



**EXCITING
EXPLORATION**

**TEACHING RESOURCE
FOR 11-16 YEAR OLDS**

Ripley's
**Believe It
or Not!**[®]

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THE AMAZING WORLD OF ROBERT RIPLEY

Inspired Resource

This education pack is inspired by one man and the amazing world he lived in. It was, of course, the same planet as the rest of us inhabit, but what set Robert Ripley apart was his curious viewpoint and insatiable appetite for the unusual and different. Some might even say the bizarre! Likewise, the activities and lesson plans in this primary teaching resource will enable your pupils to test their curiosity, observational powers and imagination to the full.

Global Explorer

Millionaire cartoonist, renowned broadcaster and, in the 1930's, voted America's most popular, Robert Ripley was, above all a world-class explorer and collector. Indiana Jones-style, he was relentless in his search for astonishing artefacts to add to his collection of the frankly unbelievable. Knowing the truth of his finds, he coined the phrase "Believe It or Not!" and founded a collection of 'Odditoriums' that still bear his name today.

London's latest new attraction

The latest of these 'Odditoriums' is the showpiece **Ripley's Believe It or Not!** attraction at the prestigious and newly renovated 1 Piccadilly Circus, London. There, in impressive surroundings, you'll find the renowned exhibits that prompt even the most reserved among us to drop our jaw. Quite simply, you won't believe your eyes.

ODDLY EDUCATIONAL!

Our teaching resource brings you some of the flavour of the world of Ripley and is designed to be used in conjunction with an Oddly Educational! school visit. The whole experience will stimulate curiosity but better still they're fun to do and fully in line with curriculum requirements! Combine these with a school visit and not only are the lessons brought to life but it will make learning outside the classroom truly Oddly Educational!

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Welcome to Oddly Educational!

Welcome to **Ripley's Believe It or Not! Exciting Exploration**, the primary teaching resource for 8-11 year olds. This educational resource consists of two projects, Amazing Project One and Amazing Project Two, though each lesson has been created so that it can also be used individually. In addition we have included a lesson to accompany your school visits to **Ripley's Believe It or Not! London**, it can be used at any point during either project but we recommend this lesson is used before beginning either Amazing Project One or Amazing Project Two. There is a poster for display on the classroom wall to support the project. Curriculum mapping for the project is on the outside back cover.

We hope that you and your pupils enjoy these projects. Don't forget to give us your feedback on the project response card within the project folder.

Activity - Your School Visit

In this activity, introduce pupils to some of the exhibits in **Ripley's Believe It or Not! London** and ask them to say whether they believe them or not! Their challenge is then to find the related items in Ripley's 'Odditorium' and find out whether the facts they are given are true or not. On the reverse of this photocopiable activity sheet is the master matrix of answers together with details of the relevant artefacts in Ripley's in the order in which your group will reach them.

Learning Outcomes

- To express a personal opinion and explain the reasons behind it
- To research information

Preparation

Book your visit to Ripley's.

Photocopy the activity sheet for every pupil.

Photocopy the teacher's notes on the reverse of activity sheet for each adult group leader and brief them on what you want your pupils to do whilst they are at Ripley's.

Lesson

On the day before or morning (time permitting) of your class visit, hand out copies of the Believe It or Not! activity sheet to all your pupils. Explain that whilst they are at Ripley's they will see many different artefacts and learn some remarkable and unusual facts. Ask them to read through the statements on the activity sheet and decide whether they Believe It or Not! Tell pupils that once they arrive at the attraction they will have to find these specific items during their visit.

Plenary

Once back in the classroom review what pupils have discovered by investigating the statements on their activity sheet. Which artefacts did they look at most closely? What interesting facts have they learned?



Dinosaur Eggs?

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AMAZING PROJECT ONE

ACTIVITY 1

Amazing Adventure

This activity may be part of a preparation lesson, designed to take place during a school visit and continue once your class is back at school or it can be delivered using an interactive whiteboard to show the selected artefacts from Ripley's. In this activity pupils are asked to choose an artefact and write an adventure story in which Robert Ripley and the pupil search for, and find, an artefact and bring it back to Ripley's 'Odditorium'.

Learning Outcomes

- To write an adventure story
- To create a plausible sequence of events
- To use a range of adjectives to make their writing more interesting

Preparation

Photocopy the activity sheet for each pupil.

Put your poster up in your classroom.

Download the Interactive Whiteboard resource 'Amazing Adventure' from www.ripleyslondon.com/schools

Lesson

Remind pupils that Robert Ripley was a great explorer who travelled the world collecting unusual and eccentric objects, (you may also find it useful to read through Robert Ripley's biography at this point with your pupils). Show pupils the interactive whiteboard screens showing them the artefacts which have been collected for the museum. Explain that they are going to write an adventure story about how one artefact of their choice was acquired. Ask them to talk about similar adventure stories they have read or seen on television eg Indiana Jones.

Hand out the activity sheet and talk to pupils about what they should include in their story using the story planner grid. Show pupils their planning board which is in the style of a cartoon strip (because of Robert Ripley's career as a cartoonist) so they can plan their story. Once they have planned their story encourage them to talk through their plan with a partner so they can encourage each other to add in any details which they may have missed. They are then to be given time to write their Amazing Adventure story.

Plenary

Ask pupils to read out their stories to the class. Ask them to think about the similarities and differences between the stories as they search for the same object. Encourage them to explain where their ideas came from.

This teaching project comprises of four amazing activities:

1. Amazing Adventure
2. The Ripley Record
3. Art Explorers
4. Exploring Currency

Artefacts:

- Albino Alligator
- Megalodon Shark Jaw
- Berlin Wall
- Moon Meteorite
- Insect in Amber



Shark Jaw?

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ACTIVITY 2

The Ripley Record

This activity may take several lessons to complete. It is designed to be used after Activity 1 to continue with the theme.

Pupils are asked to write a newspaper account of their discovery of an artefact that is now in Ripley's that they remember from their visit or the Amazing Adventure activity. Pupils will be encouraged to use their chosen artefact (they would have collected as much information as possible whilst at Ripley's). Once back in the classroom they can either carry out further research using books and the internet or complete their newspaper report by using their imagination to fill in the unknown gaps.

Learning Outcomes

- To identify key facts about artefacts
- To make notes
- To research information using a variety of sources
- To write a report in the style of a newspaper article

Preparation

Photocopy the activity sheet for each pupil.

Download the 'Tim's model Titanic' newspaper article, which pupils could use to develop their understanding of this genre from www.ripleyslondon.com/schools

Lesson

Recap on their visit to **Ripley's Believe It or Not!** London. Tell them that many of the artefacts and exhibits come from Robert Ripley's love of travel and the unusual, sometimes eccentric, objects he discovered on his travels. Talk about how Robert Ripley first made the American public aware of these artefacts by writing reports in newspapers and explain that they are going to write their own newspaper report about the artefact they chose on their visit, which they will have written their story about in Amazing Adventure.

Show pupils the example of a newspaper report 'Tim's model Titanic' and talk about its different features.

Ask your pupils to talk with a partner about the artefact they have chosen to write their report on and explain what they have learned about it. Encourage them to ask their partners lots of questions to help them provide lots of detail in their work. Explain that it is acceptable to fill in any missing information using their own ideas and imagination. Next ask your pupils to write their own newspaper report including as much detail as possible. These can then be put together as a class newspaper or magazine of the weird and wonderful.

Plenary

Ask pupils to read their final newspaper reports to the class. Which facts did they find most interesting? How many new things have your pupils learned? What did they enjoy most about their visit?



Albino Alligator?

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ACTIVITY 3

Art Explorers

In this activity pupils will be asked to consider some of the amazing art exhibits at Ripley's and think about what has been used to create them. They will then be challenged to work independently, in pairs or small groups, to create their own unbelievable artwork using some unusual materials.

This activity may take several lessons and is enhanced by taking place after a school visit to Ripley's.

Learning Outcomes

- To explore different artistic styles
- To explore a wide range of materials which can be used to create different forms of artwork

Preparation

Collect a variety of unusual materials for pupils to create artwork from eg pointillist artwork could be created using buttons, smarties, tiddlywinks; 3D sculpture could be created from garden wire (use the plastic coated variety for safety), cardboard tubes and boxes, plasticine. Unusual objects could be provided for pupils to paint on eg pottery items, hardboiled eggs, leaves, textured papers and fabrics.

Download the 'Art Explorers' Interactive Whiteboard resource from www.ripleyslondon.com/schools

Lesson

At Ripley's, look at the artworks or show pupils the Interactive Whiteboard slide show of the unusual artwork displayed at Ripley's and ask them to identify which materials have been used to create the artwork.

During their visit they can use the activity sheet to record the materials that have been used. Back in the classroom encourage pupils to talk about which pieces of art they like or dislike and why.

Show them the materials that you have collected for them to use and ask them to plan how they would create their own artwork, identifying the materials and the techniques they could use in their creativity. This could be themed in some way so, for example, they are creating amazing animals, curious creatures, bizarre birds and so on.

Pupils should be given ample time to produce their creations depending on what has been planned. This may take several lessons or they may need time to work on the artwork during lunchtimes, after school or when they have completed tasks in other subjects early.



Bubblegum Balls?

Artefacts:

- Painted Ostrich Egg
- Lint Art Plate of Sushi
- Indian Skeleton Leaf Painting
- Last Supper on a Grain of Rice
- Dog Portrait



Junk Duck?

Plenary

Ask pupils to describe their artwork to the rest of the class, identifying which materials they used and how they were assembled. Ask pupils to write their own museum label describing their work and then find a suitable area to display their work in their own 'Unbelievable Art Exhibition'.

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ACTIVITY 4

Exploring Currency

Ripley's has many artefacts relating to currency from around the world. It also has artefacts which, although not money, were used as currency by bartering for items. This is the basis for a lesson in which children decide the relative values of needs and wants.

Learning Outcomes

- To understand the value of money
- To develop understanding of bartering

Preparation

Photocopy the activity sheet for each pupil.

Lesson

Explain that bartering is a system that involves swapping for items that are needed and is particularly useful in countries and islands where the value of money is very low. Tell pupils that items such as potatoes or sugar are often used because of their value in the household as a food. In some places a good potato crop would mean the farmer was considered to be very rich.

Show pupils the activity sheet and explain that they are going to imagine they have been marooned on a distant Island. There are two tribes who live on this island 'the believeits' and 'the ornots'. Both tribes have some foods and other items. For example, one group has fire and the other has many potatoes. One tribe has cows, which give milk so they can make cheese and, also, they can use these for meat and clothing, occasionally. The other tribe has hens and other birds, which give eggs, feathers for pillows and occasionally meat. Tell your pupils that they are going to find a way of devising a barter system for the two tribes so that they can access some of each other's resources to improve their lives. However there are rules and they can only barter with five items and the tribes CANNOT decide to join forces and live happily ever after together. Ask pupils to complete the task either individually, in pairs or small groups.

Alternatively ask your class to work on the task individually so they can express their ideas and then ask them to discuss this in pairs or groups so that they have to explain and justify their thinking.

You could also split the class into the two tribes and ask them what they would like to receive and what they would be prepared to give in return. They could then role-play the negotiations between the two tribes and negotiate a successful conclusion.

Plenary

Ask pupils to talk about how they decided which items were important to barter with or for. Ask your class to name as many different currencies as they can. Do they know which country uses these currencies? Can they name the countries that use the Euro? Can they name any countries that use the dollar? Can the same dollar be used in all these countries? How does the dollar differ?



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AMAZING PROJECT TWO

This teaching project comprises of four amazing activities:

1. My Unbelievable Environment
2. Amazing Animals
3. Amazing Achievements
4. A Believable Biography

ACTIVITY 1

My Unbelievable Environment

In this activity pupils are encouraged to think about their own town, village or street and turn it into their own 'Believe It or Not!' project. They will be encouraged to use a great deal of imagination to bring their environment to life and create the perfect place for friends or tourists to explore. Perhaps their street is the site where Bob the Builder built his first wall or the famous Baskerville hounds could be living in a kennel at number 56. Pupils can either create their own 'Odditorium' guidebooks or work collaboratively to create a group or class effort.

Learning Outcomes

- To identify both current and historical features of their local environment
- To use imagination to create an unbelievable environment
- To develop their understanding of persuasive argument

Preparation

Collect a variety of local leaflets and information booklets, which will be useful in this task. Photocopy the activity sheet for each pupil.

Lesson

Ask pupils to list everything they like and is important to them in the area where they live. It could be shops, friends, places to visit, local takeaway, play park, animals etc.

Explain that they are going to try to 'sell' their favourite places to tourists by persuading them that they are very exciting and worth a visit. It may be that they need to get a little creative in order to really sell some areas so encourage them to think of ways to do this eg describing a takeaway restaurant as the place where Jamie Oliver first cooked chips or a local lake as the home of Timmy, the local lake's monster who is Nessie's far less famous cousin.

Use the activity sheet to encourage pupils to select and promote a wide range of local facilities and then explain that they are going to create their own tourist brochure or leaflet. Show them some of the examples you have collected and encourage your class to identify the features that make them stand out. Finally allow pupils time to produce their own leaflet.

Plenary

Ask pupils to imagine that you are from the local tourist board and that you are going to choose the best leaflet and have it produced for a major campaign. Ask pupils to display their leaflets and explain how theirs is showing off the local area to best advantage and why it should be chosen for the campaign.



Eye popping?

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ACTIVITY 2

Amazing Animals

In this activity pupils are asked to consider animals and what makes them amazing.

Learning Outcomes

- To recognise that everyone is different and capable of different things
- To recognise the features of different animals
- To write a persuasive text

Preparation

Collect reference books about different animals, birds and insects.
Photocopy the activity sheet for each pupil.

Lesson

Explain that there are many animal exhibits in Ripley's such as, a flying fish, a turtle, a six-legged deer, a two-headed lamb. These animals are considered amazing because they look different to their counterparts. Equally animals are amazing simply for what they can achieve, for example, an ant can carry something that is many times its own body weight, pigs and some dogs can use their amazing sense of smell to sniff out rare truffles etc.

Explain that pupils are going to research an animal that they consider to be amazing and then write a list of reasons explaining why their chosen creature is the most amazing creature in the world. To give pupils some understanding of the range of amazing facts from the world of animals, use the following examples. ■ A cat has 32 muscles in each ear. ■ A group of Kangaroos is called a mob. ■ Elephants are the only animal that can't jump. ■ Polar bears are left handed.

Pupils that complete the task quickly can be asked to make up a creature that has amazing abilities and draw it.

Plenary

Ask pupils to hold a discussion about their various creatures and see if they can persuade each other that their animal is the most amazing animal ever.



T-Rex?

ACTIVITY 3

Amazing Achievements

In this activity pupils are asked to think about what amazing achievement they are capable of and design a poster or cartoon strip for display in *Ripley's Believe It or Not!*

Learning Outcomes

- To recognise that everyone is different and capable of different things
- To recognise the importance of personal achievements and value the achievements of themselves and others

Preparation

Photocopy the activity sheet for each pupil.

Lesson

Explain that new items are added in *Ripley's Believe It or Not!* on a regular basis, ask your pupils to imagine that Ripley's is going to launch a new section call Amazing Achievements.

Tell pupils that this section is going to be about ordinary people and the things that they can do. Explain that this could be something like being able to touch their nose with their tongue or being able to complete a task very well or very quickly. Ask pupils to think about something they feel they have achieved and would like to celebrate. If some pupils struggle, ask other pupils to help them out by suggesting things they do well.



Blue face?

Ripley's
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continued overleaf

Show pupils the activity sheet and explain that they have to draw a portrait of themselves achieving success and then explain what their achievement is and why it is important to them. Emphasise that achievements can be very personal and that they differ because everyone is an individual, and something which one person struggles to achieve might be achieved very easily by someone else and, consequently, achievements are viewed in different ways depending on how much effort is involved.

Plenary

Take time to celebrate the achievements which pupils are proud of and encourage them to think about what they would like to achieve next and how they are going to achieve it.

ACTIVITY 4

A Believable Biography

In this activity pupils are shown the biography of Robert Ripley or you can read it to the class and then pupils will compose a biography of their own.

Learning Outcomes

- To identify the key features of biographical writing
- To research a friend or relative and write a biography of their life

Preparation

Photocopy the activity sheet for each pupil.

Collect suitable materials for pupils to use in their research. This can include books, magazines, and website addresses etc.

Lesson

Read through Robert Ripley's biography with the class and ask them to identify what types of information are given such as, when he was born, key dates and activities, his personality, his key influences etc. Also, ask pupils to identify the style in which a biography is written. It should be very precise, written in the third person, past tense (although this sometimes depends on whether this person is living or dead) and accurate.

Next, ask pupils to choose a friend or relative whom they'd like to write a biography of, so that they can use interviews to find out the information they need. In this instance work will need to be done so pupils can create a suitable questionnaire to use in order to collect enough information.

Ask pupils to plan how they will locate relevant information. (It may be useful to allow some time before they collect their information/write their biography to visit their local library, school library or bring other information sources from home). They should use the activity sheet to collect key facts and organise their writing before completing their written biography. Encourage pupils to include as many Believe It or Not! type facts as they can in keeping with the Robert Ripley style.

Plenary

Ask pupils to read their biographies to the class. How many children have found out something new about their chosen subject? What have their fellow pupils learned about this person which they did not know before?

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Robert Ripley



Explorer, Cartoonist, Baseball Player, and Collector of the Unusual and Unexpected

The world-famous **Ripley's Believe It or Not!** attractions were founded by Robert Ripley. Born in California in 1890, Ripley showed early sporting and artistic talent. He yearned for a pro baseball career and a trial with the New York Yankees but injury ended his hopes. Having switched to drawing sporting cartoons, he went on to depict the bizarre and unusual. This proved an instant hit with the American public.

Under the title "Believe It or Not!" Ripley's work appeared in 400 newspapers globally, books, and inspired radio and television series. Such was his appeal that he was voted America's most popular man in 1936.

Travel became an obsession as he explored the world seeking out the surprising, the unusual and the strange. He dedicated his life to reporting the unbelievable things he discovered to reveal them to his American public.

Daring jungle and desert, the intrepid explorer scoured the world for ever more strange examples of the world's capacity for surprise and difference.

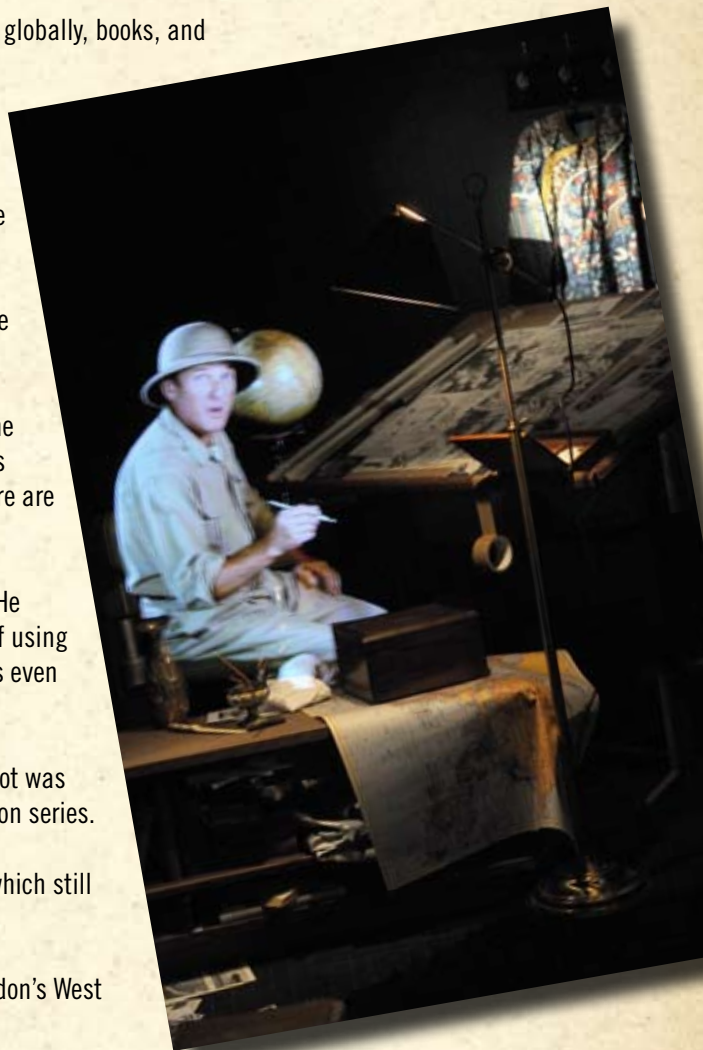
Thousands of oddities he'd collected were first shown in an 'Odditorium' at the Chicago Trade Fair, 1933. Public interest was overwhelming and many venues were subsequently opened to satisfy the curious – which includes us all! There are now over 32 'Odditoriums' globally.

Ripley was considered an eccentric character with a varied style of clothing. He was thin on top and had beaver-like protruding teeth. He was also terrified of using the telephone, fearing it would electrocute him. He owned more than 100 cars even though he never learnt to drive. Ripley was the most unlikely celebrity.

In 1948, he created a television pilot based on one of his radio shows. The pilot was such a success it became the basis for one of the very first weekly US television series.

Robert Ripley died in 1949, but his legacy lives on in numerous attractions, which still bear his name.

And now the latest is open at The London Pavilion, 1 Piccadilly Circus, in London's West End.



Robert Ripley

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Oddly Educational Curriculum Mapping

School visit activity: BELIEVE IT OR NOT!

ENGLAND

English
Speaking & Listening
Group discussion and interaction
3. To talk effectively as members of a group, pupils should be taught to:
a) make contributions relevant to the topic and take turns in discussion
c) qualify or justify what they think after listening to others' questions or accounts

Reading

Understanding texts
2. Pupils should be taught to:
a) use inference and deduction
b) look for meaning beyond the literal

Reading for information

3. Pupils should be taught to:
a) scan texts to find information
b) skim for gist and overall impression
c) obtain specific information through detailed reading
e) use organisational features and systems to find texts and information

Citizenship

Knowledge, skills and understanding
Developing confidence and responsibility and making the most of their abilities

1) Pupils should be taught to:
to talk and write about their opinions, and explain their views, on issues that affect themselves and society

WALES

English
Oracy
1 Range
4. make a range of contributions in discussions, depending on the activity and the purpose of the talk this range should include:
• making exploratory and tentative comments when ideas are being collected together
• making reasoned, evaluative comments as discussion moves to conclusions or action

Reading

2 Skills
5. use inference, deduction and prediction to evaluate the texts they read, and refer to relevant passages or episodes to support their opinions
6. find information in books and ICT-based sources by using organisational devices to help them decide which parts of the material to read closely
7. read for different purposes, including skimming to gain an overall impression, scanning to locate information and

SCOTLAND

Environmental studies
Skills in social subjects – enquiry
Carrying out tasks levels A, B, C, D

Reviewing and reporting tasks
Levels A, B, C, D

NORTHERN IRELAND

English
Talking & Listening
Expected outcomes
B

Reading

Expected outcomes
G

Activity 1: Amazing Adventure

ENGLAND
English
Writing
Knowledge, skills and understanding
Composition

1. Pupils should be taught to:
a) choose form and content to suit a particular purpose
b) broaden their vocabulary and use it in inventive ways
c) use language and style that are appropriate to the reader
d) use and adapt the features of a form of writing, drawing on their reading
e) use features of layout, presentation and organisation effectively.

Planning and drafting

2. To develop their writing on paper and on screen, pupils should be

taught to:

- plan - note and develop initial ideas
- draft - develop ideas from the plan into structured written text
- plan, draft and improve their work, using ICT as appropriate, and discuss and evaluate their own and others' writing.

Breadth of study

11. The range of readers for writing should include teachers, the class, other children, adults, the wider community and imagined readers.
12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

WALES

English
Writing
1 Range
1. write for varied purposes, understanding that writing is essential to thinking and learning, and enjoyable in itself
2. write for an extended range of readers
4. use the characteristics of different kinds of writing
5. write in forms which include imaginative writing and non-fiction

2 Skills

2. write in response to more demanding tasks and a wider range of purposes,
3. plan, draft and improve their work, using ICT as appropriate, and discuss and evaluate their own and others' writing

SCOTLAND

N/A

NORTHERN IRELAND

English
Writing
Expected outcomes

A
B
C
E

Activity 2: The Ripley Record

ENGLAND
English
Writing
Knowledge, skills and understanding
Composition

1. Pupils should be taught to:
a) choose form and content to suit a particular purpose
b) broaden their vocabulary and use it in inventive ways
c) use language and style that are appropriate to the reader
d) use and adapt the features of a form of writing, drawing on their reading
e) use features of layout, presentation and organisation effectively.

Planning and drafting
2. To develop their writing on paper and on screen, pupils should be taught to:
a) plan - note and develop initial ideas
b) draft - develop ideas from the plan into structured written text
f) discuss and evaluate their own and others' writing.

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WALES

English
Writing
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1. write for varied purposes, understanding that writing is essential to thinking and learning, and enjoyable in itself
2. write for an extended range of readers
4. use the characteristics of different kinds of writing
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2 Skills

2. write in response to more demanding tasks and a wider range of purposes,
3. plan, draft and improve their work, using ICT as appropriate, and discuss and evaluate their own and others' writing

SCOTLAND

Environmental studies
Skills in social subjects – enquiry
Carrying out tasks
Levels A, B, C, D

Reviewing and reporting tasks
Levels A, B, C, D

NORTHERN IRELAND

English
Writing
Expected outcomes
A
B
C
E

Activity 3: Art Explorers

ENGLAND
Art & Design

2 Pupils should be taught to:
a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
b) apply their experience of materials and processes, including drawing, developing their control of tools and techniques
3 Pupils should be taught to:
a) compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
4 Pupils should be taught about:
a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
c) the roles and purposes of artists, craftspeople and designers working in different times and cultures

WALES

Art & Design
1 Understanding
Pupils should be taught to:
1. describe and make comparisons between their own work and that of others,
2. experiment with some of the methods used by other artists,
3. examine a variety of art, craft and design from different periods, places and cultures, considering their purposes and intentions

2 Making

2. plan and make objects, images and artefacts in two and three dimensions using various materials for a variety of purposes
3. use their experience and knowledge of different materials, tools and techniques experimentally and expressively

SCOTLAND

Art

NORTHERN IRELAND

Art
Level descriptors 3, 4, 5

Activity 4: Exploring Currency

ENGLAND
English
Speaking & Listening
Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:
a) make contributions relevant to the topic and take turns in discussion
c) qualify or justify what they think after listening to others' questions or accounts

Citizenship
Developing confidence and responsibility and making the most of their abilities

1) Pupils should be taught to:
to talk and write about their opinions, and explain their views, on issues that affect themselves and society to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

2) Pupils should be taught:
that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Developing good relationships and respecting the differences between people

4. Pupils should be taught:
b) to think about the lives of people living in other places and times, and people with different values and customs

WALES

English
Oracy
1 Range
4. make a range of contributions in discussions, depending on the activity and the purpose of the talk; this range should include:
• making exploratory and tentative comments when ideas are being collected together
• making reasoned, evaluative comments as discussion moves to conclusions or action

SCOTLAND

N/A

NORTHERN IRELAND

English
Talking & Listening
Expected outcomes
B

An Amazing Project

Activity 1: My Unbelievable Environment

ENGLAND
English
Writing
Knowledge, skills and understanding
Composition

1. Pupils should be taught to:
a) choose form and content to suit a particular purpose (for example, plans to read or organise thinking, plans for action, poetry for pleasure)
b) broaden their vocabulary and use it in inventive ways
c) use language and style that are appropriate to the reader
d) use and adapt the features of a form of writing, drawing on their reading
e) use features of layout, presentation and organisation effectively.

Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:
a) plan - note and develop initial ideas
b) draft - develop ideas from the plan into structured written text
f) discuss and evaluate their own and others' writing.

Breadth of study

11. The range of readers for writing should include teachers, the class, other children, adults, the wider community and imagined readers.
12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

Geography

Geographical enquiry and skills
1. In undertaking geographical enquiry, pupils should be taught to:
a) ask geographical questions
d) identify and explain different views that people, including themselves, hold about topical geographical issues
e) communicate in ways appropriate to the task and audience

2. In developing geographical skills, pupils should be taught:
a) to use appropriate geographical vocabulary

Knowledge and understanding of places

3. Pupils should be taught:
a) to identify and describe what places are like
b) the location of places and

environments they study and other significant places and environments
c) to describe where places are
d) to explain why places are like they are
f) to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

WALES

English
Writing
1 Range
1. write for varied purposes, understanding that writing is essential to thinking and learning, and enjoyable in itself
2. write for an extended range of readers
4. use the characteristics of different kinds of writing
5. write in forms which include imaginative writing and non-fiction

2 Skills

2. write in response to more demanding tasks and a wider range of purposes
3. plan, draft and improve their work, using ICT as appropriate, and discuss and evaluate their own and others' writing

Geography

1 Geographical enquiry and skill
1. observe and ask questions about geographical features and issues
2. collect, record and present evidence to answer questions

2 Places

1. where the locality is and how it links to other localities
2. what the locality is like and what geographical patterns can be identified

SCOTLAND

Environmental studies
Human - Physical interactions
Level B, C, D

NORTHERN IRELAND

English
Writing
Expected outcomes
A
B
C
E

Activity 2: Amazing Animals

ENGLAND
English
Speaking & Listening
Group discussion and interaction
3. To talk effectively as members of a group, pupils should be taught to:
a) make contributions relevant to the topic and take turns in discussion
c) qualify or justify what they think after listening to others' questions or accounts

Citizenship
Knowledge, skills and understanding
Developing confidence and responsibility and making the most of their abilities

1) Pupils should be taught to:
to talk and write about their opinions, and explain their views, on issues that affect themselves and society

WALES

English
Oracy
1 Range
4. make a range of contributions in discussions, depending on the activity and the purpose of the talk

SCOTLAND

N/A

NORTHERN IRELAND

English
Talking & Listening
Expected outcomes
B

Activity 3: Amazing Achievements

ENGLAND
Citizenship
Developing confidence and responsibility and making the most of their abilities
1) Pupils should be taught to:
to talk and write about their opinions, and explain their views, on issues that affect themselves and society

to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
f. to look after their money and realise that future wants and needs may be met through saving.
Preparing to play an active role as citizens

2) Pupils should be taught:
that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
Developing good relationships and respecting the differences between people
4) Pupils should be taught:
that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

WALES

N/A

SCOTLAND

N/A

NORTHERN IRELAND

N/A

Activity 4: A Believable Biography

ENGLAND
English
Writing
Knowledge, skills and understanding
Composition

1. Pupils should be taught to:
a) choose form and content to suit a particular purpose
b) broaden their vocabulary and use it in inventive ways
c) use language and style that are appropriate to the reader
d) use and adapt the features of a form of writing, drawing on their reading
e) use features of layout, presentation and organisation effectively.

Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:
a) plan - note and develop initial ideas
b) draft - develop ideas from the plan into structured written text
f) discuss and evaluate their own and others' writing.

Breadth of study

11. The range of readers for writing should include teachers, the class, other children, adults, the wider community and imagined readers.
12. The range of forms of writing should include narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries.

WALES

English
Writing
1 Range
1. write for varied purposes, understanding that writing is essential to thinking and learning, and enjoyable in itself
2. write for an extended range of readers
4. use the characteristics of different kinds of writing
5. write in forms which include imaginative writing and non-fiction

2 Skills

2. write in response to more demanding tasks and a wider range of purposes
3. plan, draft and improve their work, using ICT as appropriate, and discuss and evaluate their own and others' writing

SCOTLAND

N/A

NORTHERN IRELAND

English
Writing
Expected outcomes
A
B
C
E

EXCITING EXPLORATION

Amazing Adventure

Robert Ripley was a great explorer who travelled the world and discovered many things. Today you are going to write a story about his adventures. Use this sheet to plan how your story will be told. Ripley was also a great cartoonist so sketch out your stories in the form of a cartoon first and add speech bubbles to help you remember important details. He is going to discover one of the following artefacts:

Albino Alligator

Megalodon Shark Jaw

Berlin Wall

Moon Meteorite

Insect in Amber

What does Robert Ripley go in search of and how does he find out about it? [letter, newspaper, radio, fellow traveller]

How does he decide to get there?

Who will help him? [Does he meet a friend, a fellow explorer or hire a guide?]

What problems does he face on the next stage of his journey? [dense jungle, fierce creatures, booby traps, unfriendly locals] You may decide he faces a series of problems. Use the back of this sheet to sketch them all out.

How does he solve the problem? [Remember if you have more than one problem you will need more than one solution]

How does it all end? [Try to make it exciting!!!]

Now use your plan to write your adventure story. Try to make it as detailed and exciting as possible so that it is worthy of a Believe It or Not! explorer.

Ripley's
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EXCITING EXPLORATION

The Ripley Record

During your visit to **Ripley's Believe It or Not!** find an artefact which interests you. Find out as much as you can about it. Where does it come from? What does it look like? What does it do? Why does it belong in **Ripley's Believe It or Not!**? Make notes on this sheet (use the space on the back if you need to). When you get back to class, you will be able to write a newspaper article about the discovery of the artefact and its arrival at Ripley's.

What is your chosen artefact?

Why did you choose it?

Where does it come from?

What does it look like?

Why does it belong at Ripley's?



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EXCITING EXPLORATION

Art Explorers

You are going to look at some different examples of unbelievable art. Think about what has been used to create the artwork and then you can plan how to use some of these ideas to create your own piece of unbelievable art.

Title	What have they used?	How was it created?
Bubblegum Balls Portrait of Ripley		
Painted Ostrich Egg		
Junk Duck		
Lint Art Plate of Sushi		
Indian Skeleton Leaf Painting		
Last Supper on a Grain of Rice		
Dog Portrait		

Which piece of artwork do you like best? Why?

How are you going to create your own piece of unbelievable art?



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EXCITING EXPLORATION

Exploring Currency

In many places money is not trusted or has very little real value. This means that people have to find some other way of trading for the things they need so they swap items, using a system known as bartering. Food, such as potatoes, is often used as the currency in this type of system. Although it sounds strange it actually works quite well because people are exchanging things they don't need, or have too many of, for something they don't have.

On a far away island there are two tribes who live very separate lives. However each tribe has only been able to obtain some of the things they need so, in order to continue living happily, they will need to barter or swap with each other. It would be nice if they could just swap a little bit of everything but Island rules say that they may only trade with five items each and they must do so fairly!

The Believeits have	The Ornots have
<ul style="list-style-type: none">• Tools for lighting fires• Cows• Potato crops• Banana trees• Pineapple trees• Vegetable plots• Tools for hunting• The ability to grow coffee beans• A doctor who looks after anyone who is ill• The ability to grow maize <p>They live by the sea with lots of fish, crabs, seaweed and other delicacies.</p>	<ul style="list-style-type: none">• A net for fishing• Hens• Wheat crops• Sugar plantations• Bees which provide wax for candle making and honey• Vegetable plots• Grape vines• The ability to grow rice <p>They live by a large fresh water lake full of fish and a forest where many wild animals roam. They grow many herbs and plants which can be used both in cooking and to make medicine.</p>

Decide which things are most important and useful. Next decide what would be a fair trade for that item. For example, in return for someone coming to light fires for the Ornots tribe everyday the Believeits could be given a daily supply of fresh water for drinking.

Write a list of items you think you need to swap and identify what you would expect to be given in return as a fair trade.

EXCITING EXPLORATION

BELIEVE IT OR NOT!

Read through each of the facts below and decide whether you Believe It or Not! When you arrive at Ripley's you will see these artefacts and discover the truth about each fact. There is also an extra column so you can make notes to take back to class so we can talk about the facts later.

Fact	Believe It or Not?	Notes
Magnets can be fed to calves to keep them healthy.		
A horse can paint a picture.		
Henry VIII loved shoes.		
It's illegal for the U.S. treasury to issue cheques for less than \$1.00.		
Sending a letter in post-war Germany would have cost more than 2.1 trillion marks.		
Chinese gentlemen slept on their money box to prevent theft.		
You can make a wedding dress out of toilet paper.		
The worlds tallest man grew to over 2.7 metres tall.		
A mako shark can jump.		
You can paint on a grain of rice.		

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EXCITING EXPLORATION

BELIEVE IT OR NOT! Teacher's Notes

Fact	Believe It or Not?	Notes
Magnets can be fed to calves to keep them healthy.	Believe it	COW MAGNETS These magnets are fed to calves to keep them healthy! Remaining in the cow's rumen all its life, the magnet attracts bits of scrap metal the cow might eat and prevents them from doing any damage!
A horse can paint a picture.	Believe it	PAINTING DONE BY A HORSE Though named for an ornery cactus, the mustang Cholla has a gentler side: he paints! Cholla's work has been featured in numerous galleries and private collections, and Martha Stewart presented him with a set of watercolours and brushes! This Cholla painting is called "Finish Line."
Henry VIII loved shoes.	Believe it	HENRY VIII'S SHOE Henry VIII loved his shoes! In 1526 he ordered 10 pairs of English leather boots; 10 pairs of Spanish leather buskins; 1 pair of velvet buskins; 38 pairs of velvet shoes in purple, black and crimson; 3 pairs of black velvet slippers; 3 pairs of arming shoes; 6 pairs of English leather shoes; 6 pairs of shoes in Spanish leather and a pair of football boots. All of these for just six months!
It's illegal for the U.S. treasury to issue cheques for less than \$1.00.	Believe it	PENNY CHECK Not known for its sly pranks, The U.S. Treasury Department wasn't fooling when it issued Mary Zagar a one-cent United States Treasury Bond on April 1st, 1986. Believe It or Not! it is actually illegal for the U.S. Treasury to issue a check for under \$1.00!
Sending a letter in post-war Germany would have cost more than 2.1 trillion marks.	Believe it	INFLATION STAMP When a society loses faith in its money, it becomes devalued, and nightmarish inflation results. Mailing a letter in post-WWI Germany required in excess of 2,100,000,000,000 marks worth of postage!
Chinese gentlemen slept on their money box to prevent theft.	Believe it	MONEY BOX PILLOW For centuries, Chinese gentlemen would keep their valuables in one of these beautiful chests, then use it as a pillow to prevent theft while they slept! The painted phoenix and dragons are believed to bring prosperity.
You can make a wedding dress out of toilet paper.	Believe it	TOILET PAPER WEDDING GOWNS Cheap Chic Wedding's Annual Toilet Paper Wedding Dress Contest (sponsored by Charmin toilet paper company) invites would-be Vera Wangs to create their own wedding gowns using ONLY toilet paper, tape, and glue. These dresses, designed by Rebekah Baquiran (nee Shuman), Jami Anderson, and Jaymi Horne, were the Grand Prize Winner and Honourable Mentions from the First Annual Contest!
The worlds tallest man grew to over 2.7 metre tall.	Believe it	ROBERT WADLOW If bigger is better, this fella's the best who ever lived! Robert P. Wadlow is the tallest man ever known to exist. He grew to be over 2.7 metres tall, and continued growing for his whole life! Known as the "Alton Giant", he was one of America's most popular celebrities in the 1930s.
A mako shark can jump.	Believe it	MAKO SHARK JAWBONE Here's a jawbone from a Mako shark, one of the fastest swimmers on the planet. This beauty can jump up to nine metres out of the water, right into your boat!
You can paint on a grain of rice.	Believe it	THE LAST SUPPER ON RICE Using a high-powered microscope and a single human hair as a paintbrush Argentinian Manuel Andrade painted Leonardo Da Vinci's "Last Supper" on a single grain of rice!



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EXCITING EXPLORATION

My Unbelievable Environment

Think about the different places near to where you live. How can you make them sound like they belong in the world of Believe It or Not!? We want you to choose some local places then make them sound so interesting nobody could resist coming for a visit. Look at this example:

Ford's Field. It's a huge field where everyone goes to play football or walk their dog. (Unbelievably) It's the world famous historical site where James Dixon defeated Lucy James in the battle of lollipop and souvenir lollipops, which are exact replicas of the ones that caused all the trouble, can be bought at Ye Olde Sweetshop on the corner so you can take a souvenir home with you.

Think of your local area and create some exciting places of your own then produce a local travel brochure to encourage everyone to visit. Try to include a variety of places.

A play area

A building

A takeaway

A famous resident

Now add two more places or artefacts of your own.

1.

2.



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EXCITING EXPLORATION

Amazing Animals

Animals are truly amazing. Sometimes it's because they look different to how we expect, for example, a five-legged frog or six-legged deer. However, animals are also amazing because of the things they do or the way they behave. Did you know...?

- Penguins can jump six feet in the air.
- Beavers can hold their breathe for 45 minutes under water.
- Elephants are the only animal that can't jump.
- A crocodile cannot stick its tongue out.
- Polar bears are left handed.
- Reindeer eat moss because it contains a chemical that stops their body from freezing.
- The strongest animal in the world is the rhinoceros beetle. It can lift 850 times its own weight.
- Woodpeckers don't get headaches from all that pecking. Their skulls have air pockets to cushion the brain.

Imagine that Ripley's wants to celebrate one animal at the new Believe It or Not! London attraction and your mission is to find a fascinating animal and persuade them that that is the animal they should choose. To do this you will need to find out as much as possible about your chosen animal and write a list of believe it or not facts that show why it is the most amazing animal.

My chosen animal is

I chose it because

Did you know?

1.

2.

3.

4.

5.

6.

Continue on the back of this sheet if necessary. You will have to explain to your classmates and teacher why your animal is the most amazing so find out as much as you can so you are ready to answer their questions.

Good Luck!

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or Not!

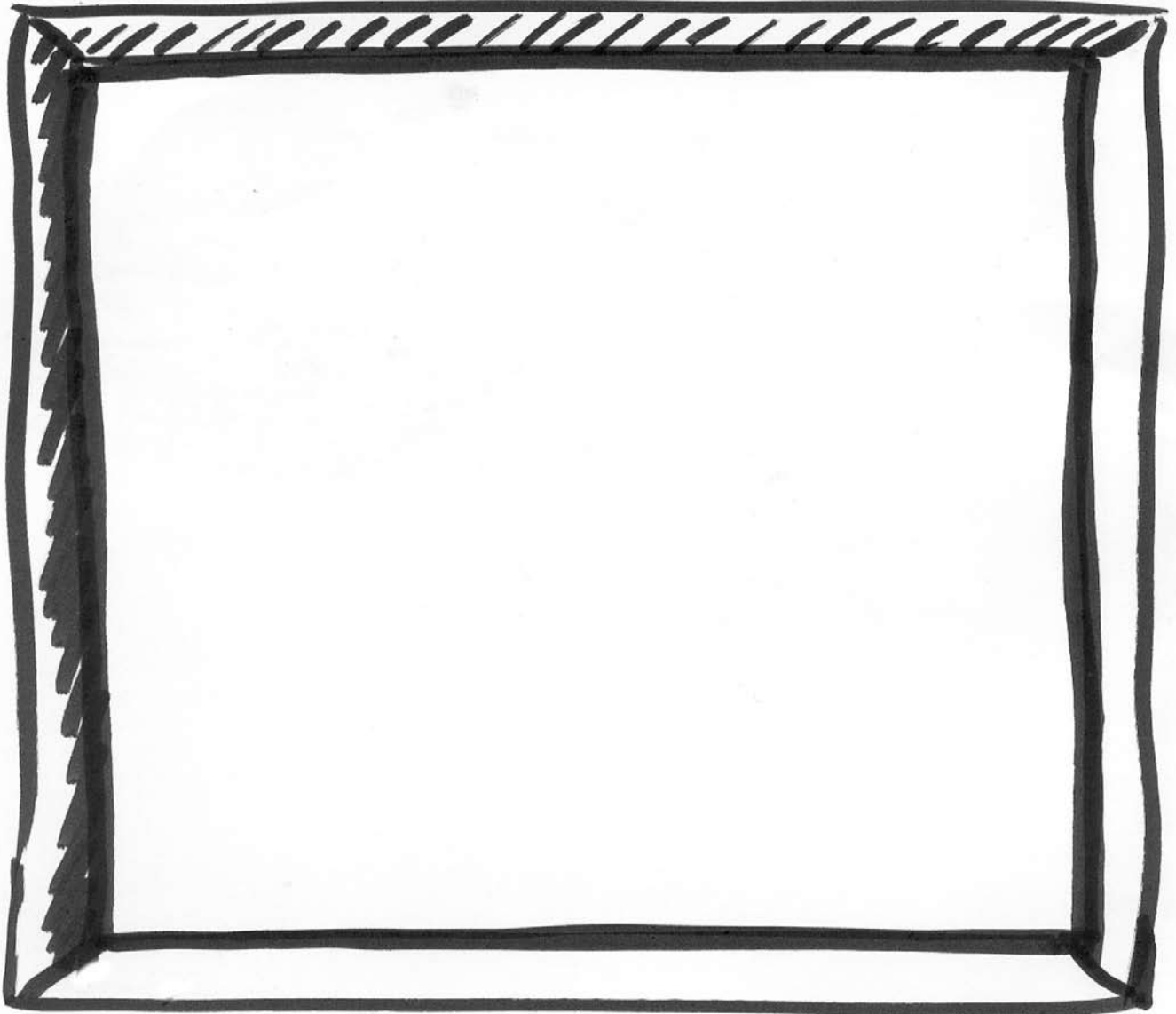
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EXCITING EXPLORATION

Amazing Achievements

Now we are going to think about what makes YOU amazing. Everybody is different and that's what makes everyone so amazing. What has made you proud of yourself? What is your greatest achievement?

Draw a portrait or a cartoon of yourself when you made your greatest achievement.



Now describe your greatest achievement. When did it happen? How did you discover it?
Why is it important to you?



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