



CARTOON NETWORK™

ADVENTURE ACADEMY

LESSON FRAMEWORK
AND LESSON PLANS





ADVENTURE ACADEMY: FRAMEWORK

TERM 1 FOCUS: ADVENTURES IN TEAMWORK

LESSON 1:

THE TEEN TITANS GO! CHALLENGE 1:

ARE YOU A TEEN TITANS GO! TEAM PLAYER?

Phase 1: Introduction.

Teacher shows short clip of a *Teen Titans Go!* cartoon e.g. 'Combining Powers'. (link embedded in Lesson 1 presentation page 2; see Teacher Guide).

Teacher leads short, whole-class discussion about the Teen Titans/their mission to save the world/favourite characters and episodes/reasons for popularity.

Phase 2: The Teen Titans are recruiting!

Teacher presents the following scenario:

- ★ The heroes from *The Teen Titans Go!* team want a new person to join their squad, but s/he must have what it takes to be part of the *Teen Titans Go!* crew.
- ★ The first (and most important) priority is that they're a strong team member.
- ★ They have to prove to Robin, Starfire, Raven, Cyborg and Beast Boy that they will be a loyal, reliable and dynamic part of the team.
- ★ Teacher challenges pupils: are you a team player - have you got what it takes?
- ★ Prove it!

Phase 3: 'I put the team first'.

- ★ Pupils tasked to write a short story or real-life account of a time when they put loyalty to a team ahead of their own interests.
- ★ Pupils can put this into a sporting context, a community setting, in the classroom - any situation which creates a contrast or conflict between what might be best for her/him as an individual, and the interests of the whole team.

- ★ **Writing Option 1:** Pupils write about a time they took responsibility for something or someone e.g. looked after a new arrival in class, started a school recycling scheme, helped in the local community, mowed a neighbour's lawn - any event or situation that involved thinking of others before themselves.
- ★ **Writing Option 2:** Pupils tasked to write about how teamwork helped them to achieve an objective which they would have been unable to achieve on their own.

Phase 4: Wrap-up.

Teacher:

- ★ Asks pupils to share work in progress.
- ★ Prepares pupils for the [optional] *Teen Titans Go!* competition which will launch during Lesson 3. Precise details can be withheld to generate enthusiasm and a sense of anticipation.

Homework:

Pupils complete story/account.





LESSON 1: DFE CURRICULUM LINKS

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.

ENGLISH: WRITING

Pupils should be taught to:

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

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)

CITIZENSHIP (non-statutory Programmes Of Study)

- ★ Developing good relationships and respecting the differences between people.
- ★ Developing confidence and responsibility and making the most of their responsibilities.
- ★ Recognising their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

Pupils should be taught:

- ★ To feel positive about themselves.
- ★ To take responsibility.



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