



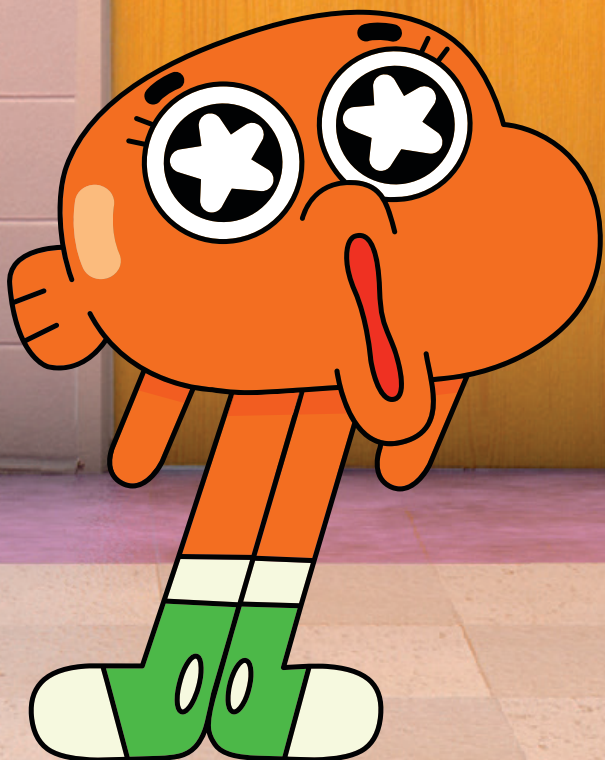
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CARTOON NETWORK™

ADVENTURE ACADEMY

**LESSON FRAMEWORK
AND LESSON PLANS**



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ADVENTURE ACADEMY: FRAMEWORK

TERM 3 FOCUS: COMMUNITY

LESSON 1:

EXPLORE THE AMAZING WORLD OF GUMBALL.

Lesson Starter:

1. Pupils view *the Amazing World of Gumball* short clip (link within presentation).
2. Pupils, with teacher, share impressions of Gumball Watterson, outlining his personality, and character, situations in which he's been involved, his friends and relations etc.
3. *The Amazing World of Gumball* also considered in terms of the way that all the characters interact, how they deal with Gumball and why it's successful as a series.
4. Animation: Can anyone find information about earlier cartoons? Teacher leads discussion about animation.

Suggested discussion theme: Why have cartoons remained so popular since first the fully animated cartoon appeared - and not just with children/young people?

Homework/Home Involvement: pupils to ask parents/older relatives about cartoons they watched as children/favourite cartoon characters etc.

DFE NC 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.

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.

HISTORY: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.





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LESSON 2:

GUMBALL ASKS FOR HELP

Lesson Starter:

1. Pupils view *the Amazing World of Gumball* short clip (link within presentation).
2. The Picnic
 - ✦ Teacher presents new Gumball scenario: Gumball is shocked when Miss Simian (Gumball's teacher at Elmore Junior High) announces that, during the summer term, there's to be an important community event - a big picnic to which the whole of the Elmore community is invited - and she's decided that Gumball should be the Chief Picnic Organiser!
 - ✦ Gumball surprised partly because he and Miss Simian don't always get along. He suspects her motives in selecting him!
3. Gumball's first action as picnic director is to name the event '*The Amazing World of Gumball Picnic*'.
4. Gumball quickly decides he's going to require help to organise such a large-scale event. He'll ask Darwin (his brother), Anais (his loyal younger sister) as well as Nicole and Richard (mother/father) for support.
5. But he's going to need even more help - so, he's asking your class to help him.

Because he's never been on a picnic, he needs to learn from the class, exactly what a picnic involves.

6. Class divided into pairs/small groups. Pupils asked to research the origin, history and development of picnics as a popular leisure pursuit from early days to the present. (See Teacher Guide for selected picnic research topics/prompts).

7. Pupils share investigation findings with class.
8. Teacher leads class discussion about how a modern picnic might resemble traditional picnics and in what ways and why they will have altered.

Homework/Home Involvement: pupils to ask parents/older relatives to relate picnicking memories e.g. picnics that went wrong etc.

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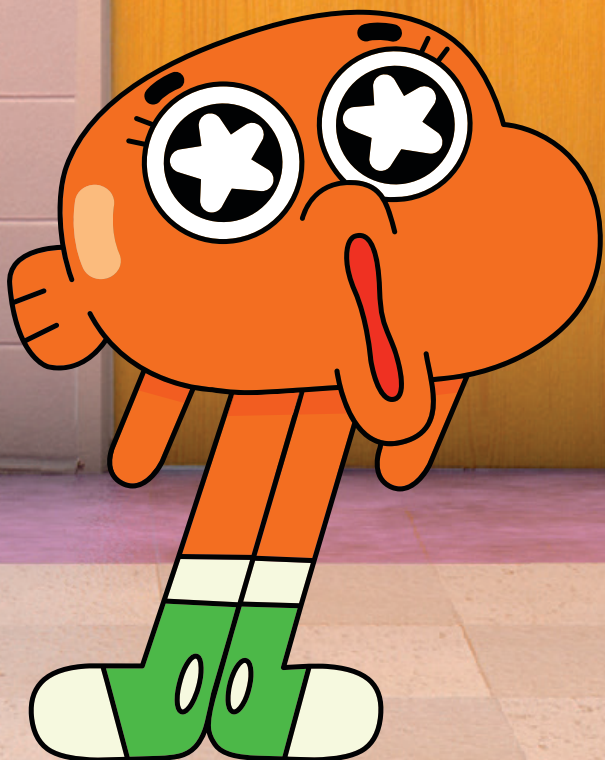
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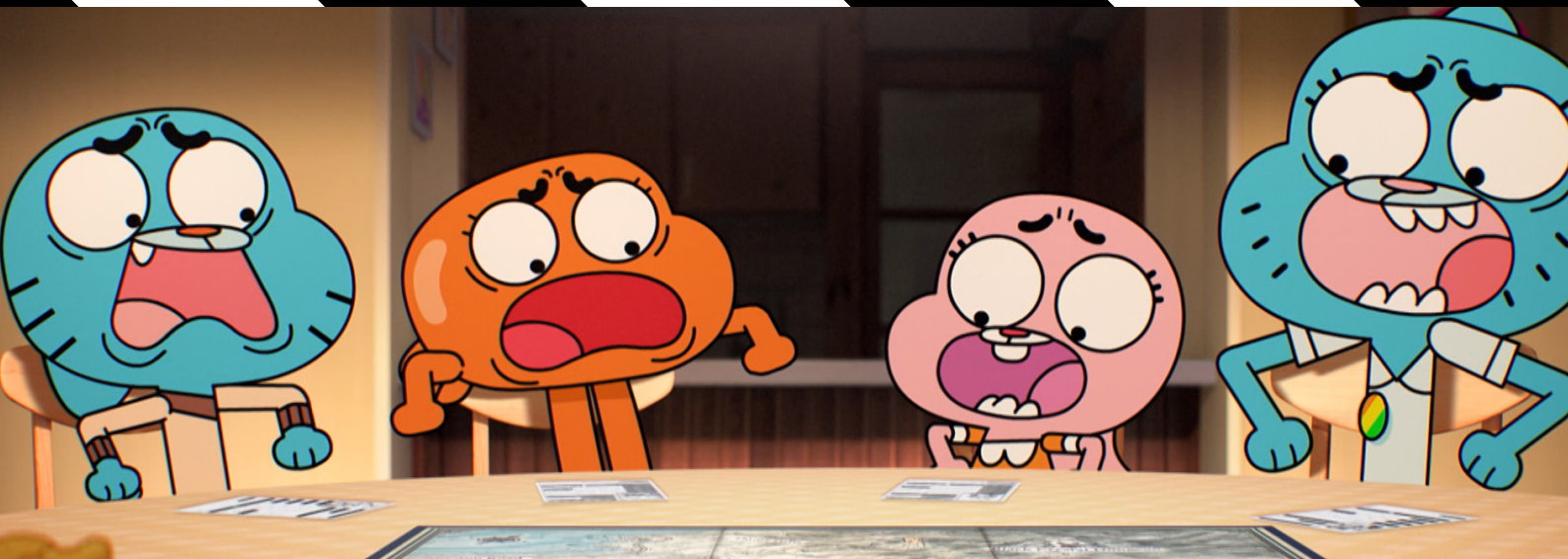


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TERM 3 FOCUS: COMMUNITY

LESSON 3: THE AMAZING WORLD OF GUMBALL PICNIC TAKES SHAPE.

Lesson Starter:

1. Pupils view *The Amazing World of Gumball* short clip (link within presentation).
2. A Delicious Feast!
3. Organising *The Amazing World of Gumball Picnic* is big responsibility for Gumball; There's a large number of people attending (teacher decides scale) but also picnic food must be:
 - ✚ Fun
 - ✚ Nutritious
 - ✚ Safe
 - ✚ Suitable for a picnic setting
 - ✚ Varied
 - ✚ The right amount for the whole group
 - ✚ Easy to prepare
 - ✚ Delicious
 - ✚ Portable
4. And, there's a wide age-range and range of food choices needed, including:
5. 5 to 7 Year-olds, Teenagers, Mums and Dads (20's, 30's and 40+), senior citizens, Vegetarians, Vegans and Pescatarians - as well fussy eaters!
6. Food Nutrition and Dietary Research
Class divided into pairs/small groups
Pupils asked to investigate food types to meet these requirements.
7. How might pupils help to persuade Gumball that giving *The Amazing World of Gumball Picnic* a healthy eating theme is a good idea and, might also help Gumball himself to start trying to try to cut back on junk food?

8. Pupils share investigation findings with class.
Homework/Home Involvement: pupils ask parents/older relatives for great picnic food suggestions.

DFE NC CURRICULUM LINKS

SCIENCE (FOOD AND NUTRITION): Pupils should be taught to:

- ✚ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

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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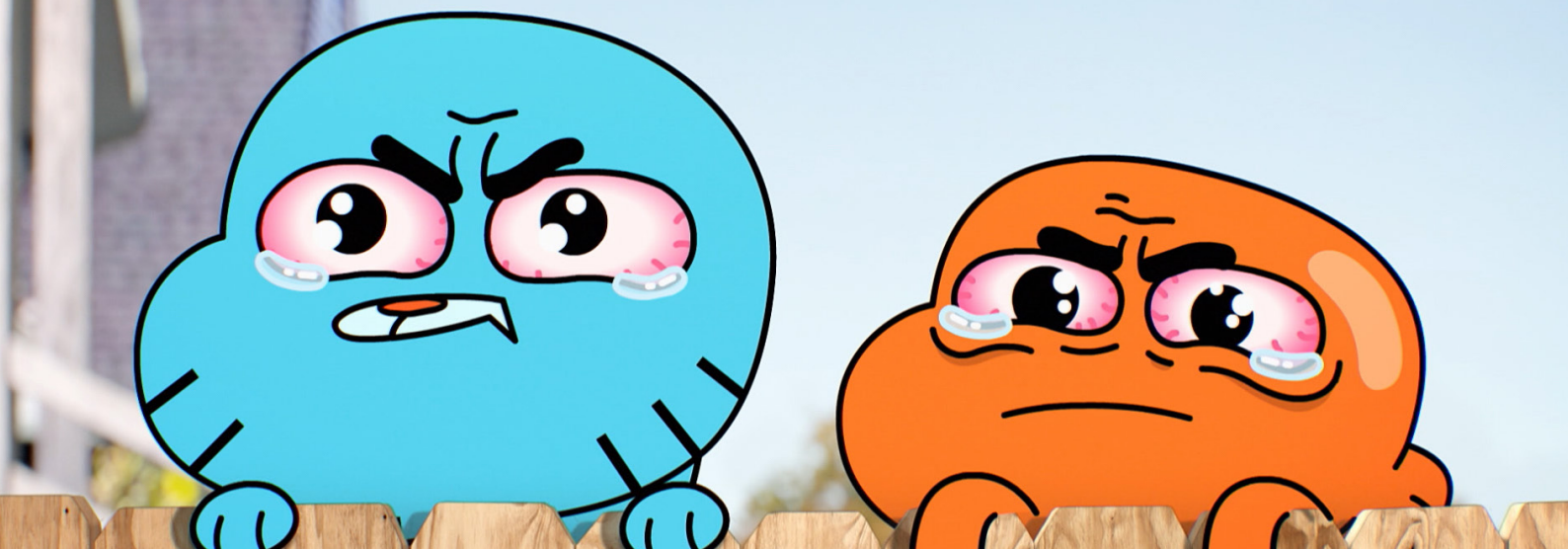
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TERM 3 FOCUS: COMMUNITY

LESSON 4:

PICNICKING ACROSS THE WORLD.

Lesson Starter:

1. Pupils view *The Amazing World of Gumball* short clip (link within presentation).

Food Traditions and Cultures.

Teacher explains that there will also be a wide and exciting cultural mix of people, and that the picnic should reflect this.

2. Class/pupil discussion about the different types of food that people are brought up with and enjoy. (Teacher Guide offers useful World Food Q/A quiz).

Food Research Task.

3. Pupils in pairs/small groups allocated famous international dishes and tasked to discover:
 - ✋ What the dishes consist of.
 - ✋ How they are prepared and cooked.
4. Pupils share investigation findings with whole class.
5. An additional/optional task would be to ask pupils in pairs or groups to create a large world map and label it with a picture of each country's delicious national dish.

Homework/Home Involvement: pupils ask parents and especially older relatives, about food memories as children.

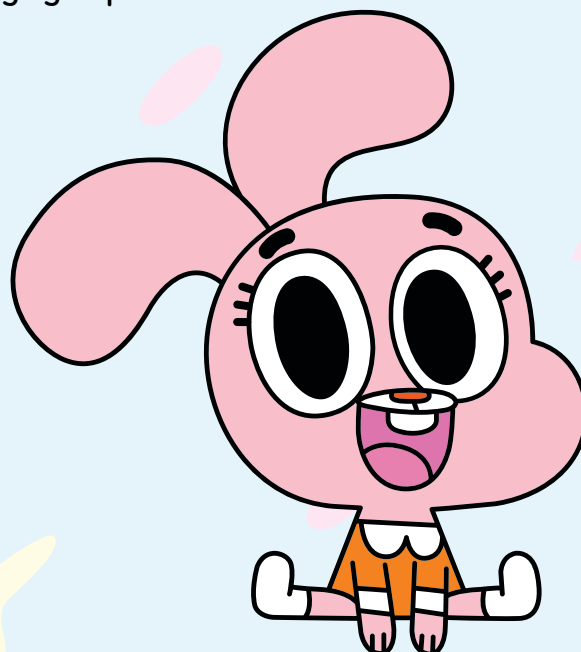
DFE NC CURRICULUM LINKS

GEOGRAPHY: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

SCIENCE (FOOD AND NUTRITION): Pupils should be taught to:

- ✋ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

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TERM 3 FOCUS: COMMUNITY

LESSON 5:

THE AMAZING WORLD OF GUMBALL PICNIC!

Lesson Starter:

1. Pupils view *The Amazing World of Gumball* short clip (link within presentation).
2. In this lesson pupils can enter *The Amazing World of Gumball Picnic Competition*. There are two options:

Option 1:

5.2a The class prepare and enjoy a real Amazing World of Gumball picnic, held within the school grounds or in the classroom, with invited guests.

The competition should include pictures of preparations, copies of menus/food choices etc, photos of individual dishes, pictures of guests enjoying the event, pictures of the post-picnic clear-up operation plus a selection of hopefully, positive comments from guests.

The competition judges will take into account the extent to which Gumball has understood the importance of healthy eating when devising the picnic.

Please note: Pupils preparing food for *The Amazing World of Gumball Picnic* must be supervised by a teacher, parent, guardian or other adult.

Option 2:

5.2b If an actual classroom or outdoor picnic isn't possible, pupils can still enter the competition by inventing their own unique 'Amazing World of Gumball Super Sandwich'.

The Amazing World of Gumball Super Sandwich:

- ✎ Should be designed in the classroom.
- ✎ Created and perfected at home.
- ✎ Can contain amazing fillings that reflect Gumball's quirky character and sense of humour (but is of course, safe to eat).
- ✎ The sandwich should also appeal to Anais, Nicole Richard and Darwin.

Key point: *The Amazing World of Gumball Sandwich* must be a real sandwich!

The competition entry can consist of:

- ✎ Labelled sketches of the sandwich during its various design stages.
- ✎ Pictures of the actual sandwich during construction.
- ✎ Pictures of abandoned sandwich attempts with reasons for abandonment.
- ✎ Pictures of the final, completed and successful sandwich.
- ✎ Sandwich reviews from family, friends, neighbours and others.



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The Amazing World of Gumball Super Sandwich might be delivered to the Chief School Cook/Chef for assessment and her/his remarks submitted.

- ✎ It should also receive a mark out of 10 from Miss Simian.
- ✎ The competition judges will take into account the extent to which Gumball has understood the importance of healthy eating when creating/making his sandwich.

Please note: Pupils preparing *The Amazing World of Gumball Super Sandwich* must be supervised by a teacher, parent, guardian or other adult.

Homework/Home Involvement: support with preparation for competition entry.

DFE NC CURRICULUM LINKS

GEOGRAPHY: 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.

SCIENCE (FOOD AND NUTRITION):

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]

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GEOGRAPHY: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

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)

