



Disney's
**BROTHER
BEAR**

study guide



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Teachers' Notes

This digital study guide uses themes and issues from the film Brother Bear as a basis for further study in the following key learning areas:

Literacy, Science, Geography, Environmental Studies, Information Communication Technology and Personal, Social and Health Education.

The curriculum links for each activity are outlined at the beginning of each section. All activities can be adapted for children between ages 5 - 11.

Film Synopsis

Directors: Aaron Blaise / Bob Walker

Producer: Chuck Williams

Voice talent: Joaquin Phoenix, Jeremy Suarez, Jason Raize

Songs: Phil Collins

Score: Mark Mancina, Phil Collins

The powerful and playful bond between brothers, and man's bond with nature, are explored with great drama and comedy in Walt Disney Pictures' exciting new animated tale of brotherhood, bears and breathtaking outdoor adventure. Driven by six great new songs from Academy Award® winner Phil Collins (including a sensational performance by legendary singer Tina Turner on the Collins-composed tune, 'Great Spirits'), the film follows the incredible adventures of a young man named Kenai who is transformed into a bear. From his new perspective, Kenai discovers the world through the eyes of another as he is befriended by a bear cub named Koda, has a hilarious encounter with a pair of misguided moose, and finds himself pursued by his own sibling. A colourful cast of animals adds to the fun and excitement of this third motion picture created by Disney's Florida Animation Studio (Mulan, Lilo & Stitch). Phil Collins' music (his first film effort since Tarzan) and score (co-composed with Mark Mancina) gives this film a joyous and entertaining rhythm that highlights the action, comedy and emotion.



Film Certificate: to be confirmed

UK release date: December 5, 2003



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WWF-UK, The Global Environment Network

When a species is in danger, it is a warning that all is not well in the environment in which it lives. Sometimes natural disasters have an effect on animal populations, but all too often, animals are put in danger because of human actions. Increasing demands on natural resources, and the growth in human populations have put enormous pressure on fragile habitats – with disastrous consequences for many animals. It is vital that we take action now if we want to ensure a healthy planet for future generations of animals and people. Discovering more about the wondrous variety of life, and appreciating it through films such as *Brother Bear*, is a step on that journey.



Polar Bears

WWF is best known for its programmes to protect endangered species such as Brown bears like Koda and Sitka through preserving the habitats in which they live, but this is just the tip of the iceberg.

Working directly to protect animals such as the bears from illegal hunting and other threats is an essential short-term measure to ensure their survival and can bring quick results. However, urgent action is also needed to protect and manage the spaces in which these species live – such as forests and wetlands.

However, species and habitats are often threatened because of human consumption of natural resources. For example, the Brown bear is under threat in areas of Europe due to poaching, habitat fragmentation due to road construction and destruction of their territory due to logging and forestry clearance. Forests are destroyed to satisfy our need for timber products, and our growing consumption of fossil fuels contributes to climate change, which is one of the greatest threats to species such as polar bears, habitats and people.

Working at all levels

WWF is unique in its ability to work at these levels. It funds and manages projects throughout the world to protect endangered species from poaching and other immediate threats. However, it also works with local people, governments and partner organisations to ensure that vulnerable habitats are not lost or degraded through neglect or exploitation.



Sun Bear

At the same time, WWF is constantly looking for new ways to use its influence to effect positive, long-term change. Working with governments and other policy-makers, it helps secure new legislation to protect species and habitats, to reduce threats such as pollution and deforestation, and to promote development that is both fair and sustainable.

Education

WWF believes that education has a key role to play in helping people to recognise the need for sustainable and careful use of natural resources and to take action. It is therefore working with schools and other education institutions, with local government and community groups and with business and industry. Its work includes resource production, ICT based projects, training and institutional development programmes. For further information about its education based work please visit www.wwflearning.co.uk or phone 01483 426444.

WWF takes action to:

Conserve endangered species

Protect endangered spaces

Address global threats to the planet

By seeking sustainable solutions for the benefit of people and nature



1. Bear Essentials

Teachers' Notes

Curriculum links:

Literacy – Non-fiction reading comprehension and writing composition

ICT – Finding things out

Science – Life processes and living things

Geography – Environmental issues

Duration: Two lessons

Background information on Bears

There are eight species of bear; the Brown (or grizzly bear – like the ones in Brother Bear), Asiatic black, American black, polar, sloth, sun, spectacled and the giant panda – though scientists are still debating whether the giant panda is a bear or a racoon. Bears occupy a wide range of habitats and their diet varies according to the time of year and where they live.

The Brown bear lives in parts of western Europe, Siberia, Japan and North America.

The Asiatic black bear lives in central and eastern Asia and is particularly threatened by trade. Also known as the moon bear, it has a distinctive crescent-shaped mark on its chest. The American black bear is the most abundant – the population now numbers more than half a million.

Too much hunting used to threaten the polar bear. However, in 1973 WWF and the World Conservation Union persuaded the Arctic nations to sign a convention to control hunting and promote scientific study. Since then, polar bear numbers have risen from fewer than 10,000 to 40,000 today.



Giant Panda

However, no more than 10,000 sloth bears survive in India, Nepal and Sri Lanka. The sun bear from South-east Asia has probably always been rare. It loves honey and has a yellowy-orange mark on its chest. The spectacled bear is named after its eye markings. No-one knows how many exist in the Andes in South America.

There are only 1,000 giant pandas left in the world, all of them living in China.

Current threats and problems

In some parts of the world, extracts from bears are used in medicine and even in food. Not only that, but live bears (quite often cubs) are captured to be sold as dancing bears.



Sloth Bear

What WWF is doing

In addition to habitat restoration, fighting this illegal trade takes up the greater part of WWF's work on bears. It funds anti-poaching units and campaigns to encourage people not to use bears for medicine or food in areas where this is illegal.

Activity Notes

Children could spend one hour preparing a talk on bears in order to feed back to the rest of the class the following week. A group evaluation could take place to decide which talks presented the information most effectively and why.



1. Bear Essentials Children's Worksheet

In pairs, do some research on the internet and in the library into bears and then prepare a two-minute talk on the state of the world's bears. Make sure you include information on the following bears: the Brown (or grizzly – like the ones in Brother Bear), Asiatic black, American black, polar, sloth, sun, spectacled and the giant panda.

Use these sub headings to help you organise your talk:



Different species of bears



Threats to bears



What WWF is doing to help bears



Giant Panda



Brown or Grizzly Bears



Sun Bear



Spectacled Bear



Polar Bears



American Black Bear

Use these websites to help you:



www.wwflearning.co.uk



www.bears-bears.org



www.grizzlydiscoveryctr.com



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2. From Teddy Bear to Brother Bear Teachers' Notes

Curriculum links:

English/Literacy – Creative writing composition

Art and Design – Exploring and developing ideas

Duration: Two lessons

Extract from Wanted Alive! – Bears in the Wild, a 1999 WWF Species Status Report written by Elizabeth Kemf, Alison Wilson and Christopher Servheen. (1999, WWF)

Bears in history and culture

Historically, and even today, the bear symbolises rebirth and renewal, healing power and strength, protection and kinship. Wherever bears live, rituals have been observed in close association with these animals.

Cities have been named after them including Bern and Berlin, and they are common in the coat-of-arms of many European administration units. The grizzly bear was emblazoned on the state flag of California in the US.



Millions of children around the world are tucked into the comfort of their beds each night clutching the symbol of security and warmth, the teddy bear. Parents read them stories about Winnie the Pooh, or Baloo, the bear from The Jungle Book. They nod off to sleep listening to variations of fairy tales including Goldilocks and the Three Bears.

In the twenty-first century it is to be hoped that conservationists and rural people will cooperate closely to help maintain the special place that bears hold in our lives as a means of livelihood, as symbols in our homes and spiritual sites, and as essential parts of the last wild places where they struggle to survive.

Activity Notes

In preparation for the story writing exercise, lead a group discussion on the place of bears in our culture. Ask children to bring in their own teddy bears if they have them. Discuss why bears are so important to us and why so many books, television programmes and films like Brother Bear use bears as the main protagonists.



Brown or Grizzly Bear



Piglet's Big Movie



Jungle Book 2



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2. From Teddy Bear to Brother Bear Children's Worksheet

On a separate piece of paper, draw a picture of all the famous 'bears' you know from television, books and the cinema.

In the film *Brother Bear*, the hero, Kenai is transformed into a bear by the Great Spirits. Imagine that the same has happened to you. Write a story about your adventures as a bear.



Use these headings to plan your story:



My name as a bear will be...



When I was transformed into a bear, it felt like this...



My first sights, sounds and smells as a bear were...



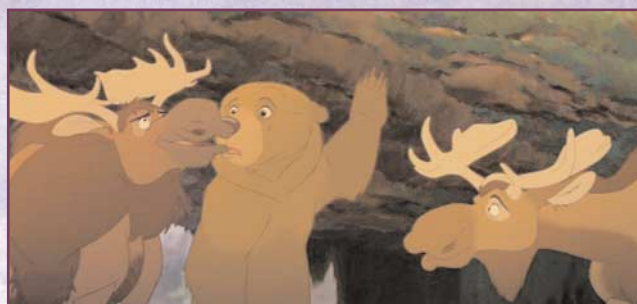
When I was a bear, I met the following animals...



When I was a bear, I had this adventure...



These are the things I learnt when I was a bear...



3. Natural History of Bears

Teachers' Notes

Curriculum links:

Literacy – Non-fiction reading comprehension and writing composition

ICT – Finding things out

Science – Life processes and living things

Geography – Environmental issues

Duration: One - two lessons

Bears belong to the order Carnivora. A typical member of the order possesses a pair of large blade-like teeth in each jaw which have developed for shearing and tearing meat.

All bears have large heads and heavily built bodies, short limbs and short, stumpy tails. Like humans, they walk on the soles of their feet rather than on the tips of their toes like other Carnivora. All bears have five digits on each limb and each digit has a long curved claw.

The Brown Bear

The bears featured in the film *Brother Bear* are Brown or Grizzly bears. The most widely distributed species, the Brown bear occurs in the northern hemisphere in Europe, Eurasia and North America. Large males weigh more than 400kg, are about 2.8m long and stand about 1.5m at the shoulder.

Sight

Bears have good eyesight and colour vision. As most bears are active at night, their eyes are specially adapted for night vision.

Hearing

Bears have better hearing than humans and, like dogs, are more sensitive to high-pitched sounds.

Smell

Bears rely on their sense of smell more than any other sense. It is believed that their sense of smell is even better than dogs. They use smell to find food, mates, to identify each other and their young and to avoid danger. Bears are often reported to travel for miles in a straight line to reach some food that they have smelt. Bears use this keen sense of smell to communicate with each other. By leaving their scent on trees and vegetation, they are letting other bears know that they have been there.

Behaviour

Bears are intelligent, have good memories and are curious animals. They usually live on their own, coming together only during the mating season. New born cubs stay with their mothers for 2 – 3 years.

They have generalised food habits and while their diet varies from region to region, berries, nuts and other fruits, and a variety of other plant parts usually make up over two-thirds of their daily intake. Brown bears are capable of killing mammals as large as moose and reindeer but do so only occasionally, generally when they find a very young or sick individual.

Wild Brown bears may live up to thirty-five years. Mating takes place between May and June and the cubs, weighing only about half a kilogram, are born from January to March.

Alaska and Canada still have healthy populations of Brown or Grizzly bears. Thanks to 'salmon runs' – seasonal migrations of spawning fish up coastal rivers – and to the gentler maritime environment, grizzlies are found in particular high densities on the Alaskan and British Columbia coast and offshore islands.

Conservation threats and issues

In North America some 40,000 Black and Brown bears are killed annually under legally licensed systems. Between 1991 and 1993 an average of 433 Brown bears were killed legally each year.

Bear Conservation and WWF

WWF-Canada has been instrumental in the development of new protected areas for Grizzlies and other large carnivores. In May 1998 WWF-Canada's President, Monte Hummel, made a formal appeal to the Ontario government to end the spring bear hunt and ban the use of dogs and bait in the autumn hunt.

Threats and status

Grizzly bears are threatened by destruction of forest habitat due to man's activities. In many countries they are hunted for sport or as pests. There are around 150,000 left in the wild.

Threats to bears

All eight species of bears are under threat all over the world – mainly from humans. The main threat is the destruction of their habitat, but bears are also caught from the wild for zoos and circuses, killed for their furs, meat, gall bladders and paws and used in cruel sports such as bear-baiting and dancing bears.

Activity Notes

Explain to the class that in order to draw the characters for *Brother Bear*, the animators had to do some research into the habits of the Brown or Grizzly bear. The purpose of this activity is for children to pretend they are the researchers. The end result should be a fact sheet on Grizzly bears for the animators to use to inform their drawings.



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3. Natural History of Bears Children's Worksheet

The animators for Brother Bear are in need of information about the natural history of bears so that their drawings are as life-like as possible. In groups, put together a 'Grizzly Bear Profile Sheet' for the animators.

Answer the following questions to complete your profile sheet:

Use these headings to plan your story:

-  What type of teeth do bears have?
-  Describe what a Grizzly bear looks like.
-  How do Grizzly bears walk and move?
-  What do bear paws look like?
-  What is a bear's eyesight and hearing like?
-  How do bears behave?
-  How big are Grizzly bears?
-  How long do bears live?
-  Why is the Grizzly bear a protected species?

Use these websites to help you:

-  www.wwflearning.co.uk
-  www.bears-bears.org
-  www.grizzlydiscoveryctr.com



Brown or Grizzly Bear



Hunting Prohibited Sign



4. Brother Bear Characters Teachers' Notes

Curriculum links:

Literacy – Non-fiction reading comprehension and writing composition

Art and Design – Exploring and developing ideas

Science – Life processes and living things

Geography – Environmental issues

Duration: One lesson

Koda, Kenai and the other bears in the film *Brother Bear* are all Grizzly or Brown bears.

Appearance

The Brown bear is a large usually dark brown furred bear, though it can vary from a light creamy shade through to almost black. The long guard hairs over the shoulders and back are often tipped with white, giving it a 'grizzled' appearance – giving rise to the common name in North America of Grizzly bear. The Brown bear is characterised by a distinctive hump over the shoulders, a slightly flat profile to the face, and long claws on the front paws.

Habitat

Brown bears live in a wide range of habitats from dense forests and sub-alpine meadows to arctic tundra. They were once abundant on the central plains of North America, but have since been hunted extensively, pushing the remaining populations into the remote forests and mountains.

Diet

Brown bears are omnivores but their main diet consists of vegetation such as grasses, bulbs and roots. They also eat ants, fish, honey and small mammals, and in some areas they have become significant predators of large hoofed mammals such as moose, reindeer and elk. Brown bears group together where there is lots of food, such as at salmon streams or garbage dumps.

Activity Notes

Watch the *Brother Bear* clips from the main menu of this digital resource to familiarise the class with the bears as they appear in the film. After some discussion about turning real animals into animated characters, ask the children to outline the differences between real grizzly bears and the bears featured in the film. Then ask children to create their own animated character portrait of a different species of bear.



Brown or Grizzly Bears



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4. Brother Bear Characters Children's Worksheet

In the film *Brother Bear*, the leading characters (Koda and Kenai) are bears. Study their pictures closely and then look at pictures of real Brown bears. In the table below, list the differences between the animated version and the real life counterpart.

Animated bear	Real bear



Discuss why you think that the Disney animators made the changes?



Pretend that you have been asked to be an animator for another film about a different species of bear. Choose which species you would like to work with and on a separate sheet of paper, create a Disney-style animated version of that bear!



5. Bear Safe! Teachers' Notes

Curriculum links:

Literacy – Non-fiction reading comprehension and writing composition

Art and Design – Exploring and developing ideas

Science – Life processes and living things

Geography – Environmental issues

Duration: One lesson

More and more people every year are living or take their holidays in bear country, so it is more important to know how to live safely with bears as our neighbours!

Bears are wild animals, and should not be approached if you come across them in the wild. Usually, they will not attack humans – in fact they try to avoid them as much as possible. Bears are shy creatures that typically only attack when they feel threatened. However, a hungry bear may stray into back gardens or campsites if lured by the smell from a barbeque or rubbish bin. They will remember where they found the food and come back for more if the food is not thrown away properly.

A bear's sense of smell and hearing is much better than a human's, and its eyesight is at least as good. Despite their size, bears can move quickly and they are extremely strong. They have been known to bend open car doors and break open windows when they can smell food.

If you see a bear, never approach it and never feed it!

Activity Notes

Discuss the effect that a film like Brother Bear will have on people's perception of bears. Encourage children to think about how humans and bears can live safely together. What are the dangers? Ask them to design a poster inspired by the film Brother Bear that encourages people to respect bears, not to hurt them and to conserve their natural habitat.

Information from:

The World Society for the Protection of Animals
89 Albert Embankment
London SE1 7TP
www.wspa-international.org



Brown or Grizzly Bear



Hunting Prohibited Sign



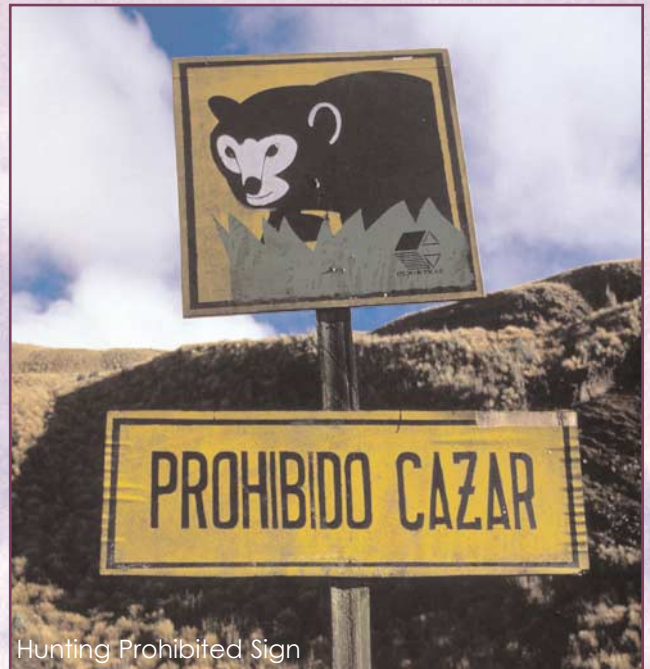
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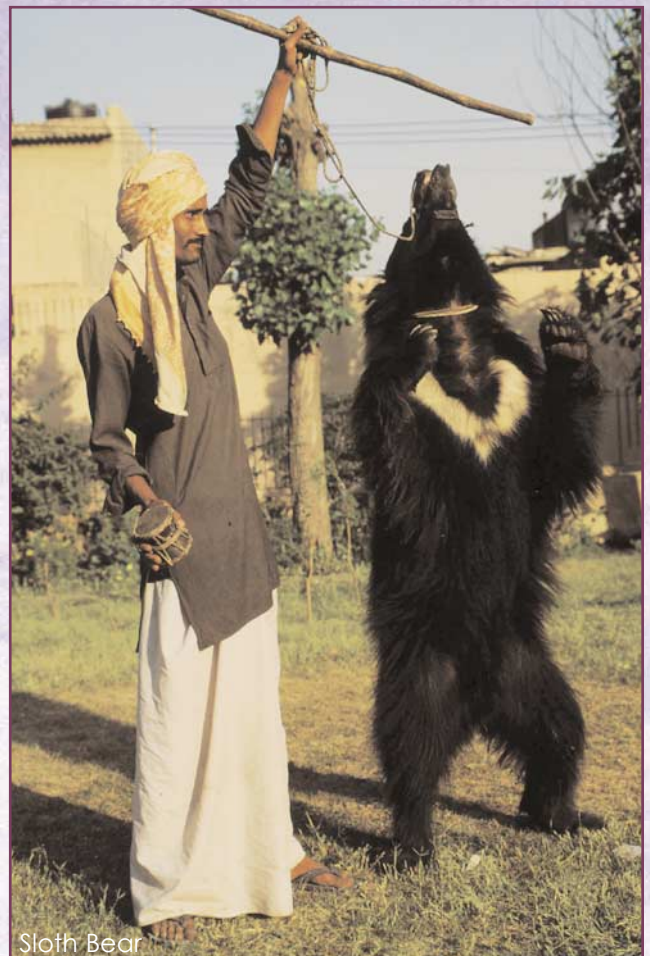
5. Bear Safe! Children's Worksheet

The film *Brother Bear* was made to make people think about how we as humans treat wild animals.

More and more people are fortunate enough to go on holiday to bear country. They will have a lovely time as long as they are careful to respect the bears and their ways. Using these pictures from *Brother Bear* and WWF - The Global Environment Network as a starting point, design a poster that makes people realise how important it is not to hurt or harm bears and to look after the forests or meadows that they live in. Create a slogan that will lodge in people's minds!



Hunting Prohibited Sign



Sloth Bear



6. Common Myths about Bears

Teachers' Notes

Curriculum links:

Literacy – Non-fiction reading comprehension and writing composition

Science – Life processes and living things

Geography – Environmental issues

Duration: Two lessons

Activity Notes

Photocopy the myths and facts opposite for each child, then set them off working in groups. Their challenge is to choose one of the myths/facts and to storyboard a short animated version of it using the Brother Bear characters of Koda and Kenai to get the message across.



Polar Bear

Myth: People travelling in bear country are often attacked.

Fact: Bear attacks are extremely rare. Most bears will actually run away before you even know that they have been there.

Myth: All mother bears attack to defend their cubs.

Fact: Female bears hardly ever attack to defend themselves or their young. She is most likely to try and warn you off or escape and collect her cubs later, but it is best to stay away from all cubs even if they are by themselves. The mother is probably nearby.

Myth: A bear that rears on its hind legs is getting ready to attack.

Fact: A bear standing on its hind legs is usually trying to catch your scent or get a better look at you. Bears rarely attack and when they do they attack on all fours.

Myth: Bears that wander into areas such as campsites, towns or holiday communities are dangerous. It is often necessary, unfortunately, to kill these bears.

Fact: Bears may travel hundreds of miles in their search for food, and they may often walk near or through someone's property. If you have stored your food and rubbish properly, the bear is likely to move on. Remember, problem bears are not born – they are made. If bears are hanging around, something is attracting them.

Humans and bears can live together!



Spectacled Bear



American Black Bear



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6. Common Myths about Bears Children's Worksheet

Storyboard Task

You will have been given a list of myths and facts about bears. In groups, choose one fact and turn it into a short animation using the storyboard below. Use Kenai and Koda as the main characters in your story.

What you can see

What you can hear

What you can see

What you can hear

What you can see

What you can hear

What you can see

What you can hear



Picture Credits and Descriptions

Pictures of real bears provided by WWF are described and credited in order of first appearance in the guide. Page numbers are given for easy reference and pictures are listed from left to right, top to bottom:

p2 **Polar Bears** (*Ursus maritimus*) Touching noses Churchill, Canada © WWF-Canon / François Pierrel

p2 **Sun Bear** (*Helarctos malayanus* or Malayan sun bear) captive. Malaysia, Asia © WWF-Canon / Chris Martin Bahr (also pg 4)

p3 **Giant Panda** (*Ailuropoda melanoleuca*) Chengdu Breeding Centre Chengdu, Sichuan Province, China © WWF-Canon / Michel Gunther

p3 **Sloth Bear** (*Melursus ursinus*) used in dancing shows, seen here with it's trainer. New Delhi, India © WWF-Canon / Martin Harvey (also pg 12)

p4 **Giant Panda** (*Ailuropoda melanoleuca*) in its natural habitat Wolong Nature Reserve © WWF / Fritz Pölking

p4 **Brown Bears** (*Ursus arctos*). Two cubs in July Katmai National Park, Alaska, USA © WWF-Canon / Kevin Schafer (also pg 10)

p4 **Spectacled Bear** (*Tremarctos ornatus*). Captive female Spectacled bear in the La Planada Nature Reserve, Colombia © WWF-Canon / Kevin Schafer (also pg 13)

p4 **Polar Bears** (*Ursus maritimus*). Female with cubs. Churchill, Manitoba Canada © WWF / Kevin Schafer

p4 **American Black Bear** (*Ursus americanus*) in the snow North America © WWF / Klein & Hubert (also pg 13)

p5 **Grizzly Bear** (*Ursus arctos horribilis*) Rocky Mountains Montana, USA (A trained animal used for photography and filming) © WWF-Canon / Klein & Hubert (also pgs 8, 11)

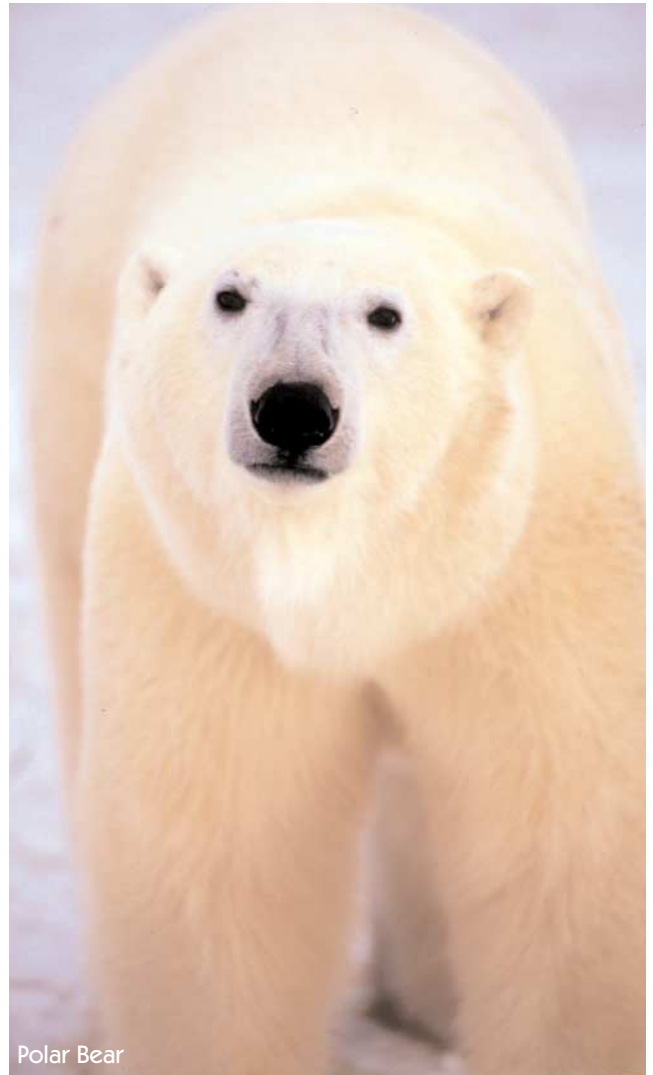
p8 **'Hunting Prohibited' sign** (Cayambe-Coca Nature Reserve) with a picture of a Spectacled bear, Ecuador © WWF-Canon / Kevin Schafer (also pgs 11, 12)

p8 **Fall colours and rainbow at Red Star Lake**, Gates of the Arctic, Brooks Range, Alaska, USA. © WWF-Canon / Anthony B. Rath (also pg 9)

p9 **Brown Bears** (*Ursus arcto*). Several in a river 'fishing' in July Katmai National Park, Brooks Range, Alaska, USA © WWF-Canon / Kevin Schafer (also pg 10)

p13 **Polar Bear** (*Ursus maritimus*) Hudson Bay, Canada © WWF-Canon / Kevin Schafer (also pg 15)

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Polar Bear



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Film Education is the unique link between education and the UK film industry. It facilitates the study and use of film and cinema across the curriculum, creating, developing and sustaining a literate audience through the understanding and enjoyment of film.

F I L M E D U C A T I O N

For further information contact:

Film Education, 21-22 Poland Street, London W1F 8QQ

Telephone 020 7851 9450 Fax 020 7439 3218

Email: postbox@filmeducation.org

Website: www.filmeducation.org

Brother Bear website: www.disney.com/brotherbear

Written by Julie Roberts

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