MOO FAMILY

Little Jack’s Mother

Character & team guide

A caring explorer who turns everyday curiosity into musical discoveries.



Ages 2-5 Development proposal v1.0
25 October 2026

Her explorer identity

Published role

The explorer

She plans family outings and encourages everyone to explore.

Little Jack brings questions, curiosity and his own ideas.



Proposed extension: musical discovery becomes part of their adventures.

Character at a glance

Field	Development direction
Story role	Caring guide and active exploration partner
Motivation	Help Jack feel loved, curious and capable
Signature talent	Turn everyday discoveries into musical activities
Other strengths	Practical creativity and attention to feelings
Recognizable habit	A quiet hum when an idea begins
Character principle	Help Jack discover what he can do.

Profile additions are proposed creative directions for the existing Mother character.

Personality in action

Trait	Visible behaviour
Warm	Enjoys Jack’s company and listens closely
Observant	Notices what interests or troubles him
Playful	Joins pretend games and gentle silliness
Resourceful	Finds ways to explore with simple objects
Patient	Gives Jack time to attempt and respond
Curious	Welcomes an idea she had not considered

Her reaction to Jack makes the personality visible.

Her signature skill

She finds a rhythm in what Jack notices.

Music	Claps, footsteps, rain and familiar routines.
Making	Build, compare and try another approach.
Feelings	Recognize Jack’s experience before offering help.

A relatable mother

Her little habit

**A quiet hum
when an idea forms.**

Her small weakness

**Excitement sometimes
makes her move
ahead too quickly.**

**“I rushed that part.
Let’s have another look.”**

She slows down, hears Jack’s idea and adjusts.

Little Jack helps shape the outcome

Mother offers	Little Jack contributes
Attention	An interest or question
A useful hint	An attempt
A manageable choice	A decision
Observation	A discovery
Willingness to follow	An original idea



The final discovery or useful action often belongs to Little Jack.

Her teaching pattern

A flexible pattern for natural conversation and shared discovery.

01	**Notice**	Follow Jack’s question or interest.
02	**Connect**	Acknowledge what he wants or feels.
03	**Invite**	Offer one manageable next step.
04	**Allow an attempt**	Give him time and the smallest useful help.
05	**Reflect**	Describe what he tried, noticed or discovered.

Her voice makes room for Jack

“Shall we try it together?”

Warm adult voice. Clear words. Expressive listening. Natural pauses.

“Show me your idea.”	She makes space for his contribution.
“What do you notice?”	She invites attention and curiosity.
“Your turn to lead.”	She lets Jack guide the activity.
“You found a shape that fits.”	She describes a specific discovery.

Her performance shows attention

Listen, demonstrate, wait, then respond.

Get beside Jack.

Follow his gaze.

Leave space for his attempt.

React before speaking.



Original model and colours. No tails. Preserve asymmetric details.

Activities across ages 2-5

Editorial starting points to test with families.

Audience emphasis	Activity treatment	Rhythm example
Ages 2-3	Visible action and familiar words	Copy two claps
Ages 3-4	A simple choice or variation	Choose a short pattern
Ages 4-5	A small prediction or problem	Invent a pattern for Mother

One main learning intention in each episode.

Pilot story: Rainy-Day Rhythm

Learning intention: take turns copying and creating a short rhythm.

01 **Plans change**

Rain interrupts Jack’s outdoor plan.

02 **Mother listens**

She acknowledges his disappointment.

03 **Jack notices**

Raindrops make an interesting sound.

04 **They try**

Mother taps twice. Jack copies.

05 **Jack invents**

He makes a pattern. Mother follows.

06 **Jack leads**

He conducts their rainy-day band.

The first six story ideas

Working episode title	Main activity
Rainy-Day Rhythm	Copy and invent short rhythms
A Picnic for Three	Give one item to each person
The Shape Picture	Arrange shapes into Jack’s chosen picture
The Bridge That Wobbled	Compare arrangements and try again
Little Jack’s Turn	Practise turns in a shared game
Our Goodnight Sounds	Listen to and name familiar sounds

Original development concepts. Each story has one main learning intention.

Writing and participation

A reason to explore

The activity begins with something Jack wants, notices or experiences.

Feelings receive attention

Mother listens before inviting the next step.

“Try two claps with us.”

Pause. Then demonstrate.

Recorded characters can invite a response and show the action clearly.

Affection, humour and Jack’s choices belong in every story.

Department handoff

Team	First deliverable	Review focus
Writing	Three short scenes showing different sides of Mother	Jack shapes the result
Character direction	Model references and expression brief	Existing identity
Animation	Listening, waiting and following tests	Clear responses
Voice	Dialogue with musical and quiet moments	Natural warmth
Music	Original motif and one activity song	Clarity and originality
Production	One animatic with dialogue and music	Pacing and readability

Shared references: this brief, approved character assets and the Moo Family brand guide.

First pilot review

Three scene tests

Musical discovery

A sound becomes a shared rhythm.

Practical problem

Mother and Jack try different approaches.

Emotional moment

She listens and offers a manageable choice.

Review questions

Does Mother feel recognizable?

Does Jack influence what happens?

Is the main activity clear?

Do voice and movement feel natural?

Does the family warmth come through?

Creative decisions for the team

Choice	Starting direction	Next step
Dialogue name	Use Mum consistently in the English pilot	Writing confirms usage
Voice	Warm adult speech with clear, playful singing	Compare voice samples
Musical cue	An original short hum that introduces an idea	Composer develops motif
Instrument	Begin with clapping and simple percussion	Choose props for the story
Pilot duration	Around 2-4 minutes as a production test	Refine in the animatic

These choices develop the existing explorer character through performance and storytelling.

References and scope

Moo Family website	Existing family profiles and original character artwork
Master Brand Guidelines	Identity, palette and typography. Version 1.0, 6 October 2026
Colour Guide, Ages 2-5	Application guidance. Version 1.0, 16 October 2026
NAEYC: teaching and guided play	Meaningful choices, adult support and descriptive feedback
NAEYC: playing with music	Sound exploration and musical patterns
Harvard: responsive interaction	Attentive back-and-forth between caregivers and children

The personality additions and episode concepts are creative proposals.
The research informs interaction principles, not measured programme outcomes.