



CARTOON NETWORK™
ADVENTURE ACADEMY

LESSON PLANS





LESSON PLANS: LESSON 1

'EXPLORING WHAT3WORDS'

BEFORE THE LESSON

You will need to enable your interactive whiteboard to show the short clip of The Heroic Quest Of The Valiant Prince Ivandoe.

If you are not already familiar with the 'what3words' app, it's worth exploring.

TALK, PAIR, SHARE

Use the short clip to quiz the class on shared knowledge of The Heroic Quest Of The Valiant Prince Ivandoe.

(A short video clip of The Heroic Quest Of The Valiant Prince Ivandoe is embedded in the first page of the presentation for each lesson)

MAIN LESSON

Step 1

Pupils with teacher, explore the what3words app including identifying the three words applied to any or all of the following:

- Where they live.
- Their school.
- The classroom.
- Friend's home.
- School playground.
- Local shop(s).
- Sports hall/gym.
- Interesting local features e.g. country house, hilltop fort, ancient monument etc.

- Town Hall.
- Local hospital.
- Fire station.
- Police station.

Step 2

Pupils tasked to explore their immediate and wider locality through what3words, local (printed) maps and google maps/apple maps. Pupils encouraged to discover:

- Aspects of the history of the district in which they live and/or go to school.
- Original settlements.
- Geographical features.
- Large houses, manor houses that may have existed in the past.
- Famous places.
- Historical events which occurred in the area.



SUPER.



LESSON PLANS: LESSON 1

'EXPLORING WHAT3WORDS'

Step 3

Pupils share findings with teacher and class.

Step 4

- Teacher-led discussion in which pupils learn about how acquiring knowledge of their local area can give them a better understanding and appreciation of the area, its history and how it's changed.

(See the Teacher Guide for more detailed suggestions for this part of the lesson)

After the lesson

Homework task: pupils engage immediate family/relatives and/or friends in conversations about:

- How the local area has altered.
- Local memories e.g. when a celebrity, or prominent politician visited the school or area, or victorious local team toured the area in an open-top bus, other notable local events. *(Teacher/pupils devise own questions, if preferred)*

Pupils share with family/friends/relations/interesting local knowledge discovered through classroom research.



DFE NATIONAL CURRICULUM LINKS (KS2)

Geography

Purpose Of Study:

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments.

Aims:

- The National Curriculum for Geography aims to ensure that all pupils:
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

English (Spoken Language)

- Pupils should be taught to develop their competence in Spoken Language and Listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class.



LESSON PLANS: LESSON 2

THE HEROIC QUEST OF THE VALIANT PRINCE IVANDOE

BEFORE THE LESSON

You'll need to enable your interactive whiteboard to show the short clip of The Heroic Quest Of The Valiant Prince Ivandoe.

(This will apply to each lesson; the clip is embedded in the first page of the presentation for each lesson)

TALK, PAIR, SHARE

After various national and international travel restrictions, we can now travel freely.

- Why do so many of us feel excited about travelling (in the UK or abroad)?
- Since the restrictions were dropped, where have you travelled to?
- What would be your dream holiday destination?
- Why?

MAIN LESSON

Step 1

Explain today's challenge to your pupils:

- 'Let's consider the famous saying: "Travel broadens the mind". How and why does travel 'broaden the mind'?
- What can we learn from finding ourselves in new and unfamiliar surroundings?
- Today's challenge will be about understanding how exciting it was for Prince Ivandoe and his loyal assistant Bert, to discover and observe exotic lands, amazing scenery, fascinating people and astonishing creatures as they journeyed around the kingdoms.'

Step 2

Pupils share their knowledge of Prince Ivandoe and Bert's fascinating and ongoing quest. Their accounts can include:

- What led them to set off on this quest.
- Strange and mysterious places Prince Ivandoe and his dedicated assistant Bert have discovered during their quest.
- Interesting and peculiar creatures Bert and Prince Ivandoe have encountered.
- Descriptions of some of the characters involved with Prince Ivandoe including: Princess Syllabob, Cupcake the Poodle, Troll Woman and King Axolotl.
- Whether pupils think Prince Ivandoe and Bert will ever complete their quest.





LESSON PLANS: LESSON 2

THE HEROIC QUEST OF THE VALIANT PRINCE IVANDOE

Step 3

During their quest, there may be occasions when Prince Ivandoe and his companions feel the need to make sure they are safely hidden - in case they encounter a formidable foe, for example, or hostile weather or some other threat.

Pupils tasked to discover or devise, the perfect Prince Ivandoe hiding place. These hiding places can be:

- In their locality.
- In another location throughout the UK, Europe or the world.
- Located in a setting they've created.

Step 4

Pupils:

- Identify the exact location of the hiding place.
- Explain what the hiding place consists of e.g. deserted farmyard barn, underground cave etc.

They then make a map of the location which uses:

- Scale.
- Compass points.
- Map-type symbols.

They also explain why they've chosen the location in terms of:

- Secrecy.
- Security.
- Other protective features.

Step 5

Identification:

- If it's a real location pupils identify and note its what3words tag.
- If it's an invented location, they create a new what3words tag.

- Pupils then have to devise a what3words quiz which would:
 - Disguise the what3words tag using clues to the identity of each of the three words.
 - Challenge a rival pupil pair/group to unlock the clues and discover the what3words tag* (see below and Teacher Guide for a full description of the challenge).
 - If they can keep the secret location hidden from the rival group, they win a sticker of The Heroic Quest Of The Valiant Prince Ivandoe.
 - If the rival group can 'unlock' the secret location, the rival group wins a sticker of The Heroic Quest Of The Valiant Prince Ivandoe.

After the lesson

- Pupils investigate how animals create hiding places and places to hibernate during the winter.





LESSON PLANS: LESSON 2

THE HEROIC QUEST OF THE VALIANT PRINCE IVANDOE

DFE NATIONAL CURRICULUM LINKS (KS2)

Geography

Subject Content

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Art and Design

Subject Content: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

*Further details of how The Heroic Quest Of The Valiant Prince Ivandoe 'what3words' challenge works:

Each pupil pair/group creates a what3words tag of their own to match the area they have identified as a safe haven.

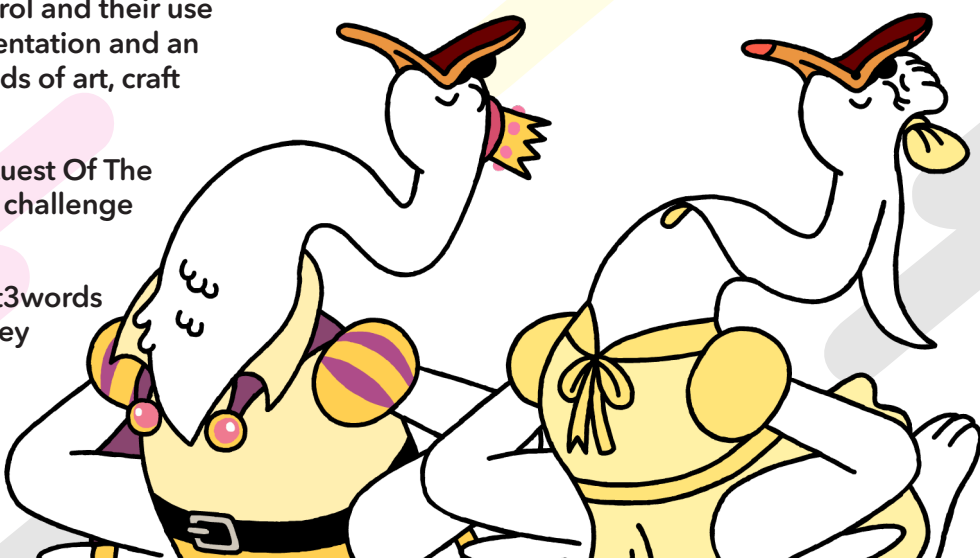
For example, the words they might have selected could be chose.seat.fortunate

They should not disclose these words to the rival group.

They now disguise the three words and offer clues as to what the real what3words tag is, e.g.

1. 'When I opened the box of chocolates I c---e the one in the purple wrapping. (5 letters)
2. 'I was able to get onto the bus but there wasn't a single free s--t'. (4 letters)
3. 'The football came flying towards me. I randomly kicked it. Amazingly, it curved round and went straight into the goal! I was so f-----e'. (9 letters)

(There's a similar explanation for pupils in the Pupil Activity Sheet for Lesson 2)





LESSON PLANS: LESSON 3

TOWNS AND CITIES OF THE WORLD

BEFORE THE LESSON

Some statistics about distances between the UK and other countries can be useful for the start of the lesson.

The Teacher Guide offers suggestions but, you might prefer to source your own.

TALK, PAIR, SHARE

- In the famous travel adventure story by Jules Verne, how many days was Phileas Fogg given to travel around the world?
- How far is it from Manchester to Torquay?
- How far do you think it is from Birmingham to Sydney, Australia?
- Or from London to Barcelona? (Answers plus further suggested quiz questions in Teacher Guide)

MAIN LESSON

Step 1

Explain today's challenge to your pupils.
'You've already discovered some interesting facts about the history of our local area. Today we're going to research interesting information about more distant locations - maybe even thousands of miles away.'

Step 2

Pupils choose a city or region e.g.:

- City or region with which they're familiar.
- A distant town, city or region in the UK they'd like to know more about e.g. pupils living near or in London might choose Manchester or Liverpool.
- A famous international city such as Los Angeles or Doha.

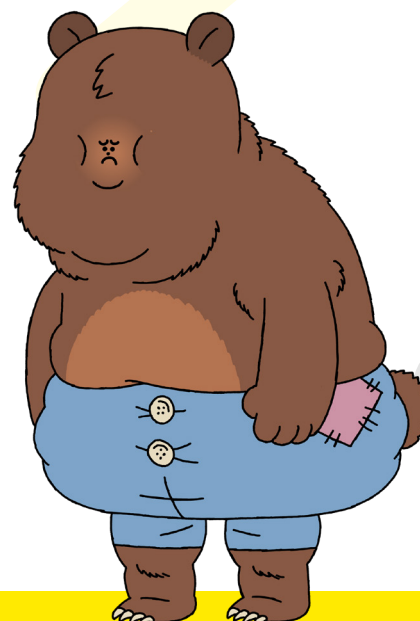
Step 3

Pupils tasked to research their chosen location in detail.

In addition to establishing general information about their city, they should also seek to discover something that makes it unique or especially notable:

Here's some examples which you might prefer to set as a short research exercise or mini quiz:

- A water tower in Burbank California, is famous. Why?
- Why are the ravens that nest at the Tower of London thought to be important?
- In what way is Seoul in South Korea ahead of the world?
- What's Barcelona's internationally famous church, famous for? (Answers in Teacher Guide)



SUPER.



LESSON PLANS: LESSON 3

TOWNS AND CITIES OF THE WORLD

Step 4

Pupils set rival groups the task of tracking the journey from their current (real) location to their chosen city, using actual maps, Google/Apple maps, a world atlas, what3words app or a combination of some or all of these.

After the lesson

Pupils share their discoveries about cities with family/friends/neighbours/relations and, in exchange, family/friends/neighbours/relations share memories of towns, cities and other special places they've visited - especially, unusual or exotic resorts.

DFE NATIONAL CURRICULUM LINKS (KS2)

Geography

Purpose Of Study:

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Teachers should equip pupils with knowledge about diverse places, people, resources and natural and human environments.

The National Curriculum for Geography aims to ensure that all pupils:

- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
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Subject Content

Locational knowledge

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- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
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English: Spoken Language

- Speak confidently and effectively, including through:
- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
- Improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



SUPER.



LESSON PLANS: LESSON 4

MY MAGICAL ISLAND

BEFORE THE LESSON

It might be useful to post the names of a few famous 'islands of the world' on the whiteboard. (Suggestions in Teacher Guide)

TALK, PAIR, SHARE

Which islands around the UK and around the world do pupils know?

Name an island and ask pupils where in which ocean or sea they think it might be found. (See Teacher Guide for islands/locations)

MAIN LESSON

Step 1

Explain today's challenge to your pupils:

'Has anyone read 'Treasure Island' by Robert Louis Stevenson?

It's a great adventure story which has at its heart, the sketch of an island.

We're going to explore about what makes islands so fascinating to so many of us - including writers such as RL Stevenson.'

Step 2

The Heroic Quest Of The Valiant Prince Ivandoe 'Island Quiz'

Whole class activity; read out the name of the following islands and challenge the class to name or discover in which sea or ocean, they can be found:

- Baffin Island
- The Azores
- Canary Islands
- Cape Verde Island

- Orkney
- Isle of Wight
- Sri Lanka
- Sumatra
- Malta
- Cyprus
- Ibiza
- Tonga
- Samoa (answers in Teacher Guide and modified version of quiz with clues for pupils, in Lesson 4 Pupil Activity Sheet)

Step 3

Pupils tasked to create an island of their own.

They are free to invent every aspect of the island; climate, terrain, main geographical features, settlements - everything they want it to have - idyllic or otherwise.

Once they've decided its dimensions, overall shape and location, they can include any of the following but shouldn't be limited to these suggestions:

- A harbour.
- Golden sands.
- Alligator-infested swamp.
- Snowy peaks.
- A precipitous waterfall.
- Some form of settlement.
- An almost impenetrable jungle.
- Rivers.
- A lake.
- A shipwreck near to the harbour.

Pupils should finish by creating an appropriate and impactful name for their island.



LESSON PLANS: LESSON 4

MY MAGICAL ISLAND

Step 4

You might choose to create a wall or corridor display of the class's maps.

Pupils who have worked especially hard and/or have created an especially impressive island might be awarded stickers of The Heroic Quest Of The Valiant Prince Ivandoe.

After the lesson

- Pupils take family/friends/neighbours/relatives on a (virtual) tour of their island pointing out its interesting features.

DFE NATIONAL CURRICULUM LINKS (KS2)

Art and Design: (Subject Content)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Geography

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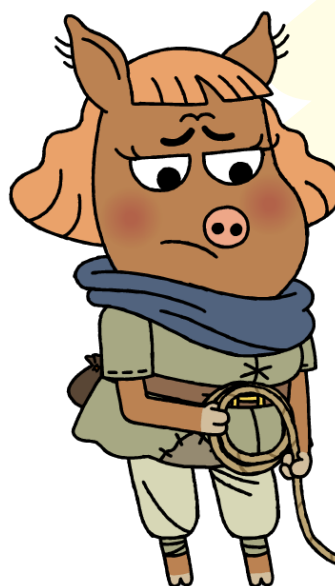
English (Spoken Language): Pupils should be taught to develop their competence in Spoken Language and Listening to enhance the effectiveness with which they are able to communicate across a range

of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class.

PHSE (PHSE Association Guidance)

Pupils learn:

- What constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties; R11)





LESSON PLANS: LESSON 5

IT'S THE HEROIC QUEST OF THE VALIANT PRINCE IVANDOE COMPETITION!

BEFORE THE LESSON

Download copies of The Heroic Quest Of The Valiant Prince Ivandoe Competition entry form.

TALK, PAIR, SHARE

Can you imagine being suddenly transported away from this classroom to a wonderful, exotic and mysterious island?

In fact, you don't need to travel - the power of your imagination can help you do that.

That's what today's challenge is about - letting your imagination take you into a world of colour, beauty and fabulous creatures of all shapes and sizes.

MAIN LESSON

Step 1

Explain today's challenge to your pupils:

'Your challenge today is the fantastic The Heroic Quest Of The Valiant Prince Ivandoe Competition!'

There's a terrific prize for the winner and you're going to enjoy entering this competition because it will challenge **your creative, imaginative and thinking skills** to the full:

Here's the background to the competition:

Prince Ivandoe and his loyal assistant Bert have encountered many fascinating and mysterious characters on their never-ending quest.

For example, Princess Syllabob is partly a shrimp, partly an axolotl and also an anglerfish. And she wears a pink tutu and green crown.'





LESSON PLANS: LESSON 5

IT'S THE HEROIC QUEST OF THE VALIANT PRINCE IVANDOE COMPETITION!

The Heroic Quest Of The Valiant Prince Ivandoe Competition

To create their entry to The Heroic Quest Of The Valiant Prince Ivandoe Competition, pupils should:

- Draw the creature showing its amazing appearance, plumage, the colour of its eyes (and where the eyes are located) etc.
- Think of other aspects of its appearance; does it have long hairy arms with long, sharp talons? What size is it? Does it tower high into the sky or is it tiny and fairy-like - but deadly?
- Decide if it possesses a superpower such as the ability to see for hundreds of miles?
- Consider how it communicates: maybe it emits a deafening shriek or a howl, or a friendly, cat-like purring noise (but extremely loud).
- Decide if they want their creature to have surprising characteristics (it might breathe fire or hypnotise people with its dark green rotating eyes).

Pupils should not feel limited by the above suggestions - their fantastic creature can be as weird and as wonderful as their imagination and creativity allows them.

The winning entry will be a brilliant combination of stunning artwork, clear, neat and helpful labelling and a high overall standard of presentation.

(Download the Competition Entry Form for full competition details including the fantastic 'money can't buy' prize)

After the lesson

Pupils continue and complete their entries for The Heroic Quest Of The Valiant Prince Ivandoe competition and share with others at home.

DFE NATIONAL CURRICULUM LINKS (KS2)

Art and Design: (Subject Content)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

English: Writing

Pupils should be taught to:

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas.



SUPER.