2 spectacled bears, 2 bear cubs, 2 fish, 2 paws, 2 berries and so on. The pairs can be 2 pictures or a picture and word.

How to play:

The cards are all dealt face down to players, even if some have more cards than others. Keeping the face of their cards hidden, each player in turn offers their hand of cards to the player to their right, who picks one and looks at it. If the card makes a pair with one of their cards, they can put down the pair on the table. They then offer their hand of cards to the player on their right.

The game continues this way until all the cards have been put down on the table... except for the rabbit, which has no pair. The person left holding the rabbit loses the game.

You can make bear card games based on other games you know, such as snap or concentration. Again, test the games by playing them with your family.

## Teddy Bears

Stuffed toy bears have been around for more than a hundred years, since early last century. They remain one of the most popular toys.

Find out about how they became known as teddy bears

[http://socialstudiesforkids.com/articles/cultures/teddy\\_bear\\_history.htm](http://socialstudiesforkids.com/articles/cultures/teddy_bear_history.htm)

<https://carnegiemnh.org/history-of-teddy-bears/>

Read about the history of teddy bears.

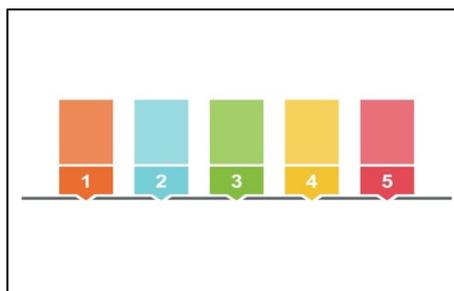
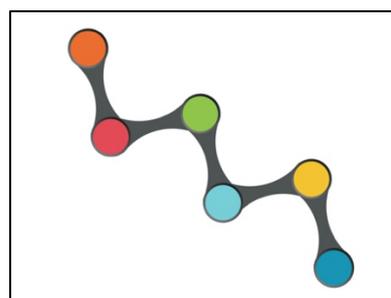
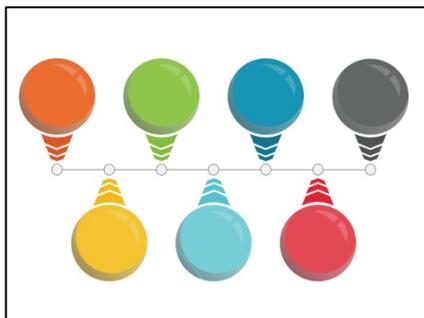
<https://www.insider.com/teddy-bears-through-the-years-2018-9>

<https://yours-magazine-ncyx.squarespace.com/travel/whats-on/articles/celebrate-teddy-bear-day-with-these-fun-facts>

## Teddy Timeline

Make a timeline to illustrate how teddy bears developed over the years. A timeline is a line that shows the time and order of a number of events.

Here are some examples of timeline layout that you can use or that will give you an idea of your own layout. In the examples there is just sample text. You will write your own, and replace numbers with years.



Give your timeline a title.

Timelines read from left to right starting with the earliest year or period and moving on to the right. You may use more numbers than the sample formats.

## Goldilocks and the Three Bears

Do you remember this fairy tale? Watch a video to refresh your memory!

[https://www.youtube.com/watch?v=qOJ\\_A5tgBKM](https://www.youtube.com/watch?v=qOJ_A5tgBKM)

The story is told *about* the girl and the bears. It tells about she, he, them. It is a story written in the third person.

However, imagine the story told by Goldilocks or by one of the bears, that is, in the first person, using words like I, me, my. Would the story be exactly the same?

What sorts of things might Baby Bear say?

Or Mama and Papa Bear?

What might Goldilocks' version of the story be?

**Write one version of the story.**

## SCAMPER

This is a thinking exercise that invites you to be as zany and creative as you like! This one is about changing the story of *Goldilocks and the Three Bears*.

Each letter of the word is *one* way to change one detail of the story. Think about how each of your choices would affect the whole story!

**S: substitute** (example, change bears to tigers)

**C: combine** (example, combine with another tale. The bears' house is gingerbread)

**A: adapt** (example, what if it had been too rainy to go out?)

**M: modify** or **magnify** (example, Goldilocks tidied the house OR broke *all* the furniture)

**P: put to use** (example, how could Goldilocks better use her curiosity?)

**E: eliminate** (example, there is no Baby Bear)

**R: reverse** (example, what if Goldilocks didn't enter the house uninvited)

## Write a play

Use some or all of your SCAMPER changes to make up a play.

When you write a play, you are telling a story using what the characters say. Explanations or descriptions are generally made by the characters.

The setting out, or format, is also different from a story.

The characters are listed at the beginning, often with a bit of description about what they are like, such as old, or excitable. *For example:*

Goldilocks, a girl with curly blonde hair. She is a very nosy person.

Papa Bear, a big, fierce bear with a deep voice.

...And so on....

At the beginning of a scene (or section of a play) there are stage directions so actors know where they are and what they can do.

*For example:*

**Scene 1**

*The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.*

Lady Montague:        Try as I might, I simply cannot get this blessed melody right!

Lord Montague:        You are trying too hard, darling. Relax, look at the notes and let your fingers find their way to the right notes. Stop trying to get it right. Just feel the music.

Lady Montague:        *(pushing a strand of hair from her face wearily)* Yes. Perhaps you are right.

In the example the character names show who is speaking.

The word in brackets are further stage directions for the actor that also indicate how their voice and body should be - in the example Lady Montague would sound and look tired and discouraged.

## Myths

Myths are old stories that long, long ago storytellers told. They often tell about things that people saw but couldn't explain.

Watch an example of a myth: 'How the tiger got his stripes':

**<https://www.youtube.com/watch?v=qefzrF-C9VM>**

Do you think that is *really* how bears got their stripes?

Think about features and habits of different bears, such as climbing trees, fishing in the river, particular markings, big claws.

**Make up your own bear myth.**

**Make a graphic story: a story told in pictures like a comic book.**

Plan your myth here:

# World map

