



CARTOON NETWORK™
ADVENTURE ACADEMY

LESSON PLANS





ADVENTURE ACADEMY: FRAMEWORK

TERM 2 FOCUS: GROWTH

LESSON 1:

A PLACE OF THEIR OWN.

1. Lesson Starter:

Pupils with teacher, recall the differing personalities of the Bears (you'll find support material/prompts in the Teacher Guide and Activity Sheets).

1.2(a) The Exploration Phase:

Teacher launches discussion about the ways in which very young (5-7 year-old/KS1) versions of the Bears would differ from their adult counterparts e.g. to what extent would their individual personalities already be emerging?

1.2(b) Classroom conversation can (at teacher's discretion) be extended to include a consideration of when our age, our personality and character traits start to develop.

Some pupils might be willing to share the most endearing and/or the most annoying aspects of their personality. How early in their development did these characteristics begin to emerge?

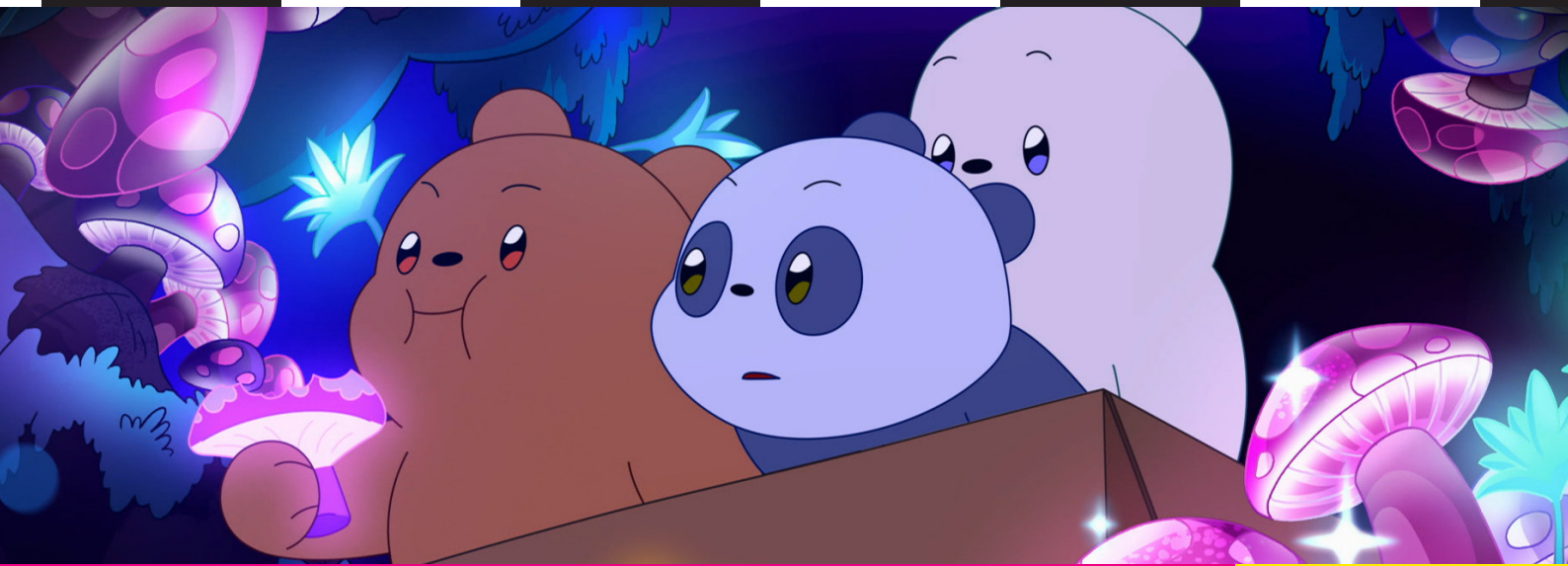
1.3(a) The Research Phase:

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 to attract and maintain interest of younger bears - and younger humans.

1.3(b) Pupils might also share thoughts on the differing needs of very young children e.g. emotional support, opportunities for fun activities, range of positive sensory experiences and how these might be addressed within a play area.

1.4 Pupils share research findings with whole class.





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1.5 The Design Phase:

Using same or different pairings/groups, pupils tasked to create a design for two separate We Baby Bears Areas, as follows:

The Bonding Area:

This is to be an area where the young Bears can interact happily with each other and with younger human beings of the same age. It would contain safe, positive activities, games, age appropriate computer games, park equipment and other items, either researched by the pupils or invented by them. Play equipment to encourage positive interaction between the Bears and younger humans could also be created.

The Breakout Area:

This is to consist of three separate pods/breakout areas, each designed to address the individual interests, strengths and needs of each of the We Baby Bears e.g. a quiet area for Panda which contains cutting-edge technology and games, a relaxing area for Ice Bear which encouraged him to take a complete break from domestic chores and a safe area for Grizz which allowed for his irresponsible moments.

Pupils might be offered to choose which of the areas they'd prefer to create.

At the discretion of the teacher, pupils who enjoy 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: (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 (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.

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LESSON 2: THE MAGICAL TRANSPORTING BOX ADVENTURE.

2.1(a) Lesson Starter:

Pupils with teacher, share knowledge of the *We Baby Bears* ongoing journey in their Magical Transporting Box, to find security and comfort in a home they can call their own.

2.1(b) The Exploration Phase

Classroom conversation can (at teacher's discretion) be extended to include a fuller consideration of what we define as 'home'. How might that differ for different ages, characters, nations, differing climates etc?

Are there differences within the class about what they think of as an 'ideal home'?

(See Teacher Guide for further discussion suggestions)

2.2 The Creative Phase

Class divided into solo working/pairs/small groups.

Pupils tasked to create The 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, other worlds or planets etc.
- ★ How the differences in personality and character between each of the *We Baby Bears* affects the way they tackle their adventure.
- ★ A happy outcome.

Pupils can illustrate their story, possibly including self-drawn pictures of the Bears dealing with incidents or happenings within their story.

At the discretion of the teacher, pupils who enjoy an increased level of challenge can envisage what would happen if the Bears encountered humans or aliens (or both) during their quest.

2.3 Pupils share work in progress with the class.

2.4 Homework/Home Involvement:

Pupils share their *We Baby Bears* Adventure story with parents/siblings/others at home before continuing or completing their story.





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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 [continues].

ENGLISH (SPOKEN LANGUAGE):

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)

