



CARTOON NETWORK™
ADVENTURE ACADEMY

LESSON FRAMEWORK AND LESSON PLANS





ADVENTURE ACADEMY: FRAMEWORK

BRIEF AND OBJECTIVES.

1. Support the launch of *We Baby Bears* as a prequel to the *We Bare Bears* Cartoon Network series through a short, focused school-based project.
2. Raise awareness amongst pupils and parents of *We Baby Bears* as fledgling versions of their adult selves with their emerging differences in character and personality as a key point of interest.
3. Develop pupil awareness of bonding, mutual trust and enduring friendship as a *We Baby Bears* theme - and part of a school's ethos.
4. Focus pupil and parent attention onto the *We Baby Bears* as examples of how diversity and differences in character, personality and also within society, can be a source of strength and positive emotional development into adulthood.
5. Drive parents and pupils and other family members to enjoy *We Baby Bears* on Cartoon Network.

Overview:

The arrival of *We Baby Bears* as a prequel to *We Bare Bears*, provides teachers with a useful and interesting opportunity to broaden the creative scope of this popular Cartoon Network resource.

The resource builds on and develops the original Friendship Garden concept by offering pupils and teachers the chance to take their thinking in a new direction, whilst adhering to the key *We Bare Bears* principle that, as long as they support and look out for each other throughout their adventures, escapades and discoveries, Grizz, Panda and Ice Bear can achieve almost anything they want to.

Topics:

The resource will consist of two interconnected lessons.

Subject Focus:

This resource will focus on English (Spoken Language), English (Writing), Art and Design and PHSE.

Delivery:

- ★ The first concept around which this resource is built is to challenge pupils to design two *We Baby Bears* Gardens.
- ★ Pupils are challenged to build gardens which relate directly to younger bears and younger humans with a special focus on 5-7 year-olds/KS1 pupils.
- ★ The gardens will include design elements which provide a safe and stimulating environment for younger bears and younger humans and which encourage the bears and humans to interact with and better understand each other.
- ★ The second stage of the resource is to write an adventure story which builds on the *We Baby Bears* ongoing search for a secure home.





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 1:

A PLACE OF THEIR OWN.

1.1 Lesson Starter: Pupils recall the different personalities of the *We Bare Bears* (support material/prompts will appear in Teacher Guide and Activity Sheets).

1.2 Teacher launches discussion about the ways in which the young Bears, as 5-7 year-olds, would differ from their adult counterparts e.g. to what extent would their individual personalities already be emerging?

1.3 Pupils in pairs/small groups tasked to research key requirements for very young children's playgrounds e.g. safety features, types of activity, special structures and features which would attract and maintain the interest of younger bears and humans.

Pupils might also share thoughts on the differing needs of very young children e.g. emotional support, opportunities for fun activities, a variety of positive sensory experiences etc.

1.4 Pupils share research findings with whole class.

1.5 Using same or different pairings/groups, pupils tasked to create designs for two separate young bear areas, as follows:

1. The Bonding Area: an area where the Bears can interact happily with each other and also with younger humans (human beings of roughly the same age as the young Bears, give a year or two).

The Bonding Area would contain safe, positive activities, games, age appropriate computer games, park equipment, other items either

researched by the pupils or invented from scratch as well as play equipment to encourage positive interaction between the *We Baby Bears* and younger humans.

2. The Breakout Areas: this area would consist of three separate pods/breakout areas, each designed exclusively for the three *We Baby Bears* e.g. A Grizz Breakout Area, a Panda Breakout Area and an Ice Bear Breakout Area.

These areas would be designed to meet the specific personality of each Bear, reflecting their differing characters, interests, needs and strengths e.g. a quiet area for Panda which contains cutting-edge technology and games, a relaxing area for Ice Bear which allowed him to take a complete break from doing most of the domestic chores.

The teacher tasks pupils to choose which of the areas they would prefer to create.

At the discretion of the teacher, pupils who are able to meet an increased level of challenge could design both areas.

1.6 Homework/Home Involvement: Pupils to share their design concept with parents/siblings/others at home and take on board suggestions before continuing and/or completing their design concept.

KS2 NC LINKS:

Art and Design
English (Spoken Language)
PHSE. (Detailed DFE NC links to appear lesson plans)





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 2: THE MAGICAL TRANSPORTING BOX ADVENTURE.

2.1 Lesson Starter: Teacher with pupils, share knowledge of the young Bears search for 'the perfect home'.

Pupils will be encouraged to recall the Bear's use of the Magical Transporting Box which the Bears use to travel far and wide in their search for security, warmth and a place they can call their own.

2.2 Teacher reminds pupils of the character differences between the three Bears and how those differences will start to emerge more markedly as the young Bears grow up.

Pupils are challenged to consider the key strengths and other interesting aspects of each Bear (support material/prompts will appear in Teacher Guide and Activity Sheets)

2.3 Class divided into solo working/pairs/small groups at discretion of the teacher.

Pupils tasked to create a Magical Transporting Box Adventure Story which must include the following features:

- ★ The Magical Transporting Box.
- ★ The search for a new home.
- ★ A dramatic event - this could be exciting, scary, challenging, almost unbelievable, breathtakingly beautiful (e.g. other worlds or planets) etc.
- ★ How the differences in personality and character between each of the Bears affects the way they tackle their adventure.
- ★ A happy outcome.

2.4 Pupils can illustrate their story, possibly including self-drawn pictures of the young versions of the *We Bare Bears*, dealing with incidents or happenings within their story.

At the discretion of the teacher, pupils who are able to meet an increased level of challenge might include what would happen if the Bears interacted with humans or aliens as part of their adventure.

2.5 Pupils share work in progress with the class.

2.6 Homework/Home Involvement: Pupils share their adventure story with parents/siblings /others at home before continuing or completing their story.

DFE KS2 NC LINKS:

Art & Design

English (Writing)

English (Spoken Language)

PHSE

(Detailed DFE NC links to appear in lesson plans)

Additional Material:

Final versions of the two lessons could embed short *We Baby Bears* video clips as lesson starters with content chosen to mirror the lesson theme. If Cartoon Network approve, they can also select the specific clips so as to safeguard copyright issues etc.

